

# Opasraportti

## KTK - Intercultural Teacher Education 2012-2013 (2012 - 2013)

### Intercultural Teacher Education

#### Bachelor's Degree

The degree of Bachelor of Arts (Education) in the Intercultural Teacher Education programme offers basic competences for the prospective educational professional and provides the basis for the Master's studies. The degree provides the basic prerequisites for the internalisation of a problem-based and analytical philosophy of teaching and education. The degree is oriented towards primary teacher education, so the programme focuses on the special issues related to the teaching and education of pupils studying in grades 0-6 of basic education. The education also provides competences for international educational tasks. The values underlying the degree centre on research as its foundation, practical familiarity, active citizenship, ethical and aesthetic sensitivity and capacity for pedagogical and didactic thinking and action.

ITE programme is a unique programme in Finland as it is the only English teacher education programme with the focus on education, globalization, diversity and ethics.

#### Learning Outcomes:

- Student is able to collect pedagogically relevant items to personal pedagogical portfolio.
- Student is capable of discussing the nature of pedagogical action and the applicability of the pedagogical theory.
- Student is able to discuss the assessment and evaluation of learning and recognises learning as a life-long process.
- Student can explicate his/her understanding of the subject knowledge of various subjects to the pupils.
- Student can examine the special educational needs of pupils.
- Student is able to adapt his/her behavior and action in different educational and teaching situations.
- Student shows responsibility, empathy and tact in educational situations.
- Student is able to participate in planning and evaluation tasks in education.
- Students are able to assess the diverse needs of students within complex and changing societies and identify appropriate strategies to meet those needs.
- Students are able to identify, compare and evaluate educational trends in intercultural and global education.
- Students are able to carry out research tasks, and produce academic texts in English and Finnish (special conditions apply to non-Finnish speaking students).

#### Master's Degree

The degree of Master of Arts (Education) focusing on intercultural teacher education deepens the student's competence to function as an expert of education and teaching in educational organisations. The education gives the student a diversified competence in pedagogy, didactics and subject mastery to meet educational challenges in the future school. The studies offer ingredients for the construction of a student's own pedagogical viewpoint and activity and guide the student to understand the social meaning of a primary teacher's work.

#### Learning Outcomes:

- Student can discuss the need for continuous self development.
- Student is able to take responsibility of his/her own actions and support the learners' self-efficacy.
- Student is capable of working in a multi-professional environment.

- Student can analyse and explain the theoretical knowledge about education and teaching.
- Student is able to recognize and evaluate creativity and innovativity in the field of education.
- Student shows empathy and tact and can select and judge his/her own actions according to the situation.
- Student is able to ponder and evaluate critically both own and others' views.
- Student is capable of explicating research in inquiry based teaching.
- Student is able to participate in development and evaluation tasks in education.
- Student is capable of knowledge generalization, is able to design and invent theoretical knowledge, and apply it to teaching.
- Students are able to exercise socially responsible and ethically sustainable leadership in the field of intercultural, development and global education.
- Students are able to conduct and utilize research creatively as a basis for teaching, learning, curriculum design and assessment in complex and diverse education environments in local and global contexts.
- Students are able to examine the constantly changing nature of education and society, recognizing professional development as a collaborative process of lifelong and lifewide learning.

## Tutkintorakenteet

### Intercultural Teacher Education, Bachelor's Degree (180 ECTS cr) (2012-2013)

Tutkintorakenteen tila: archived

Lukuvuosi: 2012-13

Lukuvuoden alkamispäivämäärä: 01.08.2012

#### Language and Communication (7 ECTS cr) (vähintään 7 op)

900077Y: Oral and Written Communication, 2 op

405507Y: Professional English, 3 op

*Compulsory*

405507Y-02: Professional English, 2. year, 1,5 op

405507Y-01: Professional English, 1. year, 1,5 op

901001Y: Second Official Language (Swedish), 2 op

*Compulsory*

901001Y-01: Second Official Language (Swedish), Written Skills, 1 op

901001Y-02: Second Official Language (Swedish), Oral Skills, 1 op

#### Orientation studies (13 ECTS cr) (vähintään 13 op)

405511Y: ICONS, 7 op

405513Y: ICT as a Pedagogical Tool (TVT1), 3 op

405504Y: Orientation to University Studies, 1 op

405505Y: Orientation towards Intercultural Education, 2 op

#### General studies in education sciences and pedagogy (25 ECTS cr) (vähintään 25 op)

A250508: Basic Studies in Education, 25 op

*e1*

407501P: Defining Education, 4 op

407502P: Human Development, 4 op

407503P: Society and Educational Institutions, 4 op

407504P: Learning Theories and Teaching, 4 op

407505P: Educational Philosophy and Ethics, 4 op

407508P: Seminar I: Teaching, Learning, Pedagogical Relationship, 3 op

407516P: School Experience I: Orientation, 2 op

## Special level studies in educational sciences and pedagogy (40 ECTS cr) (vähintään 40 op)

A250509: Intermediate Studies in Education, 50 op

*e1*

- 407509A: Education for All, 3 op
- 407510A: Curriculum, Planning and Evaluation, 3 op
- 407511A: Early Childhood Education, 3 op
- 407513A: Seminar II: Intercultural Education, 3 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

## Multidisciplinary Studies in the Subjects and Cross-Cullicular Themes Taught in Basic Education (60 ECTS cr) (vähintään 60 op)

A256402: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education, 65 op

*e1*

406020A: Mother Tongue and Literature, 7 op

### *Compulsory*

- 406020A-01: Literature and Reading, 3 op
- 406020A-02: Language and Writing, 4 op
- 406021A: Drama Education, 2 op
- 406022A: History, 3 op
- 406025A: Mathematics Education: Part I, 3 op
- 406026A: Mathematics Education: part II, 2 op
- 406027A: Physics and Chemistry, 4 op
- 406028A: Biology, 2 op
- 406029A: Geography, 2 op
- 406030A: Health Education, 1 op
- 406031A: Music, 8 op

### *Compulsory*

- 406031A-01: Pedagogical Applications of Music Education, 3 op
- 406031A-02: Voice and Singing, 1 op
- 406031A-03: Listening Education, 1 op
- 406031A-04: Music Theory in Practice, 1 op
- 406031A-05: Accompaniment Instrument, 2 op

406032A: Art, 7 op

### *Compulsory*

- 406032A-01: Drawing, 1 op
- 406032A-02: Painting, 1 op
- 406032A-03: Ceramics, 1 op
- 406032A-04: Building, 1 op
- 406032A-05: School graphic, 1 op
- 406032A-06: Environmental aesthetic, 1 op
- 406032A-07: Media education, 1 op

406035A: Physical Education, 7 op

### *Compulsory*

- 406035A-04: Lectures, adventure, track and field, 1 op
- 406035A-05: Indoor ball games, basic gymnastics, 1 op
- 406035A-06: Skiing, rhythmic gymnastics, 1 op
- 406035A-07: Outdoor ball games, 1 op
- 406035A-08: Orienteering, artistic gymnastics, 1 op
- 406035A-09: Skating, swimming, 1 op
- 406035A-10: SkiAgiFun, the final assignment in p.e., 1 op
- 406023A: Religion, 2 op

406024A: Ethics, 2 op

406033A: Crafts/Textile Work and Technology, 7 op

*Compulsory*

406033A-01: User-Centred Design and Manufacture as an Approach to Crafts and Technology Problems, 3 op

406033A-02: Materials, Sewing and Clothing Technology, 2 op

406033A-03: Pedagogical and Didactic Questions, 2 op

406034A: Crafts/Technical Work and Technology, 7 op

*Compulsory*

406034A-01: Traditional Handicrafts in the Context of Technical Work, 3 op

406034A-02: Applications of mechatronics, 2 op

406034A-03: Applications of Electronics, 2 op

*e3*

407038A: School Work in the Bachelor Phase II, 3 op

407522A: Thematic practice II, 3 op

### **Minor studies (25 ECTS cr) (vähintään 25 op)**

### **Optional studies (10 ECTS cr) (vähintään 10 op)**

405509Y: Optional Studies: Foreign Language, 3 op

## **Intercultural Teacher Education, Master's Degree (120 ECTS cr) (2012-2013)**

Tutkintorakenteen tila: archived

Lukuvuosi: 2012-13

Lukuvuoden alkamispäivämäärä: 01.08.2012

### **Language, Communication and Orientation (5 ECTS cr) (vähintään 5 op)**

405510Y: Language, the Learner, the School, 5 op

### **Advances Studies in Educational Sciences (80 ECTS cr) (vähintään 80 op)**

A250510: Advanced Studies in Education, 70 - 80 op

*e1*

408501S: Global Education, 5 op

408502S: Development and Education, 5 op

408503S: Educational Policy and Leadership, 5 op

408519S: School Experience II: Master's Level, 8 op

408520S: Advanced Professional Practice, 6 op

408508S: Seminar III: Education and Professional Ethics, 3 op

408510S: Master's Thesis, 40 op

408511S: Educational Administration, 2 op

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

### **Minor studies (25 ECTS cr) (vähintään 25 op)**

## Optional studies (10 ECTS cr) (vähintään 10 op)

# Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

407515A: Bachelor's Thesis, 9 op

A250507: Education for Intercultural Competencies, 25 op

### *Electives*

407508A: Comparative Education, 10 op

407530P: Internship, 5 op

407531P: Selected Literature, 5 op

407532P: Optional, 5 op

405514Y: Optional Studies: Multimedia as a Learning Project (TVT2), 3 op

407521A: Thematic practice I, 3 op

## Opintojaksoiden kuvaukset

### Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

#### 900077Y: Oral and Written Communication, 2 op

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

**Vastuuyksikkö:** Language Centre

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

**Opintokohteen kielet:** Finnish

**Proficiency level:**

native language

**Status:**

This course is compulsory for all students undertaking a BA degree in Intercultural Teacher Education who have Finnish as their native language.

Students who don't speak Finnish as their native language will get more information on alternatives for completing the course from Gordon Roberts.

**Required proficiency level:**

-

**ECTS Credits:**

2 ECTS

**Language of instruction:**

Finnish

**Timing:**

1st year of studies

**Learning outcomes:**

Upon completion of the course the student should be able

- to recognise the conventions and distinctive features of scientific communication,
- to prepare a verbally and stylistically fluent scientific presentation,

- to assess and revise his/her own texts and
- to recognise his/her strengths and weak points as a communicator.

**Contents:**

Practises and distinctive features of scientific communication, writing as a process, critical and analytical reading strategies, style and language of science, basics of speech communication, observation and analysis of speech communication situations.

**Mode of delivery:**

Contact teaching

**Learning activities and teaching methods:**

Contact teaching 16 h, independent work 34 h

**Target group:**

students undertaking a BA degree in Intercultural Teacher Education who have Finnish as their native language

**Prerequisites and co-requisites:**

-

**Recommended optional programme components:**

-

**Recommended or required reading:**

study material subject to a small fee will be delivered by teacher

**Assessment methods and criteria:**

Participating the contact teaching, independent study and completion of given assignments.

**Grading:**

pass / fail

**Person responsible:**

Sarajärvi Niina

**Working life cooperation:**

none

**Other information:**

-

**405507Y: Professional English, 3 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

3 credits

**Language of instruction:**

English

**Timing:**

1st and 2nd year

**Learning outcomes:**

- Demonstrate English language skills in the field of education using different media through different registers
- Identify and use the academic APA standard and style

**Contents:**

- Giving presentations
- Composing reports
- Writing essays and articles
- Designing posters
- Composing curriculum vitae and applications

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Seminars and tutorials 40 h; The course is mainly integrated into ICONS in the first year, and Comparative Education during the second year.

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

ICONS (405511Y) and Comparative Education (407508A)

**Recommended or required reading:**

Literature introduced by the lecturers at the beginning of the course.

**Assessment methods and criteria:**

The course is continuously assessed in conjunction with the ICONS and Comparative Education courses. There is no separate test.

**Grading:**

Pass/fail

**Person responsible:**

Gordon Roberts

**Working life cooperation:**

No

*Compulsory***405507Y-02: Professional English, 2. year, 1,5 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Language and Communication Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** English**Voidaan suorittaa useasti:** Kyllä

Ei opintojaksokuvauksia.

**405507Y-01: Professional English, 1. year, 1,5 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Language and Communication Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** English**Voidaan suorittaa useasti:** Kyllä

Ei opintojaksokuvauksia.

**901001Y: Second Official Language (Swedish), 2 op****Voimassaolo:** 01.08.1995 -**Opiskelumuoto:** Language and Communication Studies**Laji:** Course**Vastuuyksikkö:** Language Centre**Opintokohteen kielet:** Swedish**Leikkaavuudet:**

ay901001Y Second Official Language (Swedish) (OPEN UNI) 2.0 op

**Proficiency level:**

B1/B2/C1 (CEFR scale)

**Status:**

This course is compulsory to all students. The language proficiency provided by the course unit is equivalent to the language proficiency required of a state official with an academic degree working in a bilingual municipality area (Act 424/03 and Decree 481/03).

According to the requirements of the law, the student must be able to use Swedish both orally and in writing in various professional situations. Achieving this kind of proficiency during a course unit that lasts for only one semester requires that the student has already achieved the necessary starting proficiency level prior to taking the course.

**Required proficiency level:**

The required [starting proficiency level](#) for students of all faculties is a grade of 7 or higher from the Swedish studies at secondary school (B-syllabus) or equivalent knowledge AND a passing grade from the proficiency test held at the beginning of the course unit. Based on this proficiency test the students are directed to brush up on their language skills with a self-study course (901028Y På väg 1-3, 2 ECTS credits) if it is deemed necessary; mastering basic vocabulary and grammar is a prerequisite to achieving the necessary language proficiency for the various communication situations one faces in professional life.

-If a student has not completed Swedish studies (B-language) at secondary school with a grade of 7 or higher, or his /her language skills are otherwise lacking, he/she must achieve the required proficiency level BEFORE taking this compulsory Swedish course unit. Information about brushing up on one's language skills can be found in Finnish [here](#).

**ECTS Credits:**

2 ECTS credits

**Language of instruction:**

Swedish

**Timing:**

autumn or spring term

**Learning outcomes:**

Upon completion of the course the student should be able to read and understand texts from his/her academic field and make conclusions based on them. The student should be able to write typical professional emails and short reports. He/she should be able to carry himself/herself according to Swedish etiquette when acting as host or guest. The student should also be able to discuss current events and special field-specific matters, use the vocabulary of education and plan and give short oral presentations relating to his/her own field.

**Contents:**

Communicative oral and written exercises, which aim to develop the student's Swedish proficiency in areas relevant to his/her academic field and future professional tasks. The student practises oral presentation and pronunciation. Situational oral exercises done individually and in pairs and groups. Discussions in small groups. Current texts about the student's special field. Listening comprehension exercises. Written exercises relating to the student's professional field.

**Mode of delivery:**

Contact teaching

**Learning activities and teaching methods:**

2 x 90 minutes of contact teaching per week and related exercises, self-directed study, a total workload of 130 hours per course.

**Target group:**

Students of the Faculty of Education

**Prerequisites and co-requisites:**

See Required proficiency level

**Recommended optional programme components:**

-

**Recommended or required reading:**

The students will receive course material subject to a charge.

**Assessment methods and criteria:**

The course unit focuses on improving both oral and written language skills and requires active attendance and participation in exercises, which also require preparation time. 100% attendance is required. The course unit tests both oral and written language skills. Students participate in the teaching in either autumn semester or spring semester.

**Grading:**

Oral and written language proficiencies are tested separately and assessed using the so called KORU-criteria (publication of HAMK University of Applied Sciences, 2006). Separate grades will be awarded for the successful completions of both oral and written portions of the course unit: the possible passing grades are satisfactory skills and good skills (see language decree 481/03). The grades are based on continuous assessment and testing.

**Person responsible:**

See Contact teachers from Languages and Communication's home page

**Working life cooperation:**

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**Other information:**

Students sign up for teaching in WebOodi. A student can only sign up for one teaching group. **When signing up in WebOodi, it is imperative** that the student fills in his/her university email address (paju.oulu.fi), major subject and Swedish grades attained during secondary education in the Further Information field. **The student will be notified of a place in the course unit via email prior to the beginning of teaching.**

*Compulsory***901001Y-01: Second Official Language (Swedish), Written Skills, 1 op**

**Voimassaolo:** 01.08.1995 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

**Vastuuyksikkö:** Language Centre

**Opintokohteen kielet:** Swedish

**Leikkaavuudet:**

ay901001Y-01 Second Official Language (Swedish), Written Skills (OPEN UNI) 1.0 op

Ei opintojaksokuvauksia.

**901001Y-02: Second Official Language (Swedish), Oral Skills, 1 op**

**Voimassaolo:** 01.08.1995 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

**Vastuuyksikkö:** Language Centre

**Opintokohteen kielet:** Swedish

**Leikkaavuudet:**

ay901001Y-02 Second Official Language (Swedish), Oral Skills (OPEN UNI) 1.0 op

Ei opintojaksokuvauksia.

**405511Y: ICONS, 7 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** General Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

7 credits

**Language of instruction:**

English

**Timing:**

1st year, autumn

**Learning outcomes:**

- Analyze contemporary contentious political issues and their relationship to education
- Identify interests of key actors in the domestic and international political arenas
- Evaluate theories regarding the methods decision makers use to resolve conflicts
- Apply communication and negotiation skills to collaborate with peers using communication technology

**Contents:**

- Contemporary global politics and ideologies
- ICT applied to collaborative learning
- Diplomatic consultation and dialogue
- Registers of English

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

Seminars and tutorials. Emphasis is on learning through doing. Group work and seminars with fellow students both in Oulu and at universities abroad using, all facilitated by tutor; 80 h.

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The Professional English course is integrated with ICONS.

**Recommended or required reading:**

Background reading will be recommended according to the present day political situation.

**Assessment methods and criteria:**

Active participation in seminars, research and video-conferences, written assignments

**Grading:**

Pass/fail

**Person responsible:**

Gordon Roberts

**Working life cooperation:**

No

**405513Y: ICT as a Pedagogical Tool (TVT1), 3 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** General Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

3 credits

**Language of instruction:**

English

**Timing:**

1st study year

**Learning outcomes:**

Information and communication technology (ICT) is one of the key issues in the modern society. The aim of this course is to promote understanding of how to apply ICT in a meaningful context in learning and instruction.

**Contents:**

- modern technology-based environments
- technical infrastructure at university level
- pedagogical & didactical applying of ICT
- net based learning environments
- word processing, digital image editing, webpage design
- presentation software
- IP-based videoconferencing

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

10 h lecturing (optional - in Finnish), 20 h workshop (in English), 10 h net based work.

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

No

**Recommended or required reading:**

Lectures, exercises, and if applicable student's products will be released on the net based learning environment. Additional readings will be shown at the beginning of the course.

**Assessment methods and criteria:**

Active participation, individual exercise (net based learning-diary), dual work (videoconference lesson), and team work (ICT-literature based presentation).

**Grading:**

Pass/fail

**Person responsible:**

Asko Pekkarinen

**Working life cooperation:**

No

**405504Y: Orientation to University Studies, 1 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** General Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

1 credits

**Language of instruction:**

English

**Timing:**

1st study year

**Learning outcomes:**

- Identify the structure and contents of the studies carried out in the department and on the programme.
- Formulate a basic understanding of the nature of study programme to the course contents and methods of teaching and studying.
- Design their own individual study plan and keep it updated till they graduate.

**Contents:**

- Practical and academic issues related to university studies
- Structure, contents and objectives of the degree
- Professional profiles and career prospects

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

15h seminars (in English), 8 lectures (in Finnish). Non-Finnish speakers will be given special guidance instead of lectures.

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

No

**Recommended or required reading:**

Course materials will be provided by the teacher and the student tutors

**Assessment methods and criteria:**

Active participation in lectures and seminars, designing a personal study plan (PSP)

**Grading:**

Pass/fail

**Person responsible:**

Maria-Liisa Järvelä and Gordon Roberts

**Working life cooperation:**

No

**405505Y: Orientation towards Intercultural Education, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** General Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Räsänen, Rauni et al. (toim.)**, , 2002

**Puuronen, Vesa et al. (eds)**, , 2004

**Opintokohteen kielet:** English

**ECTS Credits:**

2 credits

**Language of instruction:**

English

**Timing:**

1st year (1 cr), 2nd year (1 cr)

**Learning outcomes:**

- Explain basic concepts of intercultural and international education and compare different approaches
- Discuss basic theories of intercultural learning
- Identify challenges of educational diversity
- Describe theoretical framework of educational policy-making to intercultural pedagogy in formal and informal education.

**Contents:**

Discussions on concept and themes of intercultural education, observing the issues related to various fields of education from a wide variety of professional perspectives

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and seminars 32 h

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

No

**Recommended or required reading:**

Räsänen, R. et al. (eds.) (2002) Interkulttuurinen opettajankoulutus, or:

Räsänen, R. & San, Johanna (eds.) (2005) Conditions for intercultural learning and co-operation

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

**Assessment methods and criteria:**

Active participation in the seminars. Learning diary from all seminar meetings, handed in after the course

**Grading:**

pass/fail

**Person responsible:**

Maria-Liisa Järvelä

**Working life cooperation:**

No

## **A250508: Basic Studies in Education, 25 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

25cr

**Language of instruction:**

English

**Timing:**

1st study year

**Learning outcomes:**

- analyse and describe pedagogical phenomena on the basis of basic concepts and theories of educational sciences
- use various academic study methods
- work individually
- orientate towards educational professionalism
- analyse the issues of education and learning in diverse multicultural contexts

**Contents:**

- 407501P Defining Education 4 cr.
- 407502P Human Development 4 cr.
- 407503P Society and Educational Institutions 4cr.
- 407504P Learning Theories and Teaching 4 cr.
- 407505P Educational Philosophy and Ethics 4 cr.
- 407508P Seminar I: Teaching, Learning, Pedagogical Relationship 3cr.
- 407516P School Experience I: Orientation 2 cr.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Varies according to the study units

**Target group:**

ITE students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

No

**Recommended or required reading:**

Varies according to the study units

**Assessment methods and criteria:**

Varies according to the study units

**Grading:**

pass/ fail

**Person responsible:**

Katri Jokikokko

**Working life cooperation:**

School experience I 2cr

*e1*

**407501P: Defining Education, 4 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

4 credits

**Language of instruction:**

English

**Timing:**

1st year, autumn

**Learning outcomes:**

Having passed the course the student is able to define the basic concepts and the main paradigms of educational sciences and to identify some of the most influential, past and contemporary educational theorists. The student combines practical and theoretical knowledge in relation to a teacher's professional development and the formation of a teacher's identity. The student is able to apply the acquired knowledge in classroom discussions as well as in academic writing.

**Contents:**

- educational sciences: historical overview
- theories and most important concepts of educational sciences
- formal education, informal and non-formal education
- epistemology: forms of knowledge and knowledge production, cultural impact on knowledge construction
- teacher's professional development and teacher's identity
- basics of academic writing

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

24 h, lectures and seminar discussions, short essay

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of the basic studies in education.

**Recommended or required reading:**

Will be confirmed at the course start.

**Assessment methods and criteria:**

Active participation in the seminars, essay (2000 words).

**Grading:**

Pass/fail

**Person responsible:**

Maria-Liisa Järvelä

**Working life cooperation:**

No

**407502P: Human Development, 4 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

4 credits

**Language of instruction:**

English

**Timing:**

1st year, spring

**Learning outcomes:**

- Identify the most prominent theories of human development.
- Discuss important theoretical trends from the perspective of educational psychology focusing on age- and culture-specific aspects in education and upbringing

**Contents:**

- overview of trends in psychology
- theories in developmental and educational psychology

- age- and culture-specific issues in developmental psychology

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

24 h, lectures and seminar discussions

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of the basic studies in education.

**Recommended or required reading:**

Crain: Theories of Development. 4th ed. 2000, or 5th ed. 2005.

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

**Assessment methods and criteria:**

Active participation in the seminars, essay (2000 words) or exam.

**Grading:**

Pass/fail

**Person responsible:**

Maria-Liisa Järvelä

**Working life cooperation:**

No

**407503P: Society and Educational Institutions, 4 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

4 credits

**Language of instruction:**

English

**Timing:**

1st year, spring

**Learning outcomes:**

- Identify the main concepts and theories of sociology
- Relate educational systems to different societal and cultural contexts
- Distinguishes research methods and topics in contemporary sociology

**Contents:**

- basic concepts and most important theories of sociology
- the relationship between society, politics and educational systems
- examples of contemporary sociological research

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

24 h, lectures and seminar discussions

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of the basic studies in education.

**Recommended or required reading:**

Haralambos & Holborn (2004/2008) Sociology. Themes and Perspectives.

Giddens, A. (2006/2009) Sociology.

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

**Assessment methods and criteria:**

Active participation in the seminars, essay (2000 words) or exam

**Grading:**

Pass/fail

**Person responsible:**

Maria-Liisa Järvelä

**Working life cooperation:**

No

**407504P: Learning Theories and Teaching, 4 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

4 credits

**Language of instruction:**

English

**Timing:**

1st year, autumn

**Learning outcomes:**

- Summarize the historical development of learning theories and name the most influential theorists
- Classify the most significant paradigms of learning
- Estimate the effects of different cultural circumstances on pedagogical solutions
- Discuss the possibilities offered by ICT

**Contents:**

- brief historical overview of the development of learning theories
- theories of intercultural/ transformative/ experiential learning and critical pedagogy
- the impact of cultural factors on learning and teaching
- the role of ICT in learning and teaching

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

24 h lectures and seminar discussions

**Target group:**

Intercultural Teacher Education students



**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of the basic studies in education.

**Recommended or required reading:**

The reading list will be given to the students before the course start.

**Assessment methods and criteria:**

Active participation in the seminars, student presentations.

**Grading:**

Pass/fail

**Person responsible:**

Maria-Liisa Järvelä

**Working life cooperation:**

No

**407505P: Educational Philosophy and Ethics, 4 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Opetusalan eettinen neuvottelukunta ja Riitta Sarras (toim)**, , 2002

**Sihvola, Juha** , , 2004

**Purpel, David E.** , , 1989

**Opintokohteen kielet:** English

**ECTS Credits:**

4 credits

**Language of instruction:**

English

**Timing:**

1st year, spring

**Learning outcomes:**

- Summarize and contrast central concepts in 4 schools of educational philosophy
- Compare international perspectives on ethics
- Apply concepts related to philosophy and ethics to discuss educational tasks and relationships in global contexts
- Describe their current educational philosophy and explain and illustrate their approach to professional ethics

**Contents:**

- Schools of educational philosophy in the North, South, East and West
- Perspectives on global and professional ethics
- Educational implications of different approaches
- Ethical dilemmas in educational contexts

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

32 hours of lectures and seminars, 6 hours of online tasks, 70 hours of reading and assignment preparation

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of the basic studies in education.

**Recommended or required reading:**

Freire, P. (1998). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Oxford: Rowman & Littlefield Publishers.

Todd, S. (2009). *Towards and Imperfect Education: Facing Humanity, Rethinking Cosmopolitanism*. Sense Publishers. Boulder: Paradigm Publishers.

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

**Assessment methods and criteria:**

Reflective essay and book exam

**Grading:**

0 - 5

**Person responsible:**

Vanessa Andreotti

**Working life cooperation:**

No

**407508P: Seminar I: Teaching, Learning, Pedagogical Relationship, 3 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

3 credits

**Language of instruction:**

English

**Timing:**

1st year, spring

**Learning outcomes:**

- examine preliminary tools for analysing the tasks of education, teaching and professional growth
- identify and analyse issues on learning, human development and pedagogical relationships
- critically assess the connections between theory and practice
- illustrate and document personal educational philosophies
- identify elements of personal professional growth

**Contents:**

- concepts of education, teaching and learning
- school and classroom environments
- study journals and portfolios
- planning, reflecting on and evaluating School Experience I

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

18 h seminar workshop, 62 h independent work.

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

School Experience I: Orientation

**Recommended or required reading:**

Course materials will be provided by the teacher

**Assessment methods and criteria:**

Active participation in seminars, entries in study journals and pedagogical portfolio.

**Grading:**

Pass/fail

**Person responsible:**

Gordon Roberts

**Working life cooperation:**

No

**407516P: School Experience I: Orientation, 2 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Basic Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 credits

**Language of instruction:**

English

**Timing:**

1st year, spring

**Learning outcomes:**

The student

- is awakened to consider critically his/her conception of teachership and education
- familiarises him/herself with classroom activities through observation in the basic education grades 0-6 and, on a smaller scale, also in grades 7-9
- perceives the contents and meaning of the curriculum in school education

**Contents:**

Course forms part of the major subject studies for the Bachelor's degree and it is part of the Pedagogical Studies for Teachers module. All primary teacher students shall take this orientation course to school work regardless of their previous studies or work experience.

The driving theme behind School Experience I is the pupil as a member of the classroom community. The student is expected to enrich the thematics presented in Human Development (4 credits) and Seminar I (3 credits) and its personal understanding by working in a concrete school and classroom context. This course also familiarises the student with the curriculum and its flexible implementation in teaching.

School Experience I offers a supervised opportunity to study the child's development and interaction and sociocultural phenomena in the classroom community through the learning tasks formulated in the pedagogical seminar. The SE I course provides an orientation to the teacher's work through small-scale participation in teaching and educational activities in one's own and adjacent classrooms.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

**Place:** Oulu International School, grades 0–9.

**Duration:** Two calendar weeks.

**Description of the activities:** During School Experience I the student will be functioning in cooperation with the staff of the International School and with his/her fellow students.

Before the actual practice the student will spend a day arranged by the practice coordinator at the OIS to get familiar with the school. During this day the student is acquainted with the general premises of the school and also with the class in which s/he will be practising. After visiting the school the student shall formulate a research question through which s/he will approach the practice.

The student shall observe and examine the activities of the class and children from the viewpoint of educational and developmental psychology based on the knowledge acquired in the Human Development course and the learning tasks agreed upon in Seminar I. The student is acquainted with the school as a growth and learning environment and familiarises him/herself with the school's curriculum.

School Experience I starts with a cell specific joint planning meeting arranged in the week preceding the course to discuss course arrangements and tutoring and to agree on the classes in which the students are to work and in which the planning is to continue. The planning will involve all the persons participating in the school work period. During the course the student will get familiar with the class and carry out monitoring tasks as agreed.

During the second week the student carries out, on a small scale, simultaneous teaching, small group teaching and joint teaching sessions with the teachers of the International School and with his/her fellow students, and acquaints him/herself with the activities of adjacent classrooms in 2-3 lessons (not more than 6 students per classroom).

**Supervision:** The general supervisor of School Experience I is the principal of the International School. The supervisors in the classes in which the students work are the class teachers appointed for the purpose. Tutoring in the major subject studies focuses on school work tutoring in Seminar I.

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

Participation in the School Experience I course requires completion of Human Development (4 credits) and commencement of Seminar I.

**Recommended optional programme components:**

Seminar I (407508P) and Human Development (407502P)

**Recommended or required reading:**

No

**Assessment methods and criteria:**

The students shall write a report on the practice. They shall also start drawing up their portfolios based on the practice (see Seminar I).

**Grading:**

The class teacher will assess the student's performance based on supervision discussions (4 hours) and the pedagogical portfolio on a scale ranging from pass / to be supplemented / to be retaken. An entry on a pass is made on the practice card. The card shall also be signed by the person responsible for Seminar I.

**Assessment meeting:** An assessment meeting will be arranged at the Oulu International School at the end of the School Experience I course, analysing how the goals set for the course were met and discussing ways to make use of the experiences in future school work and practice periods. All the persons who contributed to School Experience I shall be attending the seminar if possible.

**Person responsible:**

Teachers in charge of Seminar I, the Department's teaching practice coordinator and the OIS practice coordinators.

**Working life cooperation:**

Yes.

**Other information:**

**Registration:** School Experience I is the only school work course in teacher education that need not be registered for. All students participating in Seminar I have also been reserved a place in SE I.

**A250509: Intermediate Studies in Education, 50 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

40 cr

**Language of instruction:**

English

**Timing:**

2nd and 3rd study year

**Learning outcomes:**

- apply, analyse and evaluate educational research on pedagogical phenomena
- practice academic argumentation
- write academic reports
- compare educational practices in different countries
  
- Students are able to assess the diverse needs of students within complex and changing societies and identify appropriate strategies to meet those needs
- Students are able to identify, compare and evaluate educational trends in intercultural and global education
- Students are able to carry out research tasks, and produce academic texts in English and Finnish (special conditions apply to non-Finnish speaking students)

**Contents:**

- 407508A Comparative education 7cr
- 407509A Education for All 3cr
- 407510A Curriculum, Planning and Evaluation 3cr
- 407521A Thematic Practice I 3 cr
- 407513A Seminar II: Intercultural Education 2 cr
- 407040A Basic course in quantitative research 5cr
- 407041A Basic course in qualitative research 5cr
- 407515A Bachelor's Thesis 9 cr
- *407515A -01 Maturity Test*
- *407515A -02 Bachelor's Thesis*

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Varies according to the study units

**Target group:**

ITE students

**Prerequisites and co-requisites:**

General studies in education 25 cr

**Recommended optional programme components:**

No

**Recommended or required reading:**

Varies according to the study units

**Assessment methods and criteria:**

Varies according to the study units

**Grading:**

0 - 5

**Person responsible:**

Katri Jokikokko

**Working life cooperation:**

Yes. Includes Thematic Practice I 3 cr

e1

**407509A: Education for All, 3 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen oppimateriaali:****Peterson, J. Michael** , , 2003**Thomas, Gary & Vaughan, Mark (eds.)** , , 2004**Ahvenainen, Ossi** , , 2005**Ikonen, Oiva** , , 2000**Jahnukainen, Markku (toim.)** , , 2002**Jahnukainen, Markku (toim.)** , , 2001**Murto, Pentti, Naukkarinen, Aimo & Saloviita, Timo (toim.)** , , 2001**Hautamäki, Jarkko (toim.)** , , 2001**Ikonen, Oiva & Virtanen, Pirkko (toim.)** , , 2001**Pulkkinen, Lea** , , 2002**Räsänen, Pekka et al. (toim.)** , , 2004**Savolainen, Hannu, Kokkala, Heikki & Alasuutari, Hanna (eds.)** , , 2000**Savolainen, Hannu, Matero, Marja & Kokkala, Heikki (eds.)** , , 2006**Sinkkonen, Jari & Pihlaja, Päivi (toim.)** , , 1999**Opintokohteen kielet:** English**ECTS Credits:**

3 credits

**Language of instruction:**

English

**Timing:**

ITE: 2nd year, spring

EdGlo: 1st year, spring

**Learning outcomes:**

After completion of the course, students are able to:

- analyse the current state and challenges of special education and inclusion.
- compare local and global approaches to special education, and evaluate the implemented policies and practices that are meant to provide equal possibilities for all people
- 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)

**Contents:**

- special educational needs
- inclusion as a policy and practice
- the United Nations Millennium Development Goals
- UNESCO Education for All initiative

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

24 h lectures/seminars, 56 h independent study

**Target group:**

- Intercultural Teacher Education students
- 1st year on the Master's Degree 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:**

Course is part of the Special level Studies (ITE programme) and part of the Education in Transition (EDGLO students)

Other courses in Education in Transition:

- 407509P Defining Education, Educational Sciences and their tasks, 5 credits
- 407512P Comparative Educational Research, 5 credits
- 407510P Economics of Education, 5 credits
- 407511P Seminar: Education in Transition, 5 credits
- 407518A Global Citizenship Education, 5 credits
- 408502S Development and Education, 4 credits
- 407523P Plurilingualism and Education in the 21st century, 5 credits
- 407524P Critical Literacy in Education, 5 credits

**Recommended or required reading:**

Peterson, M. & Hattie, M. (2003). *Inclusive teaching: Creating effective schools for all learners*. Boston: Allyn & Bacon.

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

**Assessment methods and criteria:**

Active participation in lectures/seminars and an exam

**Grading:**

Pass/fail

**Person responsible:**

Marko Kielinen, Marjatta Takala (special education), Vanessa de Oliveira (EFA and MDG)

**Working life cooperation:**

No

**Other information:**

No

**407510A: Curriculum, Planning and Evaluation, 3 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Doll, William E. Jr.** , , 1993

**Grundy, Shirley** , , 1987

**Hopkins, David** , , 1989

**Pinar, William F. (ed.)** , , 2003

**Ross, Alistair** , , 2000

**Opintokohteen kielet:** English

**ECTS Credits:**

3 credits

**Language of instruction:**

English

**Timing:**

2nd year, autumn

**Learning outcomes:**

- explain the role of curriculum in education and the principles that guide curriculum construction and implementation
- compare curricula from different educational fields and institutions in Finland and other countries
- identify the demands that cultural, political and other factors set on curriculum planning

- design and use the curricula in lesson planning and in evaluating student and teacher activities

**Contents:**

- Finnish national curriculum for the Comprehensive School
- philosophical and pedagogical principles of curriculum planning and implementation
- curricula with emphasis on Intercultural and Immigrant Education on both national and global level
- curricula with emphasis on Inclusive Education on national and global level
- curricula of some International Schools

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and seminars 24 h, book exam.

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

No

**Recommended or required reading:**

Pinar, William F. 2004. What is curriculum theory? Mahwah, New Jersey & London: Lawrence Erlbaum.  
 McGee, Clive. 1997. Teachers and curriculum decision-making. Palmerstone North: Dunmore  
 The availability of the literature can be checked in [this link](#).

**Assessment methods and criteria:**

Active participation in the seminars, book exam.

**Grading:**

0 – 5

**Person responsible:**

Maria Järvelä

**Working life cooperation:**

No

**407511A: 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:** English

**ECTS Credits:**

3 credits

**Language of instruction:**

English

**Timing:**

2nd year, autumn

**Learning outcomes:**

- Analyse suitable contents and methods of early childhood child-centred pedagogies with a focus on literacy and numeracy.
- Discuss the importance and challenged of home-school partnerships in Early Childhood Education.

**Contents:**

- child development till school start



- pre-schoolers and 0-1st graders as learners
- principles of learning and teaching in child-centred pedagogy
- contents and teaching methods with special focus on learning to read and write
- home-school collaboration

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

24 h seminars

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

No

**Recommended or required reading:**

Will be confirmed in the beginning of the course.

**Assessment methods and criteria:**

Active participation in the seminars.

**Grading:**

0 - 5

**Person responsible:**

Hannele Karikoski

**Working life cooperation:**

No

**407513A: Seminar II: Intercultural Education, 3 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

2 credits

**Language of instruction:**

English

**Timing:**

2nd year spring, 3rd year autumn

**Learning outcomes:**

- Discuss special professional issues in relation to multilingual/ intercultural/ international schools and organisations
- Predict circumstances and challenges in relation to the individual choice of Thematic practice placement
- Demonstrate individual learning outcomes from the Thematic practice in the seminar and in the portfolio

**Contents:**

- circumstances and challenges of working in multilingual/ intercultural/ international schools and organisations
- official documents in multilingual/ intercultural/ international schools and organisations

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20 h seminar

**Target group:**

Students in the Intercultural Teacher Education Programme

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

Seminar II and the Thematic Practice are interlinked.

**Recommended or required reading:**

Will be confirmed at the course start.

**Assessment methods and criteria:**

Active participation in seminars, entries in pedagogical portfolio.

**Grading:**

Pass/fail

**Person responsible:**

Maria-Liisa Järvelä

**Working life cooperation:**

No

**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 20 h
3. Exercises: 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:**

- 1) Metsämuuronen, J. (2003). Tutkimuksen tekemisen perusteet ihmistieteissä (s. 1-146).
- Course material availability can be checked [here](#).

**Assessment methods and criteria:**

1. Exam
2. Exam
3. Active participation in small group sessions, an essay

**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 Hannele Karikoski and 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

Ei opintojaksokuvauksia.

#### 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

#### 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

Ei opintojaksokuvauksia.

#### 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 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 3 cr

**407041A-02** Exercises 2 cr

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 20 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:**

Ruusuvuori, 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

**Grading:**

0 - 5

**Person responsible:**

Leena Syrjälä

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

*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

Ei opintojaksokuvauksia.

**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

Ei opintojaksokuvauksia.

## **A256402: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education, 65 op**

**Opiskelumuoto:** Intermediate Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

60 credits

**Language of instruction:**

Finnish and English

**Timing:**

1st, 2nd and 3th year

**Learning outcomes:**

Student

- can explicate his/her understanding of the subject knowledge to the pupils on elementary school grades 0–6.
- is able to use various teaching methods and utilise learning environments in different school subjects and cross-curricular themes.
- is able to judge the applicability of his/her own teaching within the framework of the national core curriculum.
- is able to plan, apply and assess subject matter thought for primary level.

**Contents:**

**Humanities Module**

*ECTS:* 15 cr.

*assessment:* 0-5

This module crystallizes the three central perspectives in primary teacher education: values, social awareness and communication. Students familiarize themselves with the contents and pedagogy of the different subjects to gain the competence needed to enhance pupils' language-based learning and interaction skills. Further, students acquire a knowledge base and assessment skills that support their ethical development, empower them to become active participants in democratic society and promote human rights. *Courses:*

406020A Mother Tongue and Literature (7 credits)

406021A Drama Pedagogy (2 credits)

406022A History (3 credits)

406023A Religion OR

406024A Philosophy/Ethics (2 credit)

407038A School Work in the Bachelor Phase I (1 credit)

**Science Module**

*ECTS:* 15 cr.

*assessment:* 0-5

Studies in the Science Module aim at familiarizing students with science and mathematics teaching and with working methods appropriate for schools and their development. Students learn to perceive, study, model and explain scientific phenomena and events. In addition, they will understand the significance of mathematics and natural sciences in the context of pupil development and education.

Teaching within the module focuses on key issues that enhance student abilities and curriculum development, didactics of the various subjects and implications of didactic research for teaching. Teaching may also involve integration of shared projects involving a number of different courses. Results and experiences of these projects can then be utilized in teaching practice.

*Courses:*

- 406025A Mathematic Education: Part I (3 credits)
- 406026A Mathematic Education: Part II (2 credits)
- 406027A Physics and Chemistry (4 credits)
- 406028A Biology (2 credits)
- 406029A Geography (2 credits)
- 406030A Health Education (1 credit)
- 407038A School Work in the Bachelor Phase I (1 credit)

**Arts and Crafts Module***ECTS:* 30 cr.*assessment:* 0-5

Studies in the Arts and Crafts Module provide students with such fundamental knowledge and skills in arts and crafts as will allow them to carry out and develop the basic educational curriculum in line with pupil achievement. Another goal is to foster an understanding of the educational significance of the different arts and the skill building process from the perspective of child development.

*Courses:*

- 406031A Music (8 credits)
- 406032A Art (7 credits)
- 406033A Crafts/Textile Work/Technology (7 credits) OR
- 406034A Crafts/Technical Work and Technology (7 credits)
- 406035A Physical Education (7 credits)
- 407038A School Work in the Bachelor Phase I (1 credit)

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Vary by course

**Target group:**

Primary teacher students

**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 for each course

**Assessment methods and criteria:**

Vary by course

**Grading:**

0 - 5

**Person responsible:**

Matti Lindh

**Working life cooperation:**

Yes (practice with teaching relevant subjects in the School Work in the Bachelor Phase)

*e1***406020A: Mother Tongue and Literature, 7 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Sääsکیlahti, Minna Susanna**Opintokohteen oppimateriaali:****Suojala, Marja & Karjalainen, Maija (toim.),** , 2001**Gru#nthal, Satu & Pentikäinen, Johanna (toim.),** , 2006**Harmanen, Minna & Siironen, Mari (toim.),** , 2006**Huhtala, Liisi (toim.),** , 2003

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

7 credits

**Language of instruction:**

Finnish

**Timing:**

1st and 2nd year

**Learning outcomes:**

The aim of studies is to arouse students' interest in language and to make them multiskilled intermediaries of linguistic culture, who possess the competence to develop the linguistic abilities of children. To this end, students familiarize themselves with Finnish and literature as school subjects, together with the contents, methods and background theories of communication teaching, primary level reading and literature.

406020A-01 Literature and reading (3 credits), learning outcomes:

This course focuses on the primary level curriculum and helps students gain an understanding of the role of literature in childhood development and education. Using literary and interpretation pedagogy, a variety of texts are used to develop extensive and manysided reading, literacy and interaction skills.

406020A-02 Language and writing (4 credits), learning outcomes

Having completed the course, the student knows how to apply modern language knowledge to guide children to make observations on language and consciously consider language structure. The student also knows how to guide the children's writing processes in such a way that reading and writing skills are naturally interspersed with school learning as a whole. The student knows how to apply various theories of teaching writing. S/he also knows how to assess the texts produced by children that she takes into account of the age-specific developmental level of the child and the national core curriculum.

**Contents:**

Finnish Language and Literature comprises two parts:

406020A-01 Literature and Reading

- genres of children's literature
- teaching methods in literature
- supporting the child's literary interests
- folklore
- process reading and strategies of reading
- critical reading
- pedagogy of literature and reading interpretation

406020A-02 Language and Writing

- grammar of Finnish language
- variation of language
- methods and practices of teaching language knowledge
- development of children's writing skills
- theories of writing: fictive writing, process writing and genre writing
- evaluation of writing

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

406020A-01 Lectures 10 h, small groups 26 h and independent work 44 h

406020A-02 Lectures 12 h, small groups 26 h and independent work 69 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Introduced by the lecturer of the course at the beginning of the course.



**Assessment methods and criteria:**

Participation in lectures and small groups and an essay written independently by the student.

**Grading:**

0-5

**Person responsible:**

Minna Sääskilähti

**Working life cooperation:**

None

**Other information:**

Students whose language of instruction has not been Finnish and whose Finnish language skills are not sufficiently good, are exempted from Finnish studies. Instead, they study a corresponding amount of English and didactics of English language teaching.

*Compulsory***406020A-01: Literature and Reading, 3 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:**

3 credits

**Language of instruction:**

Finnish

**Timing:**

1st study year

**Learning outcomes:**

This course focuses on the primary level curriculum and helps students gain an understanding of the role of literature in childhood development and education. Using literary and interpretation pedagogy, a variety of texts are used to develop extensive and manysided reading, literacy and interaction skills.

**Contents:**

- genres of children's literature
- teaching methods in literature
- supporting the child's literary interests
- folklore
- process reading and strategies of reading
- critical reading
- pedagogy of literature and reading interpretation

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 10 h, small groups 26 h and independent work 44 h.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Introduced by the lecturer of the course at the beginning of the course.

**Assessment methods and criteria:**

Participation in lectures and small groups and an essay written independently by the student.

**Grading:**

0 - 5

**Person responsible:**

Minna Sääskilähti

**Working life cooperation:**

None

**406020A-02: Language and Writing, 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 credits

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

Having completed the course, the student knows how to apply modern language knowledge to guide children to make observations on language and consciously consider language structure. The student also knows how to guide the children's writing processes in such a way that reading and writing skills are naturally interspersed with school learning as a whole. The student knows how to apply various theories of teaching writing. S/he also knows how to assess the texts produced by children that she takes into account of the age-specific developmental level of the child and the national core curriculum.

**Contents:**

- grammar of Finnish language
- variation of language
- methods and practices of teaching language knowledge
- development of children's writing skills
- theories of writing: fictive writing, process writing and genre writing
- evaluation of writing

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 12 h, small groups 26 h and independent work 69 h.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Introduced by the lecturer of the course at the beginning of the course.

**Assessment methods and criteria:**

Participation in lectures and small groups and an essay written independently by the student.

**Grading:**

0 - 5

**Person responsible:**

Minna Sääskilähti

**Working life cooperation:**

None

**406021A: Drama Education, 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 credits

**Language of instruction:**

Finnish. For ITE students, the small group sessions are in English.

**Timing:**

2nd year

**Learning outcomes:**

Having completed the course, the student is familiar with the premises of drama pedagogy in basic education. S/he knows how to apply to his work as a teacher the genre of drama and theatre education that s/he learnt in this course.

**Contents:**

The course deals with drama and theatre as a form of learning and as a method of artistic performance in school.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group sessions 24 h and independent work 30 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Heikkinen, H. (2005 tai uudemmat painokset). Draamakasvatus - opetusta, taidetta, tutkimista. You can check for the availability of the literature [here](#).

**Assessment methods and criteria:**

Participation in contact teaching and as a final project either a drama group work or an independent written work.

**Grading:**

pass/fail

**Person responsible:**

Hannu Heikkinen

**Working life cooperation:**

None

**406022A: History, 3 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Asunmaa, Martti** , , 1994

**Karlen, Arno** , , 2000

**Löfström, Jan (toim.)** , , 2002

**Vahtola, Jouko** , , 2003

**Zetterberg, Seppo et. al. (toim.)** , , 2006

**Zetterberg, Seppo et. al. (toim.)** , , 1988

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 credits

**Language of instruction:**

Finnish. For ITE students, the small group sessions are in English.

**Timing:**

(1st or) 2nd year

**Learning outcomes:**

Having completed the course, the student has a basic competence to give lessons in history. The student understands what history didactics means and how and why history is taught. The student knows how to plan and implement history teaching using different working methods and tools. S/he knows how to apply several data acquisition methods in the planning of his/her teaching.

**Contents:**

The special characteristics of history from the viewpoints of school, society and the curriculum and basic teaching competence.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 8 h, small group sessions 12 h, independent work 34 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Jones, A. & Phillips, R. (Eds.) (2000) Issues in History Teaching.

Pendry, A. (1998) History teachers in the making.

**Assessment methods and criteria:**

Active participation in the course, exam

**Grading:**

0 - 5

**Person responsible:**

Jari Honkanen

For ITE students, Gordon Roberts

**Working life cooperation:**

None

**406025A: Mathematics Education: Part I, 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 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st year

**Learning outcomes:**

After passing this course the student

- is able to plan mathematics teaching which is based on the curriculum and takes into consideration different learners
- is able to explain and evaluate the main goals, contents, assessment and teaching methods of elementary level mathematics
- can critically evaluate the usability of different learning aids and manipulatives in teaching of the elementary level mathematics
- can use a variety of mathematics manipulatives
- is able to show positive attitudes towards mathematics
- can explain some of theories about teaching and learning of mathematics

**Contents:**

The course includes the following:

- mathematics in the elementary curriculum
- problem based teaching of mathematics
- the concept of number and integer operations
- geometry, measurement and spatial thinking
- rational numbers and fractions
- mathematics learning difficulties

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lecturelike introductions and problem based discussions 32 h, individual work 48 h.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Connected with the course Mathematics Education, Part II. Completion of School work in the Bachelor phase is required.

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Told in the first lecture

**Assessment methods and criteria:**

Voluntary exam, reading and commenting some articles, calculation exercises

**Grading:**

0 - 5

**Person responsible:**

Vesa-Matti Sarenius

**Working life cooperation:**

None

**406026A: Mathematics Education: part II, 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 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

2nd year

**Learning outcomes:**

After passing this course the student:

- is able to apply his/her knowledge of mathematics education and make a mathematics medium term plan and can evaluate the meaning of it in teaching mathematics
- can apply the central goals, contents, teaching methods and assessment to his/her teaching
- can critically evaluate the applicability of different mathematics manipulatives and other teaching materials for teaching
- can apply some theories about mathematics teaching and learning to his/her planning

**Contents:**

The course includes the following:

- mathematical problem solving
- percentage calculations
- algebraic thinking
- statistics and probability
- assessing mathematics learning
- approximations and mental mathematics

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures/small group sessions 16 h, individual and groupwork 38 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

Mathematics Education: Part I

**Recommended optional programme components:**

Mathematics Education: Part I

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Told in the first lecture

**Assessment methods and criteria:**

Voluntary exam, making the medium term plan, calculation exercises

**Grading:**

0 - 5

**Person responsible:**

Vesa-Matti Sarenius

**Working life cooperation:**

None

**406027A: Physics and Chemistry, 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 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

2nd year

**Learning outcomes:**

Student

- can evaluate the central goals, subject knowledge, teaching methods and assessing of elementary level physics and chemistry and is able to apply it to his/her own teaching
- can judge the applicability of teaching materials of science education
- is able to explain simple everyday phenomena according to physics and chemistry
- is able to plan teaching and evaluation of physics and chemistry on elementary school grades 0-6 and taking different kind of learners, experimental working and integration between different subjects into consideration
- is able to show positive attitudes towards physics and chemistry education

**Contents:**

The course includes the following:

- the significance of physics and chemistry to mankind and society
- environmental and natural studies and physics and chemistry in Finnish national core curriculum for basic education
- characteristics of natural scientific knowledge

- getting acquainted with teaching methods of natural science
- studying the phenomena, concepts and experimental working of the following topics from the viewpoint of didactics of physics and chemistry education: water, air, space, forms of energy, motion, light, sound, electricity, magnetism, intoxicants and structure of matter

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and exercises 38 h, individual and group work 70 h.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Virrankoski, M., Hänninen, K. & Markkanen, T. 2002. Luonnontiedettä luokanopettajille -kemialla, fysiikkaa ja tähtitiedettä.

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

**Assessment methods and criteria:**

Workshop, essay and voluntary exam

**Grading:**

0 - 5

**Person responsible:**

Emilia Manninen and Kaisa Hautala

**Working life cooperation:**

None

**406028A: Biology, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Ahtee, Maija** , , 1994

**Eloranta, Varpu, Jeronen, Eila & Palmberg, Irmeli (toim.)** , , 2005

**Harlen, Wynne** , , 1996

**Opetushallitus** , , 2004

**Virtanen, Lyyli** , , 1989

**Wellington, Jerry** , , 2000

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

2nd year

**Learning outcomes:**

Student is able



- to describe the objectives and contents of biology and environmental and nature studies in the basic education curriculum.
- to compare various teaching and learning conceptions in biology and environmental and nature studies.
- to plan, apply and evaluate teaching and learning processes in biology and environmental and nature studies.
- to judge his or her own professional growth as a biology and environmental and nature studies teacher from the viewpoint of environmental education and education for sustainable development.

**Contents:**

Introduction

- Overview of the aims, contents and methods of completion of the course
- Biology curriculum

Biological basis of life

- Energy flow
- Material cycle
- Photo- and chemosynthesis

Morphology and physiology of plants

- Cells
- Water and nutrient transport
- Plant growth and reproduction

Anatomy and physiology of animals

- Cell and tissues
- Function and regulation of organs and organ systems

Genetics

- Genes and genotypes
- Phenotypes

Organisms and their environment

- Environmental factors
- Relationships between organisms and their environment

Biodiversity

- Biomes and ecosystems
- Phenology

Pollution

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and group work 16 h, independent work 38 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

National core curriculum for Basic Education (Biology) <http://www.oph.fi/english/page.asp?path=447,27598,37840,72101,72106>

**AND**

Wynne, H. (latest edition). The teaching of Science in Primary Schools.

**OR**

Wellington, J. (latest edition). Secondary science. Contemporary issues and practical approaches.

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

**Assessment methods and criteria:**

Active participation in contact teaching and a final exam. The exam can be replaced with some alternative method agreed on separately with the teacher responsible for the course.

**Grading:**

0 - 5

**Person responsible:**

Eila Jeronen

**Working life cooperation:**

None

**406029A: Geography, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Haubrich, Hartwig (Hrsg.),** , 2006

**Opetushallitus,** , 2004

**Rikkinen, Hannele** , , 1997

**Rikkinen, Hannele (toim.),** , 1998

**Tilbury, Daniella & Williams, Michael (eds.),** , 1997

**Wiegand, Patrick** , , 1993

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st year

**Learning outcomes:**

Student is able

- to describe the objectives and contents of geography and environmental and nature studies in the curriculum.
- to interpret geographical information about the natural environment, built environment and cultural environment.
- to plan and apply various teaching methods, and to evaluate teaching, studying and learning processes.
- to develop his/her teaching skills in geography and environmental and nature studies from the viewpoint of environmental education and sustainable development.

**Contents:**

Introduction

- Overview of the aims, contents and methods of completion of the course
- Geography curriculum

Maps and teaching of maps

- Different maps
- Different approaches to teaching of maps

Space, climate and weather

- Earth in the universe and solar system
- Climate classification
- Weather and its observation

Natural resources and livelihoods

- Organic and inorganic material
- Soil types, rocks, minerals and ores
- Structure of livelihoods

Landscapes and land use

- Topography
- Types of landscapes
- Built environment

Interaction between human beings and the environment

- Environmental relationship between human being and nature
- Sustainable development

Multiculturalism as a thematic entity

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and group work 16 h, independent work 38 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Cantell, H., Rikkinen, H. & Tani, S. (2007) *Maailma minussa - minä maailmassa*. Maantieteen opettajan käsikirja.

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

**Assessment methods and criteria:**

Active participation in contact teaching and a final exam. The exam can be replaced with some alternative method agreed on separately with the teacher responsible for the course.

**Grading:**

0 - 5

**Person responsible:**

Eila Jeronen

**Working life cooperation:**

None

**406030A: Health Education, 1 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Kannas, Lasse & Tyrväinen, Heli (toim.),** , 2005

**Korhonen, Juho et al. (toim.),** , 2002

**Korhonen, Juho et al. (toim.),** , 2000

**Opetushallitus,** , 2004

**Peltonen, Heidi & Kannas, Lasse (toim.),** , 2006

**Peltonen, Heidi & Kannas, Lasse (toim.),** , 2005

**Vertio, Harri** , , 2003

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 credit

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

3rd year

**Learning outcomes:**

Student is able:

- to describe his or her responsibility for her/himself, other people and the environments.
- to construct information and develop skills for planning and implementing teaching situations and environments so that the scientific thinking of a pupil and its development is possible from the individual, interactive, and collaborative perspectives.
- to apply operational teaching methods and support pupils in adapting a healthy lifestyle.

**Contents:**

Introduction

- Overview of the aims, contents and methods of completion of the course
- The health education curriculum

Basics of health education

- Health and sickness as concepts
- Goals of health education
- Objectives and methods in health education
- Resource criteria in health education
- Evaluation of health skills

Ways of life

- Physical, psychic and social health
- Determinants for health

Structure and functions of the body

- Physical health
- Nutrition
- Exercise
- Rest and sleep
- Sexuality
- Alcohol and drugs

Functions and challenges of children's and youngsters' mental development

Models of behaviour change

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

Lectures and group work 10 h, distance work 17 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Jeronen., E., Välimaa, R., Tyrväinen, H. & Maijala, H. (2009). (Eds.). Terveystietoa oppimaan ja opettamaan. Terveysten edistämisen tutkimuskeskus. Jyväskylän yliopisto. Julkaisuja 4.

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

**Assessment methods and criteria:**

Active participation in contact teaching and a final exam. The exam can be replaced with some alternative agreed on separately with the teacher responsible for the course.

**Grading:**

0 - 5

**Person responsible:**

Eila Jeronen

**Working life cooperation:**

None

**406031A: Music, 8 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Marja Ervasti**Opintokohteen oppimateriaali:****Alho, Eve, Hautsalo, Hilikka & Perkiö, Soili (toim.),** , 1995**Alho, Eve, Hautsalo, Hilikka & Perkiö, Soili (toim.),** , 1992**Ervasti, Marja,** , 2003**Hyvönen, Leena (1)** , , 1995**Opetushallitus,** , 2004**Styng, Jorma** , , 1998**Styng, Jorma** , , 1997**Tenni, Jyrki** , , 2004**Opintokohteen kielet:** Finnish**ECTS Credits:**

8 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st and 2nd year

**Learning outcomes:**

In Music Studies, music education is viewed in the larger framework of cultural and art education. Students make music in groups and acquire the subject knowledge and pedagogical skills necessary for music education in school.

**Contents:**

Music education comprises the following courses:

1. **Pedagogical Applications of Music Education (3 cr.)** Students acquaint themselves with such pedagogical applications of music education as working with a large musical group and paying attention to different level students. They are also introduced to the contents and methods of the subject through a wide range of activities.
  - Familiarize students with the pedagogical contents and uses of music in primary school through extensive music-making (singing, playing, music and rhythmic exercises as well as musical innovation)
  - Present basic techniques and pedagogical uses of school instruments (percussive instruments, percussion instruments, band instruments, self-made instruments, recorders and kantele (traditional Finnish harp))
  - Music education is a holistic arts and culture-based education which incorporates physical activities, drama, other arts and skills as well as extramusical themes.
2. **Voice and Singing (1 cr.)** Students learn effective use of voice together with various ways of teaching vocal expression and singing. They are also encouraged to use their voice for creative personal expression.
  - Provide practice in the proper use and maintenance of voice, vocal expression and their pedagogical application through singing, speech and play-like exercises.
3. **Listening Education (1 cr.)** Students will be introduced to listening education as a natural ingredient of different ways of working with music. They also familiarize themselves with a range of music cultures, styles and stylistic periods and learn to adopt diverse approaches to music.
  - consists of different music styles and genres

- Listening education is an integral part of all musical activities and helps to put music in a time and place and to gain an appreciation for culturally different types of music
- Music is approached by adding such elements to listening as enhance focusing on it (physical, verbal, visual or musical stimuli)
- Music listening proceeds from experiences and emotions to concepts

**4. Music Theory in Practice (1 cr.)** Students learn to play accompaniment in diverse musical settings. Focusing mainly on free accompaniment, the course helps to advance creative self-expression and the ability to follow music by ear.

- To offer an introduction to musical notation, chord markings, keys and intervals
- Practical competence is acquired through instrument playing (piano/guitar)

**5. Accompaniment Instrument / Piano or Guitar (2 cr.)** To familiarize students with different musical notation systems, real chord symbols, different styles of music and accompaniment as well as playing techniques. Group lessons involve directing and accompanying communal singing and music playing.

- To familiarize students with different musical notation systems, real chord symbols, different styles of music and accompaniment as well as playing techniques
- Group lessons involve directing and accompanying communal singing and music playing

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Teaching methods are described separately for each specific course (406031A-0X).

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Listed separately for each specific course (406031A-0X).

**Assessment methods and criteria:**

Detailed separately for each specific course.

**Grading:**

Detailed separately for each specific course.

**Person responsible:**

Module convener: Marja Ervasti

Course convener:

1. Paula Rönkkö
2. Paula Rönkkö
3. Paula Rönkkö
4. Markku Pehkonen ja Anu Kempainen
5. Markku Pehkonen ja Anu Kempainen

**Working life cooperation:**

None

*Compulsory*

**406031A-01: Pedagogical Applications of Music Education, 3 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish and English

**Timing:**

1st and 2nd years

**Learning outcomes:**

Upon completion of the course, the student knows how to design and implement pedagogical applications for music education in the lower grades. S/he knows how to discuss the essential goals, contents and assessment in music education. The student is capable of making music by different working methods.

**Contents:**

- Familiarize students with the pedagogical contents and uses of music in primary school through extensive music-making (singing, playing, music and rhythmic exercises as well as musical innovation)
- Present basic techniques and pedagogical uses of school instruments (mallet instruments, percussion instruments, band instruments, self-made instruments, recorders and kantele (traditional Finnish harp))
- The student knows how to employ a large music group in her/his teaching and how to take into account pupils of different levels.
- Music education is a holistic arts and culture-based education which incorporates physical activities, drama, other arts and skills as well as extramusical themes.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group teaching 40 h and independent studies 41 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the study module in Music 406031A (8 credits)

**Recommended or required reading:**

Musiikki kuuluu kaikille. 2009. Koulujen Musiikinopettajat ry. Jyväskylä. Kopijyvä Oy.  
 Hyvönen, L. (2002) Musiikin oppiminen taiteen oppimisen kehyksessä. In Outi Saloranta (Ed.) Ensimmäiset kouluvuodet. Perusopetuksen vuosiluokkien 1-2 opetus.  
 Ervasti, M. 2003. Lorutan laulun, sävellän sillan, piirrän partituurin, äänikuvitan kertomuksen -musiikillinen keksintä osana sovellettua orff-pedagogiikkaa. Licentiate thesis. Faculty of Education. University of Oulu. (Applicable parts)  
 Topical articles and web materials on music education (esim. MOVE, Teacher Training School curriculum, core curriculum issued by the National Board of Education)  
 Music textbooks by various publishers (eg. WSOY, Otava, Warner-Chappell) with supplementary materials.  
 Availability of course books can be checked [here](#).

**Assessment methods and criteria:**

Active participation in contact teaching and independent assignments given during the course

**Grading:**

pass/fail

**Person responsible:**

Paula Rönkkö

**Working life cooperation:**

None

**Other information:**

The course (3 credits) is divided into three parts which are completed as separate wholes during the first two years of study.

**406031A-02: Voice and Singing, 1 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:**

1 cr

**Language of instruction:**

Finnish and English

**Timing:**

1st year

**Learning outcomes:**

Students learn effective use of voice together with various ways of teaching vocal expression and singing. They are also encouraged to use their voice for creative personal expression.

**Contents:**

Provide practice in the proper use and maintenance of voice, vocal expression and their pedagogical application through singing, speech and play-like exercises.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group teaching 14 h and independent work 13 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the study module in Music 406031A (8 credits).

**Recommended or required reading:**

Sing and chorus material representing different styles and genres of music, basic education music textbooks by different publishers (e.g. WSOY, Otava, Warner-Chappell) and supplementary materials to them

**Assessment methods and criteria:**

Active participation in small group sessions and independent assignments given during the course

**Grading:**

Pass/fail

**Person responsible:**

Paula Rönkkö

**Working life cooperation:**

None



**406031A-03: Listening Education, 1 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:**

1 cr

**Language of instruction:**

Finnish/English

**Timing:**

2nd year

**Learning outcomes:**

Students will be introduced to listening education as a natural ingredient of different ways of working with music. They also familiarize themselves with a range of music cultures, styles and stylistic periods and learn to adopt diverse approaches to music.

**Contents:**

- Music is approached by adding such elements to listening as enhance focusing on it (physical, verbal, visual or musical stimuli)
- Music listening proceeds from experiences and emotions to concepts

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group teaching 14 h and independent work 13 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the study module in Music 406031A (8 credits).

**Recommended or required reading:**

Hyvönen, L. (1997) Onko musiikin kuuntelukasvatus musiikin historian opetusta? *Musiikkikasvatus* 2 (2): 19–33.

Sormunen (Ed.) *Musiikkikasvatuksen tutkimus*. Jyväskylän yliopiston musiikkitieteen laitoksen julkaisusarja A: tutkielmia ja raportteja 15. 85-95.

Topical articles and online materials

You can check for the availability of the course books [here](#).**Assessment methods and criteria:**

Active participation in contact teaching, a concert visit with a review, a pedagogical application

**Grading:**

pass/fail

**Person responsible:**

Paula Rönkkö

**Working life cooperation:**

None

**406031A-04: Music Theory in Practice, 1 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:**

1 cr

**Language of instruction:**

Finnish/English

**Timing:**

1st year

**Learning outcomes:**

The student learns to use and understand concepts and notations in music in the context of listening to and making music.

**Contents:**

- To offer an introduction to musical notation, chord markings, keys and intervals
- Practical competence is acquired through instrument playing (piano/guitar)

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Contact teaching 14 h and independent work 13 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of the study module Music 4060321A (8 credits). It has a special connection to 406031A-05 Accompaniment Instrument.

**Recommended or required reading:**

Handouts

**Assessment methods and criteria:**

Participation in contact teaching and exam

**Grading:**

0 - 5

**Person responsible:**

Markku Pehkonen and Anu Kemppainen

**Working life cooperation:**

None

**406031A-05: Accompaniment Instrument, 2 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:**

2 cr

**Language of instruction:**

Finnish/English

**Timing:**

1st and 2nd years

**Learning outcomes:**

The course gives the student a competence for accompaniment in various practical music making situations.

**Contents:**

- To familiarize students with different musical notation systems, real chord symbols, different styles of music and accompaniment as well as playing techniques
- Group lessons involve directing and accompanying communal singing and music playing

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Contact teaching 20 h and independent work 32 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

See "Recommended optional programme components"

**Recommended optional programme components:**

The course 406031A-05 Musid Theory in Practice provides a theoretical basis for instrument studies and is taken partly at the same time.

**Recommended or required reading:**

Materials related to different music styles and genres, such as textbooks, music books and instrument guides by different publishers.

Styng, J. (1997) Vapaa säestys ja melodiasoitto kitaralla. Opi musiikkia 1.

Styng, J. (1998) Pop/Jazz -improvisaatio kitaralla. Opi musiikkia 2.

Tenni, J. & Varpama, J. (2004) Vapaa säestys ja improvisointi.

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

**Assessment methods and criteria:**

Participation in accompaniment practice and the music playing party

**Grading:**

0 - 5

**Person responsible:**

Markku Pehkonen and Anu Kemppainen

**Working life cooperation:**

None

#### **406032A: Art, 7 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Myllykangas Minna, Lukkari, Matti Ilmari

**Opintokohteen oppimateriaali:**

Hakkola, Kirsti , , 1991

Kaitavuori, Kaija , , 2004

Karppinen, Seija (1) , , 2001

Koskenala, Hanna-Leena & Sabelström-Leppänen, Raija , , 2004

Ojala, Anita , , 2004

Ojala, Anita , , 1999

Opetushallitus, , 2004

Saari, Pirjo , , 2004

Saari, Pirjo , , 2005

Tolonen, Marjatta , , 2006

Tolonen, Marjatta , , 1998

Töyssy, Seppo , , 1999

Wetzer, Hannele , , 2000

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

7 credits

**Language of instruction:**

Finnish / English

**Timing:**

1st and 2nd years

**Learning outcomes:**

The objectives of this study unit are that the student

- is able to design and implement art education in grades 0 - 6
- can apply working methods, data acquisition, interpretation and evaluation skills which are common in visual arts
- is able to evaluate the curricula and apply didactic and pedagogical applications and solutions in art education

**Contents:**

The teaching in this course is based on the contents areas in the Core Curriculum for Basic Education 2004.

During the visual arts course the student develops her/his visual, didactic and pedagogical thinking by applying the means of visual expressions.

The course consists of the following parts

1. Drawing
2. Painting
3. Ceramics
4. Construction
5. School graphics
6. Environmental aesthetics
7. Media education

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and small group sessions 91 h, independent work 98 h.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "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, completing assignments and portfolio

**Grading:**

0 – 5

**Person responsible:**

Minna Myllykangas and Tapio Tenhu

**Working life cooperation:**

None

*Compulsory***406032A-01: Drawing, 1 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

Ei opintojaksokuvauksia.

**406032A-02: Painting, 1 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

Ei opintojaksokuvauksia.

**406032A-03: Ceramics, 1 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406032A-04: Building, 1 op**

**Voimassaolo:** 01.08.2011 -

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

Ei opintojaksokuvauksia.

**406032A-05: School graphic, 1 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406032A-06: Environmental aesthetic, 1 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406032A-07: Media education, 1 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406035A: Physical Education, 7 op**

**Voimassaolo:** 01.08.2005 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Course  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opettajat:** Niina Loukkola  
**Opintokohteen oppimateriaali:**  
**Heikinaro-Johansson, Pilvikki, Huovinen, Terhi & Kytökorpi, Lea (toim.),** , 2003  
**Opetushallitus,** , 2004  
**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

7 cr

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st and 2nd year

**Learning outcomes:**

The student

- is able to name the objectives and contents of physical education
- is able to describe different methods of teaching physical education
- develops sufficient skills to teach physical education successfully in grades 0-6 of basic education

**Contents:**

- 406035A-04 Lectures, adventure, track and field (1st year, autumn)
- 406035A-05 Indoor ball games, basic gymnastics (1st year, autumn)
- 406035A-06 Skiing, rhythmic gymnastics (1st year, spring)
- 406035A-07 Outdoor ball games (1st year, spring)
- 406035A-08 Orienteering, artistic gymnastics (2nd year, autumn)
- 406035A-09 Skating, swimming (2nd year, spring)
- 406035A-10 SkiAgiFun, the final assignment in p.e. (2nd year, spring)
- Exam

Orientation Towards Didactics and Pedagogy in Physical Education

- societal justifications of physical education
- physical education = education for physical exercise and education through physical exercise
- latest research in the field of physical exercise and physical education
- curriculum and the process of physical education
- approaches towards teaching of physical education
- adventure education

School Gym as a Physical Education Environment (46 h)

- ball games, including ball handling, basketball, volleyball and floorball
- gymnastics
- exercises to develop basic motor skills, physical exercise and learning

Snow, Ice, and Water as Physical Education Environments

- skiing
- skating
- swimming ability must be demonstrated

Immediate Environment of the School During the Autumn and Spring

- athletics
- outdoor ball games, including football and baseball (pesäpallo)
- orienteering, hiking

Independent Work in Physical Education (LOTTO)

The student keeps a physical education diary

- advance assignments in physical education (2-5 h)
- summaries of actual lessons (5-10 h)
- planning of teaching practice for their own group (2 h)
- preparing for the exam (10 h)
- "sportfolio" (20 h)
- learning and practicing swimming (0-20 h)
- practicing of physical exercise skills (20-40 h)
- taking part in health-oriented exercising (4-10 h)
- getting acquainted with the sports culture and physical education events at school (8-20 h)
- compiling a source list of teaching materials for physical education

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 8 h, practical exercises 83 h, exam, written essay

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Heikinaro-Johansson P. (Eds.) (2007) Näkökulmia liikuntapedagogiikkaan, parts.

Peruskoulun opetussuunnitelman perusteet, liikunnan osuus.

Opetushallitus ja NuoriSuomi 2008 Fyysisen aktiivisuuden suositus kouluikäisille 7-18 vuotiaille.

Ojanaho M., et al. 2003 Sportfolio - liikunnan opetuksen aapinen. Materials handed out in the exercises.

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

**Assessment methods and criteria:**

Active participation in the small groups, examination in the 2nd year, submission of the portfolio in the 2nd year, individual tasks

**Grading:**

Pass/fail

**Person responsible:**

Ari Rahikkala and Susanna Takalo

**Working life cooperation:**

None

*Compulsory***406035A-04: Lectures, adventure, track and field, 1 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406035A-05: Indoor ball games, basic gymnastics, 1 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406035A-06: Skiing, rhythmic gymnastics, 1 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies



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

Ei opintojaksokuvauksia.

**406035A-07: Outdoor ball games, 1 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406035A-08: Orienteering, artistic gymnastics, 1 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406035A-09: Skating, swimming, 1 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406035A-10: SkiAgiFun, the final assignment in p.e., 1 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406023A: Religion, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Kallioniemi, Arto & Luodeslampi, Juha (toim.),** , 2005

**Pyysiäinen, Markku & Seppälä, Jarkko (toim.),** , 1998

**Watson, Brenda** , , 1993

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

2nd year

**Learning outcomes:**

The aim of the module is orientate students towards the development of teacher's intercultural professional competence in teaching the Religious Education so that they can teach, plan and evaluate the pedagogical elements needed in the teaching of the subject in context of the Finnish Elementary School by

- giving basic knowledge about the goals, contents and methods of RE in the Finnish elementary school
- developing students capacity to recognize and deepen his/her knowledge, understanding and perspective into the teachers professional competence in RE
- to develop the larger frame of reference and understanding in the field of RE
- to develop the capacity to evaluate his/her professional progress as a professional of RE at school

**Contents:**

- What is religious education at school (in the Finnish society and cultural context)
- What is religion and its meaning
- Religion as a phenomenon of the human growth and development
- The didactic in the religious education
- Multicultural and intercultural perspectives in religious education at school
- Intercultural competence and sensitivity as a part of the teacher's professional competence

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 8 h, workshops 14 h, students active independent studies 32 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

OPS 2004: [www.edu.fi](http://www.edu.fi) ,

Watson, Brenda (2006) The effective teaching of religious education / Brenda Watson and Penny Thompson. (2nd ed.) Harlow Pearson Education, Longman. (also the 1<sup>st</sup> ed in 1993)

Pedagogies of Religious Education (2006) Michael Grimmit (Ed.) Great Wakering, Essex. UK.

Kallioniemi A. & Luodeslampi J. Toim. (2005) Uskonto uudella vuosituuhannella. Kirjapaja. Helsinki.

Kurssikirjojen saatavuuden voi tarkastaa [tästä linkistä](#).

Literature (in English): Introduced by the M.Ed. lecturers at the beginning of the course.

**Assessment methods and criteria:**

Active studying in lectures and workshops, presentation in workshop, essay

**Grading:**

0 - 5

**Person responsible:**

Markku Salakka

**Working life cooperation:**

No

**406024A: Ethics, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Airaksinen, Timo** , , 1987

**Kamppinen, Matti (toim.)**, , 1987

**Laurila, Aarne (toim.)**, , 1979

**Niiniluoto, Ilkka** , , 1984

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

(1st or) 2nd year

**Learning outcomes:**

The aim of the module is orientate students towards the development of teacher's intercultural professional competence in teaching the Philosophy of Life so that they can teach, plan and evaluate the pedagogical elements needed in teaching of the subject in context of the Finnish Elementary School.

**Contents:**

Philosophy of Life as a subject of the Finnish Elementary School, the history, content and the ethical statements of the subject in Finland, the practical arrangements of the teaching, philosophy of life, its structure and and its relation to human action, ethics, didactics in the subject

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

lectures 8 h, workshops 14 h, independent work 32 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

POPS 2004: [www.edu.fi](http://www.edu.fi), Juuso, Hannu (2007) Child, philosophy and education [Elektroninen aineisto] : discussing the intellectual sources of Philosophy for Children Diss. Oulun yliopisto, kasvatustieteiden tiedekunta, kasvatustieteiden ja opettajankoulutuksen yksikkö. <http://herkules.oulu.fi/isbn9789514285509/>, Studies in philosophy for children (1992) A. M. Sharp & R. F. Ree. Temple University Press. Philadelphia. The availability of the literature can be checked in [this link](#).

**Assessment methods and criteria:**

Active participating in lectures and workshops, presentation in workshop, essay

**Grading:**

0 - 5

**Person responsible:**

Markku Salakka

**Working life cooperation:**

None

**Other information:**

Philosophy of Life is mutually optional with religion.

**406033A: Crafts/Textile Work and Technology, 7 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Marjut Sarkkinen

**Opintokohteen oppimateriaali:**

Hyvönen, Leena & Lindfors, Eila (toim.), , 2001

Kantola, Jouko & Kananoja, Tapani (eds), , 2002

Pirjo Karhu, Maija Malmström, Tuula Mannila, , 2002

Kojonkoski-Rännäli, Seija , , 1998

Kullas, Sampsa & Pelkonen, Marja-Leena (eds.), , 2005

Opetushallitus, , 2004

Suojanen, Ulla , , 1993

Tapaninen, Reino (toim.), , 2002

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

7 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st and 2nd years

**Learning outcomes:**

The student achieves a basic competence to teach handicrafts in grades 0-6 of basic education and is aware of the characteristics of craft science and crafts, arts and technology education that provide the scientific basis of textile work .

**Contents:**

Crafts/Textile Work and Technology studies comprise three courses:

1. **User-centered design and production in solving crafts and technology problems (2 cr)** This course familiarizes students with user-centered design and problem solving in crafts and technology.
2. **Material, sewing and clothing technology (3 cr)** In material technology, students consider textiles in terms of their fiber material and fabric structure and as products. They also study the basics of sewing and clothing technology.

3. **Pedagogical and didactic considerations (2 cr)** Product design, manufacture and evaluation processes are viewed within the framework of crafts, technology and art education.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Specified separately for each specific course.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Specified separately for each specific course.

**Assessment methods and criteria:**

Specified separately for each specific course.

**Grading:**

Specified separately for each specific course.

**Person responsible:**

Marjut Sarkkinen

**Working life cooperation:**

None

*Compulsory*

**406033A-01: User-Centred Design and Manufacture as an Approach to Crafts and Technology Problems, 3 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st year

**Learning outcomes:**

- The student knows how to apply and introduce a user-centred design approach.
- The student knows how to produce products suitable for crafts activities, technological problem solving and children's world of crafts.
- The student knows how to document the progress of her/his assignment in a portfolio.

**Contents:**

The following things are done in the course:

- various small prototype products are designed and manufactured collaboratively
- the theoretical contents and the practical process are documented and analysed in a portfolio

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 8 h, small group teaching 31 h and independent work 39 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the Crafts/Textile Work and Technology 406033A module.

**Recommended or required reading:**

Karhu, P., Malmström, M. & Mannila, T. (2002) Hyvä sauma.

Kojonkoski-Rännäli, S. (1998) Työ tekijäänsä kiittää – totta toinen puoli. Turun yliopisto. Kasvatustieteiden julkaisusarja A:189

Suojanen, U. (1993) Käsityökasvatuksen perusteet.

Lindfors, E. (2001) Taide ja teknologia – näkökulmia käsityökasvatuksen tulevaisuuteen. In L. Hyvönen & E. Lindfors (Eds.) Tehdään yhesä! Taide- ja taitokasvatuksen tulevaisuus. Oulun yliopisto. Kasvatustieteiden tiedekunta. Selosteita ja katsauksia 1/2001, 85–96.

Leaening materials as applicable.

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

**Assessment methods and criteria:**

The studies are based on large and small group teaching and independent study, and partly on optional workshops. Completion of the studies requires active participation. Both the theoretical and the practical studies are documented in a partly digital and partly 3-dimensional pedagogical portfolio.

The assessment is carried out collaboratively by peers, self and teacher. The final projects of the course and the teaching portfolio are assessed on the basis of agreed criteria.

**Grading:**

0 - 5

**Person responsible:**

Marjut Sarkkinen

**Working life cooperation:**

None

**406033A-02: Materials, Sewing and Clothing Technology, 2 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st year

**Learning outcomes:**

The student knows how to

- classify a textile as a fibre, cloth and product
- put into use the basics of sewing and clothing technology

**Contents:**

- A piece of clothing is made from an elastic material, while the life span of another piece of clothing is prolonged by fixing it.
- The student's own learning is analysed from the theoretical and practical points of view by means of a portfolio.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 6 h, small-group work 20 h and independent work 26 h.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of the Crafts/Textile Work and Technology 406033A module.

**Recommended or required reading:**

Karhu, P., Malmström, M. & Mannila, T. (2002) Hyvä sauma.

Kojonkoski-Rännäli, S. (1998) Työ tekijäänsä kiittää - totta toinen puoli.

Suojanen, U. (1993) Käsityökasvatuksen perusteet.

Lindfors, E. (2001) Taide ja teknologia - näkökulmia käsityökasvatuksen tulevaisuuteen. In L. Hyvönen & E. Lindfors (Eds.) Tehään yhesä! Taide- ja taitokasvatuksen tulevaisuus. Oulun yliopisto. Kasvatustieteiden tiedekunta. Selosteita ja katsauksia 1/2001, 85-96.

Learning materials as applicable.

The availability of course literature can be checked [here](#).

**Assessment methods and criteria:**

The studies are based on large and small group teaching and independent study, and partly on optional workshops. Completion of the studies requires active participation. Both the theoretical and the practical studies are documented in a partly digital and partly 3-dimensional pedagogical portfolio.

The assessment is carried out collaboratively by peers, self and teacher. The final projects of the course and the teaching portfolio are assessed on the basis of agreed criteria.

**Grading:**

0 - 5

**Person responsible:**

Marjut Sarkkinen

**Working life cooperation:**

None

**406033A-03: Pedagogical and Didactic Questions, 2 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:**

2 cr

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

2nd year

**Learning outcomes:**

The student knows how to identify and use the process of designing, manufacturing and evaluating a product in the frame of reference of crafts, technology and art education.

**Contents:**

- Becoming aware of problem-centred learning and teaching in the crafts lectures, small groups and embroidery technique exercises
- The students analyses what s/he has learnt in the pedagogical part of the portfolio

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 6 h, small-group teaching 20 h and independent work 26 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the Crafts/Textile Work and Technology 406033A module.

**Recommended or required reading:**

Lindfors, E. (2001) Taide ja teknologia - näkökulmia käsityökasvatuksen tulevaisuuteen. In L. Hyvönen & E. Lindfors (Eds.) Tehään yhesä! Taide- ja taitokasvatuksen tulevaisuus. Oulun yliopisto. Kasvatustieteiden tiedekunta. Selosteita ja katsauksia 1/2001, 85-96.

Perusopetuksen opetussuunnitelman perusteet: Käsityö. 2004.

Tapaninen, R. (toim.) (2002) Peruskoulun käsityön opetustilojen suunnitteluopas. Tekninen työ ja tekstiilityö

Learning materials as applicable.

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

**Assessment methods and criteria:**

The studies are based on large and small group teaching and independent study, and partly on optional workshops. Completion of the studies requires active participation. Both the theoretical and the practical studies are documented in a partly digital and partly 3-dimensional pedagogical portfolio.

The assessment is carried out collaboratively by peers, self and teacher. The final projects of the course and the teaching portfolio are assessed on the basis of agreed criteria.

**Grading:**

0 - 5

**Person responsible:**

Marjut Sarkkinen

**Working life cooperation:**

None

**406034A: Crafts/Technical Work and Technology, 7 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies



**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Aadeli, Sirkka et al. (toim.),** , 2004

**Bendix, Friedrich** , , 1974

**Gibilisco, Stan** , , 2006

**Grönman, Olavi et al. (toim.),** , 1989

**Häti-Korkeila, Marjatta** , , 1985

**Kemppainen, Taisto (toim.),** , 1978

**Lavonen, Jari et al. (toim.),** , 1995

**Lavonen, Jari et al. (toim.),** , 1997

**Lindh, Matti** , , 1985

**Lindh, Matti** , , 1990

**Lindh, Matti (toim. & piirt.),** , 1988

**Norman, Eddie et al. (eds.),** , 1995

**Norman, Eddie et al. (eds.),** , 2000

**Ojala, Erkki & Räsänen, Jaakko (toim.),** , 1990

**Saari, Jorma** , , 1982

**Sahi, Timo et al. (toim.),** , 2002

**Scherz, Paul** , , 2007

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

7 cr

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st and 2nd years

**Learning outcomes:**

Having completed the studies student will know how to

- use the most common machines and equipment which are needed in machining wood, plastic and metal in primary school technical work.
- teach the safe use of the most common technical work hand tools to primary school children.
- apply the basics of mechatronics in primary school technical work.
- apply the basics of electronics in primary school technical work.
- design, implement and evaluate small-scale ranges of themes from the viewpoint of technology education in primary school technical work.

**Contents:**

The studies comprise three courses:

- Traditional Handicrafts in the Context of Technical Work (3 cr)
- Mechatronics Applications (2 cr)
- Electronics Applications (2 cr)

The emphasis in the first course is on traditional handicrafts. Through lectures and exercises students familiarize themselves with common materials used in technical work and learn how to machine them. Students learn to teach the safe use of most common technical work hand tools and implement simple theme works in primary school technical work. Work is based on individual design.

Mechatronics Applications focuses on the applications of basic mechatronic principles and their use in technical work in primary school. Students learn to combine mechanics and electricity into technological wholes by designing, experimenting and constructing. Experiments and constructions are problematized in textual outputs.

The aim of Electronics Applications is to guide the students towards an understanding of the fundamental principles of electric and electronics through individual design, experimentation and construction. The students' pedagogical competence is developed with the primary school pupil in mind.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

- 406033A-01 Traditional Handicrafts in Technical Work Context: lectures 6 h ja small group sessions 33 h
- 406033A-02 Mechatronics Applications: lectures 4 h ja small group sessions 22 h
- 406033A-03 Electronics Applications: lectures 6 h ja small group sessions 20 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "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, practical exercises and textual outputs.

**Grading:**

0 - 5

- 1) Mainly numerical assessment, partly pass/fail.
- 2) The written and/or online materials produced in the exercises are assessed. Attention is paid to factual content and didactic issues. Instead of producing materials, the study modules can be passed by sitting an exam based on a corresponding amount of literature and the written materials given in the lectures. Agreement is made separately on substitutive ways to pass the course.
- 3) Concrete materials produced in the exercises are assessed numerically. The assessment pays attention to the pedagogical value and functional and aesthetic aspects of the objects.
- 4) The ratio between concrete and written assessment is 2:1.

**Person responsible:**

Jaakko Nykänen

**Working life cooperation:**

None

*Compulsory***406034A-01: Traditional Handicrafts in the Context of Technical Work, 3 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:**

3 cr

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st year

**Learning outcomes:**

The uniform learning goals are to be found in the description for the main code (406034A).

**Contents:**

The emphasis is on traditional handicrafts. Through lectures and exercises students familiarize themselves with common materials used in technical work and learn how to machine them. Students learn to teach the safe use of most common technical work hand tools and implement simple theme works in primary school technical work. Work is based on individual design.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 8 h ja small group sessions 34 h

**Target group:**

Primary teacher students (apart from Technology Oriented)

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the Crafts/Technical Work and Technology 406033A module.

**Recommended or required reading:**

The study materials are indicated in the general description for Technical Work.

**Assessment methods and criteria:**

Active participation in contact teaching, practical exercises and textual outputs.

**Grading:**

0 - 5

- 1) Mainly numerical assessment, partly pass/fail.
- 2) The written and/or online materials produced in the exercises are assessed. Attention is paid to factual content and didactic issues. Instead of producing materials, the study modules can be passed by sitting an exam based on a corresponding amount of literature and the written materials given in the lectures. Agreement is made separately on substitutive ways to pass the course.
- 3) Concrete materials produced in the exercises are assessed numerically. The assessment pays attention to the pedagogical value and functional and aesthetic aspects of the objects.
- 4) The ratio between concrete and written assessment is 2:1.

**Person responsible:**

Jaakko Nykänen and Janne Marjamaa

**Working life cooperation:**

No

**406034A-02: Applications of mechatronics, 2 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:**

2 cr

**Language of instruction:**

Finnish. For ITE students, the small group sessions are in English.

**Timing:**

1st year

**Learning outcomes:**

Common goals for the study module are to be found in the description of the main code 406034A (in the case of the technologically oriented group, in the description of the main code 406040A).

**Contents:**

The course focuses on the applications of basic mechatronic principles and their use in technical work in primary school. Students learn to combine mechanics and electricity into technological wholes by designing, experimenting and constructing. Experiments and constructions are problematized in textual outputs.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 4 h ja small group sessions 24 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the Crafts/Technical Work and Technology 406033A module.

**Recommended or required reading:**

The learning materials are listed in the general description for Technical Work.

**Assessment methods and criteria:**

Active participation in contact teaching, practical exercises and written outputs.

**Grading:**

0 - 5

- 1) Mainly numerical assessment, partly pass/fail.
- 2) The written and/or online materials produced in the exercises are assessed. Attention is paid to factual content and didactic issues. Instead of producing materials, the study modules can be passed by sitting an exam based on a corresponding amount of literature and the written materials given in the lectures. Agreement is made separately on substitutive ways to pass the course.
- 3) Concrete materials produced in the exercises are assessed numerically. The assessment pays attention to the pedagogical value and functional and aesthetic aspects of the objects.
- 4) The ratio between concrete and written assessment is 2:1.

**Person responsible:**

Jaakko Nykänen and Janne Marjamaa

**Working life cooperation:**

None

**406034A-03: Applications of Electronics, 2 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:**

2 cr

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

2nd year

**Learning outcomes:**

The uniform goals for the study module can be found in the description of the main code 406034A (in the case of technology oriented primary teacher education, in the description for 406040A).

**Contents:**

The course aims to guide the students towards an understanding of the fundamental principles of electrics and electronics through individual design, experimentation and construction. The students' pedagogical competence is developed with the primary school pupil in mind.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 6 h ja small group teaching 22 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the Crafts/Technical Work and Technology 406033A module.

**Recommended or required reading:**

The learning materials are indicated in the general description for Technical Work.

**Assessment methods and criteria:**

Active participation in contact teaching, practical exercises and textual outputs.

**Grading:**

0 - 5

1) Mainly numerical assessment, partly pass/fail.

2) The written and/or online materials produced in the exercises are assessed. Attention is paid to factual content and didactic issues. Instead of producing materials, the study modules can be passed by sitting an exam based on a corresponding amount of literature and the written materials given in the lectures. Agreement is made separately on substitutive ways to pass the course.

3) Concrete materials produced in the exercises are assessed numerically. The assessment pays attention to the pedagogical value and functional and aesthetic aspects of the objects.

4) The ratio between concrete and written assessment is 2:1.

**Person responsible:**

Jaakko Nykänen and Janne Marjamaa

**Working life cooperation:**

None

*e3*

**407038A: School Work in the Bachelor Phase II, 3 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 + 3 credits (phases I and II)

**Language of instruction:**

Finnish

**Timing:**

School Work in the Bachelor Phase is scheduled for the autumn or spring term of the second year, depending on the group.

**Learning outcomes:**

Having completed the course, the student

- is capable of analysing and reporting on his own view of teachership and education
- knows how to explain the significance of responsibility in pedagogical activity
- knows how to plan and implement teaching based on the curriculum
- knows how to evaluate the special characteristics of different subjects in teaching and is familiar with cross-curricular themes
- is able to assess pupils' learning
- is able to assess his/her own activity as a teacher
- knows how to apply collegial working methods in his/her activities

**Contents:****Contents and themes:**

School Work in the Bachelor phase is part of the Multidisciplinary Studies in the Subjects and Crosscurricular Themes Taught in Basic Education (3 credits) and Intermediate Studies in Education (3 credits)

The predominant theme in this course is teaching and learning. The purpose is that the student should deepen and enrich the thematics introduced in the courses "Guidance of Learning, Planning and Evaluation of Teaching" and "Pedagogical Seminar II" and its personal understanding by working in a concrete school and classroom context. Other themes to emerge in this course include different learners, problems of learning and pupil welfare.

School Work in the Bachelor phase offers the student a supervised opportunity to practice the basic skills, planning, implementing and evaluation of teaching. The student is familiarised with both collaborative and independent planning of lessons and larger teaching modules, with flexible situationally conditioned implementation of his/her own teaching and with critical evaluation. Based on her/his own experience, the student has a good opportunity to study, together with peer students and his/her supervisors, the main phenomena and concepts of pedagogical activity, such as pedagogical relationship, pedagogical tact, encountering the child and teacher responsibility. The student also has an opportunity to observe and consider how education research and its results are linked to the teacher's work.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

**Description of the activities:** The extent of the course is 160 hours, half of which consists of school work, observation of lessons and supervisions tied to a time and place.

Depending on the grade and resourcing of lessons, school work in the Bachelor phase involves teaching in either mathematics or mother tongue. Each student also teaches one of the arts or crafts subjects (physical education, visual art, music, textile work or technical work). In addition to these, s/he also teaches some other subject. S/he will give a total of 20 lessons, including 8 lessons given as a group or in pairs, and 12 lessons given during the independent school work weeks. In addition to giving lessons, each student also observes another arts/crafts subject for the duration of four lessons.

The remaining 56 hours of school work tied to a time and place consists of active observation of classes in the student's home class and of supervision given by the class teacher or lecturer in mathematics or mother tongue education.

The student's independent teaching work is expanded gradually during the course. At the start of the course the student works in a group formed by the peer students and the class teacher, with an increased independent share later on. In this way the five calendar weeks are composed as follows:

- The **1st week** is an observation week. At the end of the observation week, the students working in the same class put together two lessons related to cross-curricular themes.
- The **2nd week** is a pair week. The student plans and implements six lessons together with his/her pair.
- The **weeks 3 to 5** are individual weeks. During these weeks the student plans and implements 12 lessons in either mathematics or mother tongue, one arts/crafts subject and a specifically determined third subject. All the subjects to be taught by a student are to be found on the practice list.

An effort is made in this course to think up and experiment various teaching methods applicable for different learners and based on the special characteristics of different subjects and cross-curricular themes.

**Supervision:** The course involves supervision by the teachers at the Teacher Training School and by the Faculty in subject didactics in either mathematics or mother tongue teaching.

**Target group:**

2nd-year primary teacher students

**Prerequisites and co-requisites:**

Before School Work in the Bachelor Phase, 50 credits of Bachelor studies must have been completed, including Mathematics Didactics: part I (3 credits), Literature and Reading (3 credits), Pedagogical Seminar I (3 credits) and Orientation to School Work (2 credits). The courses must have been completed before registration for school work.

**Recommended optional programme components:**

407028A Pedagogical Seminar II (3 credits) is taken simultaneously with this practice period.

**Recommended or required reading:**

Study materials for Pedagogical Seminar II

**Assessment methods and criteria:**

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

**Grading:**

**Assessment:** The class teacher and other supervisors assess the course on the scale pass/fail based on assessment discussions and the pedagogical portfolio. An entry on a "pass" is made on the student's practice card. The practice card is also signed by the lecturer in mathematics or mother tongue education, and the student acknowledges on it the completion of supervision in subject didactics. There are specific instructions on the composition and contents of the pedagogical portfolio.

A fail must be retaken or supplemented. A failed school work period can be retaken twice. There are specific instructions on retaking or supplementing a failed course. A registration that is not cancelled is considered a fail.

**Person responsible:**

**Responsible persons:** Faculty's practice coordinator and the Oulu Teacher Training School practice team

**Working life cooperation:**

Yes. School work is a work placement period.

**Other information:**

**Registration:** Registration for the spring school work periods is by the end of previous November, and for the autumn periods by the end of May.

The school work periods are organised in groups. The details on the scheduling of each group can be found on teaching practice website for primary teacher education.

Registration for school work is done on Weboodi. The registration form is available for a period of time that will be announced by e-mail and on the practice website. The registration form must be filled in carefully.

If not cancelled, a registration will be considered a fail.

**Duration of the period:** five calendar weeks

**Information meeting:** The school work in the Bachelor phase will start with an information meeting in the canteen for grades 0-6 in the Teacher Training School.

**407522A: Thematic practice II, 3 op**

**Voimassaolo:** 01.01.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

English

**Timing:**

Thematic Practice is to be taken in the spring term of the second year. It may also be timed differently, or to cover a longer span of time.

**Learning outcomes:**

Students

- become familiar with the diversity of the field of education

- expand their perspectives on educational work in its various contexts and tasks
- develop their research skills in experimental and developmental activities, develop their skills in the planning of project work, or acquire special skills in international and multicultural contexts

### **Contents:**

**Contents and themes** Thematic Practice offers the student an opportunity for experimental, development and research activities with cooperating parties in the field of education. The goal of the practice is to support the student's research for a Bachelor's thesis or other accumulation of expertise in the student's field of interest.

Thematic Practice helps the student to become thoroughly familiar with the field of international work and /or to focus on some specific interesting topics within the frame of reference offered by Seminar II. It is also possible to take the course by working persistently on research and development tasks related to the pedagogical and/or research studies preceding the course.

The contents of Thematic Practice shall be agreed on together by the student and the tutor at the Department. The work to be done during the course is characterised by educational, tutoring or teaching activities.

### **Mode of delivery:**

Face-to-face teaching

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

The practice period is driven by a theme chosen by the student from among the thematic areas in basic education preceding the practice period or from among themes related to other studies or international education.

Thematic Practice is characterised by the student's own independent responsibility.

The student shall be responsible for

- planning and implementing the practice period
- seeking tutoring and finding a tutor
- acquiring a practice place and finding a practice supervisor there
- planning and implementing evaluation of the practice period

The student shall negotiate on the practice arrangements with the supervisor or tutor at the practice place.

**Place:** The practice place can be a single place. If the student so desires, s/he can also divide the practice into two or three periods, which can also take place in different places. The practice place can be a school or some other educational institution or organisation in Finland or abroad. It can also be the Teacher Training School.

**Different types of practice periods and their duration:** The practice may be carried out in a single place, or it may be divided into two or three wholes of at least 2 credits each.

### *A) Work Practice*

Work practice is about practice in tasks related to the field of education thereby expanding the primary teacher student's perspectives on other fields of teachership OR on the activities of the various parties in multiprofessional cooperation forming part of the primary teacher's work OR on work in educational organisations.

*Broadly based teachership:* kindergarten teacher, special needs teacher, special primary teacher, secondary teacher, vocational teacher, core subjects teacher, adult education teacher, guidance counsellor.

*Multiprofessional cooperation:* e.g. social work in child welfare, school social work, school health care, speech therapy, school psychology, public administration.

*Other pedagogical areas:* e.g. child work, youth work, activities in pedagogical organisations, development cooperation projects, Unesco activities.

Familiarisation can only be implemented through work practice together with a regular worker.

Two (2) credit points correspond to 30-40 working hours depending on how demanding the work is. In addition, the student shall be prepared to spend time on planning and evaluation (such as writing a report).



*B) Research and Development*, (e.g. projects, experimental projects, development of expertise for the Master's thesis, data collection or other research-related activities)

Two (2) credit points correspond to 30-40 working hours depending on how demanding the work is. In addition, the student shall be prepared to spend time on planning and evaluation (such as writing a report).

*C) School Work Practice* (e.g. special education schools, special care units, small groups in nearby schools, supervision of integrated pupils, field schools, Teacher Training School, pre-schools, small groups in schools, afternoon activities in schools, club activities, educational tasks in organisations)

In School Work Practice, the student shall teach 12-15 lessons and follow actively another 12-15 lessons, possibly helping the teacher at the same time, for each two (2) credit points. Additionally, the student shall be prepared to spend time on planning the lessons, evaluation and writing a practice report.

School Work Practice always requires a supervisor at the school who shall follow the lessons given by the student and give feedback on them.

The practice can also be built in such a way that it covers a longer span of time, such as an entire year. The credit points to be given for such practice period will be calculated based on the number of lessons as detailed above.

**Planning and reports** The practice period starts with the construction of a working plan and it ends up with subsequent reporting and discussion on the practice activities in Pedagogical Seminar II.

**Working Plan:** The working plan is a pedagogically justified free-form description of the practice period that shall be verified by the course supervisor. The working plan shall itemise

- the theme of the practice
- the place and timing of the practice
- which studies or nature of education the practice and its theme are connected with
- which kind of activities are included in the practice
- personal objectives set for the practice
- how practise supervision is to be carried out
- how the practise is to be assessed, i.e. the assessment criteria

**Working Report:** The format of the report is based on the theme of the practice period. Agreement on the format of the report shall be made with the supervisor when the working plan is approved. The extent of the report depends on how the course was carried out as a whole. The report on Thematic Practice can also include a discussion of how theory is linked to the theme and implementation of the practice period.

A working plan and report shall be composed separately for each period. The total scope of the documents on each period shall correspond to the extent of the documents required for the entire practice period.

The writing of a Bachelor's thesis does not constitute a practice report. You may, of course, make use of the report when you are writing the thesis.

**Supervision:** The student shall personally acquire a tutor for his/her practice period at the Department based on the theme of the practice period. The supervision offered by the Department is divided into pre- and post-tutoring (totalling approx. 2 hours). In pre-tutoring, the students negotiates on the working plan for the practise period that is then verified by the supervisor. Post-tutoring is about discussion on the completed practising period in the light of the agreed objectives.

In school work practice, there needs to be a tutor in the practice place, while in other practice places there must be a supervisor.

**Target group:**

Students in the Intercultural Teacher Education Programme

**Prerequisites and co-requisites:**

A student has right to participate in this practice upon completion of School Experience I: Orientation, and having commenced Seminar II.

**Recommended optional programme components:**

Thematic Practice forms part of the Subject Based Integrated Themes module (3 credits) and Intermediate Studies in Education (3 credits) and is a part of the Pedagogical Studies for Teachers module. Pedagogical Seminar II is tightly connected with this practice period.

**Recommended or required reading:**

Will be confirmed at the course start.

**Assessment methods and criteria:**

The assessment of the practice period is based on the student's self-assessment and on the assessment feedback gathered by the student in the practice environment or on assessment materials describing the progress of teaching or educational work. The student shall present the assessment criteria and practices in his/her working plan to the course or period supervisor.

The supervisor of the practice period and the person responsible for Seminar II grade the course by fail /pass/excellent. In addition to the supervisor and person in charge of Seminar II, the practice card is also to be signed by the supervisor at the practice place.

**Grading:**

Pass/fail

**Person responsible:**

Persons in charge of Seminar II, teaching practice coordinator at the Department.

**Working life cooperation:**

Yes

**Other information:**

All the students in the Master of Education International Programme shall participate in Thematic Practice course with no regard to their previous work experience.

**Registration:** The student shall deliver to the practice place a covering letter composed by the Department, requesting for the practice place's consent for practice. The notice of consent shall be signed by the supervisor appointed for the period by the practice place and a representative of the Department who shall function as a tutor for the student. The student shall deliver the covering letter together with the signed notice of consent to both of the signing parties. The date on which the tutor at the Department signs the document is considered to be the date on which the student registered for the practice period. The tutor at the Department shall keep the covering letter at least for the duration of the student's practice period.

**405509Y: Optional Studies: Foreign Language, 3 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

3 credits

**Language of instruction:**

English

**Timing:**

1st and 2nd year

**Contents:**

ITE students receive the credits of this course after 2 years of studying in English in the programme.

**Target group:**

ITE students

**Prerequisites and co-requisites:**

None

**Grading:**

Pass/fail

**Person responsible:**

Gordon Roberts

**405510Y: Language, the Learner, the School, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

4th year, spring

**Learning outcomes:**

- analyse the role of language in education, culture and society.
- identify values and motives related to language policy
- connect language and conceptualising
- design research projects experimenting with socio-linguistic theory

**Contents:**

- presenting research
- discussing topic related journal articles
- writing learning journals

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 20 h, workshop 30 h.

**Target group:**

Students in the Intercultural Teacher Education Programme

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

No

**Recommended or required reading:**

Four journal articles selected by the lecturer and distributed at the beginning of the course.

**Assessment methods and criteria:**

Active participation in the lectures and workshops, writing learning journal

**Grading:**

Pass/fail

**Person responsible:**

Gordon Roberts

**Working life cooperation:**

No

## **A250510: Advanced Studies in Education, 70 - 80 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

80 credits

**Language of instruction:**

English

**Timing:**

4th and 5th study year

**Learning outcomes:**

Evaluate critically academic research.

Apply academic research methods in educational processes.

Justify own expertise and competences in professional educational tasks.

Students are able to exercise socially responsible and ethically sustainable leadership in the field of intercultural, development and global education

Students are able to conduct and utilize research creatively as a basis for teaching, learning, curriculum design and assessment in complex and diverse education environments in local and global contexts

Students are able to examine the constantly changing nature of education and society, recognizing professional development as a collaborative process of lifelong and lifewide learning

**Contents:**

408501S Global Education 5cr

408502S Development and Education 4cr

408503S Educational Policy and Leadership 5cr

408519S School Experience II: Master's Level 8cr

408520S Advanced Professional Practice 9cr

408508S Seminar III: Education and Professional Ethics 3cr

*Elective course (a or b):*

*413030S a) Advanced course in quantitative research 5cr*

*413030S-01 1) Lectures 3cr*

*413030S-02 2) Exercises 2cr*

*OR*

*413031S b) Advanced course in qualitative research*

*413031S-01 1) Lectures 2cr*

*413031S-02 2) Exercises 3cr*

408510S Master's Thesis 40cr

408511S Educational Administration 1/2cr

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Varies according to the study units.

**Target group:**

ITE students

**Prerequisites and co-requisites:**

General level and Special level studies in education (25+40)

**Recommended optional programme components:**

The module includes the courses listed above.

**Recommended or required reading:**

Varies according to the study units

**Assessment methods and criteria:**

Varies according to the study units

**Grading:**

0 - 5

**Person responsible:**

Maria-Liisa Järvelä

**Working life cooperation:**

Yes. Advanced Professional Practice 9cr and School Experience II: Master's Level 8cr

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**408501S: Global Education, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Arnove, Robert F. & Torres, Carlos Alberto (eds.), , 1999**

**Burbules, Nicholas C. & Torres, Carlos Alberto (eds.), , 2000**

**Featherstone, Mike , , 1995**

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

4th year, autumn

**Learning outcomes:**

- examine the ideological basis of different conceptualisations of global education
- demonstrate an awareness of key tensions in debates in sub-areas of global education such as development education, peace education, equity education, human rights education and intercultural education
- apply critical literacy to analyse, choose and adapt global education approaches and resources in the classroom and to introduce different perspectives in teaching

**Contents:**

- Histories, definitions and strategies of global education internationally
- Global education in the Finnish context
- Pedagogical debates and critical literacy
- Debates in peace and human rights education
- Debates in education for sustainable development
- Debates in multicultural education
- Debates in global citizenship education
- Analysis of educational resources

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

Lectures and seminars 30 h, online tasks 35 h, reading and assignment preparation 70 h

**Target group:**

Students in the Intercultural Teacher Education Programme

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

No

**Recommended or required reading:**

Kaivola, T., Melen-Paaso, M. (2007). Education for Global Responsibility: Finnish Perspectives. Helsinki: Finnish ministry of Education.

Todd, S. (2009). Toward an imperfect education. Boulder: Paradigm Publisher.

Andreotti, V. (2011). Actionable Postcolonial Theory in Education. New York: Palgrave.

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

**Assessment methods and criteria:**

Online learning journal and analysis of educational resource

**Grading:**

0 - 5

**Person responsible:**

Vanessa Andreotti

**Working life cooperation:**

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 oppimateriaali:**

**Allen, Tim & Thomas, Alan (eds.),** , 2000

**Puuronen, Vesa et al. (eds),** , 2004

**Opintokohteen kielet:** English

**ECTS Credits:**

4 credits

**Language of instruction:**

English

**Timing:**

- ITE students: 4th year, spring
- EdGlo students: 1st or 2nd year, spring

**Learning outcomes:**

After completion of the course, students are able to:

- Distinguish between different ideological frameworks for development education, development and education and discuss Finnish and international policies and debates in the field of development and education.
- Critically examine approaches to partnerships and education that promote problematic ethnocentric, depoliticised, ahistorical and paternalistic patterns.
- Summarize 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
- Ethnocentrism, depoliticisation, ahistoricism and paternalism in development approaches and education
- Current debates and new approaches in 'development education'
- Practicing development education
- Finnish and International policies of development and development education
- Working in countries labelled 'less economically developed'

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

Lectures and seminars 20 h, online tasks 28 h, reading and assignment preparation 58 h

**Target group:**

- Students in the Intercultural Teacher Education Programme
- 1st year students on 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:

407509P Defining Education, Educational Sciences and their tasks, 5 credits

407512P Comparative Educational Research, 5 credits

407509A Education for All, 3 credits

407510P Economics of Education, 5 credits

407511P Seminar: Education in Transition, 5 credits

408502S Development and Education, 4 credits

407523P Plurilingualism and Education in the 21st century, 5 credits

407524P Critical Literacy in Education, 5 credits

**Recommended or required reading:**

Novel: Kingsolver, B. (1999). *The Poisonwood bible*. London: Faber and Faber.

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

Heron, B. (2007). *Desire for development: Whiteness, gender, and the helping imperative*. Waterloo: Wilfrid Laurier University Press.

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

**Assessment methods and criteria:**

Online tasks (3 reflection journals, 1 presentation)

**Grading:**

0 – 5

**Person responsible:**

Vanessa de Oliveira

**Working life cooperation:**

No

**Other information:**

An optional course in the minor subject Education in Transition

**408503S: Educational Policy and Leadership, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Kotter, John P.** , , 1996

**Lehtisalo, Liekki** , , 1992

**Lehtisalo, Liekki** , , 1986

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

5th year, autumn

**Learning outcomes:**

- 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.
- Demonstrate principles of socially responsible educational leadership.

**Contents:**

- current issues in educational politics
- educational policy and planning in different contexts
- strategic management, implementation and leadership
- educational policy in Finland: historical stages and key documents
- the role of international organizations in educational policy
- different theories of leadership and change

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

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

**Target group:**

Students in the Intercultural Teacher Education Programme

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

No

**Recommended or required reading:**

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

Sterling, S. (2001) *Sustainable Education - Re-visioning learning and change*, Schumacher Briefing no6. Schumacher Society/Green Books, Dartington.

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

**Assessment methods and criteria:**

Study journal on lectures, exam based on choice of literature

**Grading:**

0 - 5

**Person responsible:**

Vanessa Andreotti and Katri Jokikokko

**Working life cooperation:**

No

**408519S: School Experience II: Master's Level, 8 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

8 credits

**Language of instruction:**

English

**Timing:**

The Teacher Training School arranges opportunities to carry out School Experience II on four occasions every year. The student usually takes the course in his or her fourth or fifth year of study. No provision is made for groups of students for School Experience II, and every student shall reserve a time slot for it in his /her personal study plan.

Students who cannot teach in Finnish take the SE II course at the Oulu International School. The course timing is the same as at the Teacher Training School.

**Learning outcomes:**

The student

- knows how to evaluate and report on her/his conception of teachership and education
- knows how to evaluate the special didactic characteristics of different subjects and cross-curricular themes and how to apply this knowledge in practice
- knows how to plan and carry out teaching based on the curriculum
- knows how to apply what s/he has learnt to assessment of learning
- knows how to evaluate the different forms of cooperation between home and school
- knows how to evaluate his/her own activities as an educator



- knows how to construct learning materials, use them in her/his teaching and evaluate their functionality

### Contents:

School Experience II is a part of Master's level pedagogical studies.

The driving theme behind School Experience II is *I as a teacher and educator*. The course is linked to the Seminar II course.

SE II focuses on taking comprehensive responsibility for work in the classroom. Basically, the student shall take care of all the tasks that class teachers are supposed to attend to.

SE II offers the student a supervised opportunity to plan teaching periods based on the curriculum and cross-curricular themes and to get acquainted in practice with the special didactic characteristics of different subjects.

During School Experience II the student examines her/his teachership from the viewpoint of social and community influence and from the viewpoint of the ethics of education and teacher morality. The student also participates in the cooperation between school and home.

Based on her/his own experience, the student will examine together with other students and her/his supervisors essential phenomena and concepts of pedagogical activity, such as *pedagogical relationship*, *pedagogical tact*, *encountering the child* and *teacher responsibility*, adding depth to her/his earlier conceptions. An opportunity is opened up to the student to observe and contemplate on how educational research and its results are linked to the teacher's work and to carry out educational research related to teachers' work.

### Mode of delivery:

Face-to-face teaching

### Learning activities and teaching methods:

**Place:** Oulu Teacher Training School, grades 0–6.

**Duration:** Six to seven calendar weeks.

**Description of the activities:** School Experience II has a scope of 215 hours, 100–110 hours of which consists of school work tied to a time and place, classroom observation and supervision sessions. The work tied to a time and place includes:

**Giving lessons:** The student shall give 50 lessons during the course. The lessons shall be implemented as follows.

**Selected Subjects:** 20 lessons will be given in the first four weeks of the SE II course. The lessons are related to selected subjects, i.e. mathematics and mother tongue (Finnish or English) and one minor or other subject taught at school, each one of which must be practised for a minimum of six hours during this period. Together with the class teacher and lecturers in subject didactics, the student shall prepare period plans for the lessons. If the student practices in an advanced minor subject in the upper grades, the number of hours practised there shall be deducted from the number to be practised in the selected subjects period.

**Weeks of Responsibility:** The remaining 30 lessons in the SE II course are given during the weeks of responsibility. The last two weeks of the course are called the weeks of responsibility, during which the students practising in a class take full responsibility for the activities in the classroom. In addition to planning and giving the lessons, this includes break and lunch supervision, cooperation between home and school, morning assemblies and cell events.

The students practising in the same class plan the programme for the last two weeks together. In addition to other school work, they agree on the division of lessons to allocate 30 lessons to each student. The lessons given can include ones given individually by each student, simultaneous teaching or, for instance, teaching taking place in two spaces at the same time (such as special education). The students shall show in their plan clearly each one's role in the lessons they are planning and giving together. The students can also carry out their minor subject practice in special education during these weeks.

If a student is practising alone in a class, s/he shall plan and give the entire set of 30 lessons by her/himself.

**Student welfare.** The SE II course includes an 8-hour set of studies in student welfare, comprising lectures and exercises.

**Other school work.** The course includes other work related to teaching, the school world or practical applications of education, such as project work or observing of teaching, totalling 20–30 hours. Project work can involve, among other things:

- collection of data based on a research plan for the Master's or some other thesis
- research team activities in the didactics of a subject
- a special course related to school work, or tasks connected with one

- projects forming part of the regular activities of the Teacher Training School, such as festivals, parents' evenings, exhibitions, Unesco themes, camp schools, art productions, cooperation projects with various educational institutions and other events.

When s/he is observing lessons, the student gets to know the class and its methods of work. This may also include observation tasks given by the teacher or lecturer in didactics.

**Supervision.** School Experience II includes supervision and guidance in subject didactics by the teachers of the Teacher Training School. The student shall thus seek didactic supervision from three lecturers in subject didactics. These three lecturers also observe a lesson given by the student.

Supervision comprises a total of 20-25 hours.

The student shall carry out the planning, implementation and evaluation of lessons and teaching periods in a peer team formed by the other students that may be working in the same class, the class teacher and didactics staff of the Department depending on the nature of the lessons.

**Target group:**

Students in the Intercultural Teacher Education Programme

**Prerequisites and co-requisites:**

Participation in School Experience II requires completion of *School Experience I: The Orientation* (2 credits) and the multidisciplinary studies in the subjects and cross-curricular themes taught in basic education (60 credits). In addition, at least 10 credits of minor studies in subjects taught in schools shall have been completed when the course is starting.

If the student completes 60-credit minor studies in a subject taught in schools, s/he can carry out an advanced practice in the subject in the grades 7-9. The practice in the minor subject can also be carried out separately from the SE II course.

The right to practise in a minor subject in the grades 7–9 is achieved, if the prerequisites for SE II are fulfilled and at least 25 credits of the 60-credit minor subject have been completed.

If a student wants to do the advanced practice in a minor subject in grades 7-9, s/he shall report to the Faculty's practice coordinator immediately upon registration for the course.

The courses and other studies required shall have been completed before registration for the course. In unclear situations the decision on the right to participate is made by the Faculty's practice coordinator. The practice in an advanced minor subject can also be carried out in grades 0–6.

**Recommended optional programme components:**

The course is linked to the Pedagogical Seminar III course (3 credits). School Experience II: Master's Level is part of the Master's level pedagogical studies.

**Recommended or required reading:**

None

**Assessment methods and criteria:**

The class teacher and the other supervisors assess the student's performance on the basis of the assessment discussions and pedagogical portfolio on a pass/fail scale. An entry on a pass is made in the practice card. The card is also signed by the three lecturers in the didactics of the various subjects, and the student signs her/his confirmation that s/he has received mentoring in subject didactics. There are separate instructions available on the construction and contents of the pedagogical portfolio.

A failed practice may need to be retaken or supplemented. A failed practice period can be retaken twice. There are specific instructions on supplementing or retaking a failed practice period. If you register for the course and then fail to participate without cancelling your registration, it is recorded as a fail.

**Grading:**

Fail/pass/excellent

**Person responsible:**

Vesa-Matti Sarenus, Auli Halme and Erkki Pekkala

**Working life cooperation:**

Yes. For further information, see "Learning activities and teaching methods".

**Other information:**

**Registration:**

- Registrations for School Experience II to be arranged in the autumn shall be submitted by the end of May in the preceding spring term.
- Registrations for School Experience II to be arranged in the spring shall be submitted by the end of November in the preceding autumn term.

Registrations for the teaching practice period are submitted via Weboodi. The registration form is available for a period of time that is announced to the students by e-mail and on the practice website. The registration form shall be filled in with great care.

If the student wants to practice in an advanced minor subject in the basic education grades 7–9 of the Teacher Training School, s/he shall fill in the appropriate form available on the practice website when s/he registers for SE II and deliver it to the Faculty's practice coordinator. Students need to note that an opportunity to practice in the upper grades cannot always be arranged in some of the subjects. In such cases the student shall carry out all of his/her School Experience II teaching practice in the regular manner in the lower grades.

If you register for the course and then fail to participate without cancelling your registration, it is recorded as a fail.

**Information meeting:** School Experience II is launched with an information meeting in the refectory for grades 0–6 at the Teacher Training School.

#### **408520S: Advanced Professional Practice, 6 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

#### **ECTS Credits:**

9 credits

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

English

#### **Timing:**

3rd or 4th year

#### **Learning outcomes:**

After passing the course, the

- student understands the ethical dimension of education
- student can analyse professional ethical issues
- student can apply his/her knowledge to further develop his/her personal educational philosophy
- student can evaluate and apply his/her multidisciplinary and multiprofessional skills

#### **Contents:**

- ethical questions in education from local and global perspectives
- development of one's educational philosophy and professionalism
- planning, evaluating and reporting on the practice

#### **Mode of delivery:**

Face-to-face teaching

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

**Place:** School or other educational institution or organisation in Finland or abroad

**Description:** Students may decide on the nature of the practice according to their own interests. For example, the practice may involve carrying out a project, research activities or teaching.

APP should be carried out in a single practice place.

**Duration:** APP involves 135 – 180 working hours (depending on the nature of the tasks), excluding planning and evaluation.

**Supervision:** The student shall agree on a tutor for his or her practice period at the Department based on the theme of his/her practice period. Tutoring by the Department is divided into pre- and post-tutoring (totalling approx. 2 hours). In pre-tutoring, the tutor and student negotiate on the working plan for the practice period that is then verified by the tutor. In post-tutoring, they discuss the completed practice period in the light of the goals agreed on during pre-tutoring.

When the practice involves school work, there must be a tutor in the practice place, while in other practice places there must be a supervisor.

**Target group:**

Students in the Intercultural Teacher Education Programme

**Prerequisites and co-requisites:**

Completion of School Experience I and commencement of Seminar II and III. Completion of Curriculum, Planning and Evaluation.

**Recommended optional programme components:**

Seminar III: Education and Professional Ethics

**Recommended or required reading:**

No

**Assessment methods and criteria:**

The supervisor of the practice period and the person responsible for Seminar III grade the course by fail /pass/excellent.

**Grading:**

Fail/pass/excellent

**Person responsible:**

Seminar III coordinator, teaching practice coordinator at the Department.

**Working life cooperation:**

Yes. For further information, see "Learning activities and teaching methods".

**Other information:**

**Registration:** The student shall submit a covering letter composed at the Department to the practice place, requesting for consent for practice at the practice place. The notice of consent shall be signed by the supervisor appointed for the practice period by the practice place and by a representative of the Department who will be functioning as the student's tutor. Once signed, the student shall deliver the covering letter with the notice of consent to both of the signing parties. The date on which the tutor at the Department signs the document is considered to be the date on which the student registered for this practice period. The tutor at the Department shall keep the covering letter at least for the duration of the student's practice period.

**408508S: Seminar III: Education and Professional Ethics, 3 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

3 credits

**Language of instruction:**

English

**Timing:**

4th and/or 5th year

**Learning outcomes:**

- Identify and analyse ethical dimensions of education
- Assess personal educational philosophy based on portfolio entries

**Contents:**

- ethical questions of education from local and global perspectives
- planning, reflecting on and evaluating Advanced Professional Practice and School Experience II

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20 h seminar and essays based on 2 articles, presentations, 56 h independent work.

**Target group:**

Students in the Intercultural Teacher Education Programme

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

Seminar II supports two practice periods: Advanced Professional Practice and School Experience II.

**Recommended or required reading:**

Will be confirmed at the beginning of the course.

**Assessment methods and criteria:**

Active participation in seminars, APP report presentation, portfolio/SEII presentation, entries in pedagogical portfolio.

**Grading:**

Pass/fail

**Person responsible:**

Jaana Pesonen

**Working life cooperation:**

No

**408510S: Master's Thesis, 40 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

40 credits

**Language of instruction:**

Finnish or English

**Timing:**

EDGLO: 1st year, spring semester & 2nd year, autumn semester and spring semester

DD: 2nd year autumn and spring (in Oulu)

ITE: Master's Level

**Learning outcomes:**

After completion of the course, students are able to:

- collaborate in a research group
- discuss various approaches to research, and evaluate theses.
- choose research focus, relevant theoretical background and research methods
- build up their argumentation
- defend their Master's thesis
- produce high quality research based on academic standards.

**Contents:**

- literature on the research areas
- new research in the research area
- research methods
- research ethics

- evaluating research plans and Master's thesis drafts
- research design and theoretical background
- methodology
- research group collaboration
- current research in the department

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Seminar sessions 40 h, independent work about 1000 h

The weekly Master's thesis seminars begin during the spring term of the first year and continue throughout the second year (EDGLO).

**Target group:**

Students in the Faculty of Education

1st - 2nd year students on the Master's Degree Programme in Education and Globalisation

DD students

ITE students

**Prerequisites and co-requisites:**

Bachelor's thesis

**Recommended optional programme components:**

Research Methods II/ Advanced course in quantitative research or Advanced course in qualitative research

The course is part of the Advanced Studies in the major subject.

1st and 2nd year EdGlo courses: 408512S, 408513S, 408514S, 408515S, 408516S, and 408517S

**Recommended or required reading:**

Graff, G. (2010). *They say// say: the moves that matter in academic writing*. New York: Norton.

Other study material depends on student's thesis topic.

**Assessment methods and criteria:**

Active participation in the seminars, presenting one's thesis at least twice, working as an opponent at least once, Master's thesis, maturity test.

**Grading:**

0 - 5

**Person responsible:**

Hannu Heikkinen and the leaders of seminar groups:

Katri Jokikokko, Maria Järvelä, Minna Sääskilahti

**Working life cooperation:**

No

**Other information:**

For details on current Master's thesis groups, see [www oulu fi/ktk/opinnaytetyot](http://www oulu fi/ktk/opinnaytetyot) and <http://www oulu fi/edu/theses>

**408511S: Educational Administration, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

2 credits

**Language of instruction:**

English

**Timing:**

4th, 5th or 6th year

**Learning outcomes:**

Having completed the course the student knows the basics of current legislation concerning the Finnish education system and teachers' work in Finland.

**Contents:**

- Laws and statutes regulating schools, teaching and teachers
- Other guidelines and documents regulating school work
- Teachers' duties, responsibilities and rights

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

16 h lectures

**Target group:**

Students in the Intercultural Teacher Education Programme

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

No

**Recommended or required reading:**

To be agreed on at the beginning of the course.

**Assessment methods and criteria:**

Exam

**Grading:**

Pass/fail

**Person responsible:**

Eva Raudasoja, Timo Lappi and Maarit Junkkari

**Working life cooperation:**

No

**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 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 1.1 Lectures, 3 credits

413030S-02 1.2 Exercises, 2 credits

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

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 22 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:**

Assignments, active participation in small group sessions

**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

**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

#### 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 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 2.1 Lectures, 2 credits

413031S-02 2.2 Exercises, 3 credits

- meaning of different paradigms in the analysis and interpretation of qualitative research data
- content analysis as a basic form in the analysis of qualitative research data
- different ways to read data in, for instance, design or action studies, ethnographic and narrative research and discourse analysis
- 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 22 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

**Grading:**

0 - 5

**Person responsible:**

Leena Syrjälä

**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

**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

## Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

**407515A: Bachelor's Thesis, 9 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish**ECTS Credits:**

9 credits

**Language of instruction:**

English

**Timing:**

3rd year autumn and spring

**Learning outcomes:**

- the student knows how to formulate a research problem
- the student knows how to compose a research plan on her/his chosen educational topic
- 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 an opponent and assessor of a thesis
- writing the maturity test

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Seminar session approx. 30 h, independent work 210-240 h

**Target group:**

ITe students

**Prerequisites and co-requisites:**

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

**Recommended optional programme components:**

The course is part of the Intermediate/Special Level Studies in Major Subject

**Recommended or required reading:**

Literature for the Bachelor's thesis, research guides

**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

**Grading:**

0 – 5

**Person responsible:**Minna Sääskilähti and the leaders of seminar groups:  
for example: Maria-Liisa Järvelä, Katri Jokikokko**Working life cooperation:**

None

**A250507: Education for Intercultural Competencies, 25 op****Opiskelumuoto:** Basic Studies**Laji:** Study module**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** English**ECTS Credits:**

Min 25 credits

**Language of instruction:**

English or other, depending on the study context

**Timing:**

Free: Minor in Bachelor's degree or in Master's degree

**Learning outcomes:**

## 407508A Comparative Education (10 cr)

- Demonstrate deepened knowledge and broadened perspectives of comparative education on the basis of earlier Special level studies for Bachelor's degree.

## 407530P Internship (5 cr)

- The student gains experience and knowledge about working in an intercultural context and develops his /her professional skills and cultural competencies, which is demonstrated in a carefully drafted practice plan and a reflective report on the internship, attached to the student's pedagogical portfolio

## 407531P Selected literature (5 cr)

- The student deepens his/ her expertise by studying advanced academic literature, reflecting upon the studied texts and making concise comments on them in the reading journal.

## 407532P Optional (5 cr)

- The student deepens his/her knowledge of the issues that are relevant to the student's professional development and/or research interests.

**Contents:**

The Comparative education component consists of lectures on Nordic countries, Baltic states, Russia, and some European countries. Comparative education for the Minor includes studies above the 7 credits which are part of Intermediate studies for Bachelor's degree.

The Internship should focus on global education and/or intercultural issues in the field of education. The Internship must be planned in advance and the plan must be accepted by the supervisor. After the internship period the student hands in the practice report to the supervisor.

For the Selected literature module, student chooses the materials for reading out of a list provided by the responsible teacher and writes a report on the studied texts.

Optional studies may include planning and implementing a project or a practice in Finland or abroad that would develop the student's intercultural competences.

**Mode of delivery:**

Face-to-face teaching and independent work

**Learning activities and teaching methods:**

Lectures, seminars, essays, practice, individual studies in Finland and/or abroad, study reports

**Target group:**

ITE students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

Comparative education courses (7 cr) are also part of the Special level studies. Credits above 7 can be used to complete the Minor Studies.

**Recommended or required reading:**

To be negotiated and confirmed with the responsible teachers

**Assessment methods and criteria:**

See course descriptions

**Grading:**

Pass/fail except Selected literature 0-5

**Person responsible:**

Maria-Liisa Järvelä and Gordon Roberts

**Working life cooperation:**

Yes, Internship; Optional depending on student's choice of activities

*Electives***407508A: Comparative Education, 10 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Arnove, Robert F. & Torres, Carlos Alberto** , , 2003

**Opintokohteen kielet:** English

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

7 credits

**Language of instruction:**

English and Finnish

**Timing:**

1st year spring; 2nd year autumn; 2nd year spring

**Learning outcomes:**

- Discuss educational systems, policies and practices in different countries
- Examine the relationship between culture, society and education
- Identify the main ideas of comparative research tradition

Theme 1: Nordic countries (including the Sami and the Roma)

- Discuss educational systems, policies and practices in the Nordic countries in relation to different historical, geographic and demographic circumstances
- Examine the relationship between culture, society and education with a special focus on the northern dimension
- Identify trends in Nordic societies affecting planning, implementing and evaluating education

Theme 2: Russia and the Baltic states

- Discuss educational systems, policies and practices in the Nordic countries in relation to different historical, geographic and demographic circumstances
- Examine the relationship between culture, society and education with a special focus on post-Soviet transition societies
- Identify trends in transition societies affecting planning, implementing and evaluating education

Theme 3: Europe

- Discuss educational systems, policies and practices in Europe in relation to different historical, geographic and demographic circumstances
- Examine the relationship between culture, society and education with a special focus on the impact of the EU
- Identify trends in European societies affecting planning, implementing and evaluating education with special reference to minorities and stateless nations

**Contents:**

The module consists of three content areas:

- Theme 1: Nordic countries (2 – 5 credits)
- Theme 2: Russia and the Baltic states (2 – 5 credits)
- Theme 3: Europe (History of Europe; the EU and its educational policy) (3 – 7 credits)

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

- Theme 1: 16 h lectures and seminars
- Theme 2: 32 h lectures and seminars
- Theme 3: 60 h lectures and seminars

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The credits above 7 can be used to complete the minor subject Education for Intercultural Competencies A250507 (Comparative Education 407508A)

**Recommended or required reading:**

Theme 1: One of the following:

- Darnell, F. & Höem, A. (1996) Taken to Extremes. Education in the Far North.
- Ahonen, S. & Rantala, J. (eds.) (2001) Nordic Lights. Education for Nation and Civic Society in the Nordic Countries, 1850-2000
- Arter, D. (2008) Scandinavian politics today

Theme 2: Articles and documentary films.

Theme 3: For reference purposes:

- Davies, N (1997) Europe: a history

- Minahan, J. (2000) One Europe, many nations

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

**Assessment methods and criteria:**

Active participation in the seminars, study journals, essays, exams.

**Grading:**

0 - 5

**Person responsible:**

Theme 1: Maria-Liisa Järvelä

Theme 2: Gordon Roberts

Theme 3: Gordon Roberts

**Working life cooperation:**

No

**407530P: Internship, 5 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Basic Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

Free; negotiated with the teacher tutor

**Learning outcomes:**

The aim is to learn about the work in an intercultural context and to develop the professional skills increasing the student's cultural competences

**Contents:**

The Internship should focus on global education and/or intercultural issues in the field of education. The Internship must be planned in advance and the plan must be accepted by the supervisor. After the internship period the student hands in the practice report to the supervisor.

- Demonstrate competence in organizing a practice placement independently
- Analyze adequately the learning outcomes, challenges and successes of the internship period
- Design a practice report included in Pedagogical portfolio

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

The student finds the place for the internship independently. The student negotiates the agreement with the representatives of the practice place and hands in the plan to the supervisor at the university before the internship, and the report after the internship

**Target group:**

ITE students

**Prerequisites and co-requisites:**

Knowledge of the contents of the separate courses of the Minor, and of the overall aim of the Minor

**Recommended optional programme components:**

Other courses in Intercultural competences:

- 407508A Comparative Education (10 cr)

- 407531P Selected literature (5 cr)
- 407532P Optional (5 cr)

**Recommended or required reading:**

To be negotiated and confirmed with the supervisor

**Assessment methods and criteria:**

Accepted plan, practice report and the internship itself

**Grading:**

Pass/fail

**Person responsible:**

Maria-Liisa Järvelä and Gordon Roberts

**Working life cooperation:**

Yes

**407531P: Selected Literature, 5 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

Free

**Learning outcomes:**

The aim is to provide the student with an opportunity to develop his/ her expertise by studying advanced academic literature, reflecting upon the read material and making concise comments on it in the reading journal.

**Contents:**

For the Selected literature module, student chooses the materials for reading out of a list provided by the responsible teacher and writes a report on the studied texts.

- Apply critical literacy to analyze the selected literature
- Demonstrate competence in discussing conceptual issues based on the individually selected literary sources
- Summarize the discussion on the studied texts in an academically valid written report

**Mode of delivery:**

Independended studies only

**Learning activities and teaching methods:**

Student's independent work. Advanced reading is selected from the list of set books, one book from each of the four topical areas. The reading journal should consist of comments on each 4 books (2 – 3 pages /book), altogether 8 – 10 pages.

**Target group:**

ITE students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

Other courses in Intercultural competences:

- 407508A Comparative Education (10 cr)
- 407530P Internship (5 cr)
- 407532P Optional (5 cr)

**Recommended or required reading:**

A selection of suggested reading

**Assessment methods and criteria:**

The reading journal

**Grading:**

0 - 5

**Person responsible:**

Maria-Liisa Järvelä and Gordon Roberts

**Working life cooperation:**

No

**407532P: Optional, 5 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

5 credits

**Language of instruction:**

English or other, depending on the study context

**Timing:**

Free

**Learning outcomes:**

The aim is to provide the student with an opportunity to deepen the knowledge of the issues that are relevant for the student's professional development and/or research interests.

**Contents:**

Optional studies may include planning and implementing a project in Finland or abroad that would develop the student's intercultural competences. Studies carried out abroad can also be accepted as Optional studies.

- Recognize the need for additional training in any of the competence areas
- Plan and carry out individually designed study module in Finland or abroad

**Mode of delivery:**

The student takes part in a project or organizes a practice placement independently, or takes part in courses offered by educational institutions at home or abroad

**Learning activities and teaching methods:**

Prior agreement with the tutor concerning the content and method of the planned activities. Course work negotiated individually by the student and the co-ordinator.

**Target group:**

ITE students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**



Other courses in Intercultural competences:

- 407508A Comparative Education (10 cr)
- 407530P Internship (5 cr)
- 407531P Selected literature (5 cr)

**Recommended or required reading:**

Depending on the student's option, relevant literature suggested by the student and/or the course convener.

**Assessment methods and criteria:**

Depending on the student's option. Pre-hand planning before and reporting after the project or practice. Course work as required.

**Grading:**

Pass/fail

**Person responsible:**

Maria-Liisa Järvelä, Gordon Roberts, or another staff member depending on the student's field of interest.

**Working life cooperation:**

Yes, if the student's option is doing a practice or taking part in projects related to working life.

## 405514Y: Optional Studies: Multimedia as a Learning Project (TVT2), 3 op

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** General Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

3 credits

**Language of instruction:**

English

**Timing:**

1st study year, spring term

**Learning outcomes:**

After completing the course the student

- recognises the basic concepts of multimedia
- has planned and implemented an educationally relevant multimedia product in a group
- knows how to use commonly available multimedia production software
- discovers opportunities to use multimedia in education

**Contents:**

- basic concepts in multimedia
- digital audio processing
- digital image processing
- digital video processing
- digistories

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 10 h (optional, in Finnish), small-group sessions 20 h (in English), independent work

**Target group:**

ITE students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

No

**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 and practical exercises. A multimedia product.

**Grading:**

pass/fail

**Person responsible:**

Asko Pekkarinen

**Working life cooperation:**

No

**407521A: Thematic practice I, 3 op****Voimassaolo:** 01.01.2012 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 cr

**Language of instruction:**

English

**Timing:**

Thematic Practice is to be taken in the spring term of the second year. It may also be timed differently, or to cover a longer span of time.

**Learning outcomes:**

Students

- become familiar with the diversity of the field of education
- expand their perspectives on educational work in its various contexts and tasks
- develop their research skills in experimental and developmental activities, develop their skills in the planning of project work, or acquire special skills in international and multicultural contexts

**Contents:**

**Contents and themes** Thematic Practice offers the student an opportunity for experimental, development and research activities with cooperating parties in the field of education. The goal of the practice is to support the student's research for a Bachelor's thesis or other accumulation of expertise in the student's field of interest.

Thematic Practice helps the student to become thoroughly familiar with the field of international work and/or to focus on some specific interesting topics within the frame of reference offered by Seminar II. It is also possible to take the course by working persistently on research and development tasks related to the pedagogical and/or research studies preceding the course.

The contents of Thematic Practice shall be agreed on together by the student and the tutor at the Department. The work to be done during the course is characterised by educational, tutoring or teaching activities.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

The practice period is driven by a theme chosen by the student from among the thematic areas in basic education preceding the practice period or from among themes related to other studies or international education.

Thematic Practice is characterised by the student's own independent responsibility.

The student shall be responsible for

- planning and implementing the practice period
- seeking tutoring and finding a tutor
- acquiring a practice place and finding a practice supervisor there
- planning and implementing evaluation of the practice period

The student shall negotiate on the practice arrangements with the supervisor or tutor at the practice place.

**Place:** The practice place can be a single place. If the student so desires, s/he can also divide the practice into two or three periods, which can also take place in different places. The practice place can be a school or some other educational institution or organisation in Finland or abroad. It can also be the Teacher Training School.

**Different types of practice periods and their duration:** The practice may be carried out in a single place, or it

may be divided into two or three wholes of at least 2 credits each.

#### *A) Work Practice*

Work practice is about practice in tasks related to the field of education thereby expanding the primary teacher student's perspectives on other fields of teachership OR on the activities of the various parties in multiprofessional cooperation forming part of the primary teacher's work OR on work in educational organisations.

*Broadly based teachership:* kindergarten teacher, special needs teacher, special primary teacher, secondary teacher, vocational teacher, core subjects teacher, adult education teacher, guidance counsellor.

*Multiprofessional cooperation:* e.g. social work in child welfare, school social work, school health care, speech therapy, school psychology, public administration.

*Other pedagogical areas:* e.g. child work, youth work, activities in pedagogical organisations, development cooperation projects, Unesco activities.

Familiarisation can only be implemented through work practice together with a regular worker.

Two (2) credit points correspond to 30-40 working hours depending on how demanding the work is. In addition, the student shall be prepared to spend time on planning and evaluation (such as writing a report).

*B) Research and Development,* (e.g. projects, experimental projects, development of expertise for the Master's thesis, data collection or other research-related activities)

Two (2) credit points correspond to 30-40 working hours depending on how demanding the work is. In addition, the student shall be prepared to spend time on planning and evaluation (such as writing a report).

*C) School Work Practice* (e.g. special education schools, special care units, small groups in nearby schools, supervision of integrated pupils, field schools, Teacher Training School, pre-schools, small groups in schools, afternoon activities in schools, club activities, educational tasks in organisations)

In School Work Practice, the student shall teach 12-15 lessons and follow actively another 12-15 lessons, possibly helping the teacher at the same time, for each two (2) credit points. Additionally, the student shall be prepared to spend time on planning the lessons, evaluation and writing a practice report.

School Work Practice always requires a supervisor at the school who shall follow the lessons given by the student and give feedback on them.

The practice can also be built in such a way that it covers a longer span of time, such as an entire year. The credit points to be given for such practice period will be calculated based on the number of lessons as detailed above.

**Planning and reports** The practice period starts with the construction of a working plan and it ends up with subsequent reporting and discussion on the practice activities in Pedagogical Seminar II.

**Working Plan:** The working plan is a pedagogically justified free-form description of the practice period that shall be verified by the course supervisor. The working plan shall itemise

- the theme of the practice
- the place and timing of the practice
- which studies or nature of education the practice and its theme are connected with
- which kind of activities are included in the practice
- personal objectives set for the practice
- how practise supervision is to be carried out
- how the practise is to be assessed, i.e. the assessment criteria

**Working Report:** The format of the report is based on the theme of the practice period. Agreement on the format of the report shall be made with the supervisor when the working plan is approved. The extent of the report depends on how the course was carried out as a whole. The report on Thematic Practice can also include a discussion of how theory is linked to the theme and implementation of the practice period.

A working plan and report shall be composed separately for each period. The total scope of the documents on each period shall correspond to the extent of the documents required for the entire practice period.

The writing of a Bachelor's thesis does not constitute a practice report. You may, of course, make use of the report when you are writing the thesis.

**Supervision:** The student shall personally acquire a tutor for his/her practice period at the Department based on the theme of the practice period. The supervision offered by the Department is divided into pre- and post-tutoring (totalling approx. 2 hours). In pre-tutoring, the students negotiates on the working plan for the practise period that is then verified by the supervisor. Post-tutoring is about discussion on the completed practising period in the light of the agreed objectives.

In school work practice, there needs to be a tutor in the practice place, while in other practice places there must be a supervisor.

**Target group:**

Students in the Intercultural Teacher Education Programme

**Prerequisites and co-requisites:**

A student has right to participate in this practice upon completion of School Experience I: Orientation, and having commenced Seminar II.

**Recommended optional programme components:**

Thematic Practice forms part of the Subject Based Integrated Themes module (3 credits) and Intermediate Studies in Education (3 credits) and is a part of the Pedagogical Studies for Teachers module. Pedagogical Seminar II is tightly connected with this practice period.

**Recommended or required reading:**

Will be confirmed at the course start.

**Assessment methods and criteria:**

The assessment of the practice period is based on the student's self-assessment and on the assessment feedback gathered by the student in the practice environment or on assessment materials describing the progress of teaching or educational work. The student shall present the assessment criteria and practices in his/her working plan to the course or period supervisor.

The supervisor of the practice period and the person responsible for Seminar II grade the course by fail/pass /excellent. In addition to the supervisor and person in charge of Seminar II, the practice card is also to be signed by the supervisor at the practice place

**Grading:**

Pass/fail

**Person responsible:**

Persons in charge of Seminar II, teaching practice coordinator at the Department.

**Working life cooperation:**

Yes

**Other information:**

All the students in the Master of Education International Programme shall participate in Thematic Practice course with no regard to their previous work experience.

**Registration:** The student shall deliver to the practice place a covering letter composed by the Department, requesting for the practice place's consent for practice. The notice of consent shall be signed by the supervisor appointed for the period by the practice place and a representative of the Department who shall function as a tutor for the student. The student shall deliver the covering letter together with the signed notice of consent to both of the signing parties. The date on which the tutor at the Department signs the document is considered to be the date on which the student registered for the practice period. The tutor at the Department shall keep the covering letter at least for the duration of the student's practice period.