

Opasraportti

KTK - Master's Degree Programme in Education and Globalisation 2006-2008 (2006 - 2008)

Master's Degree Programme in Education and Globalisation

ECTS: 120.0 pts.

The Faculty of Education organizes a full twoyear Master's Degree Programme in Education and Globalisation, which provides special qualifications for developing educational systems and the quality of education, and for leading educational and social change in the globalised world.

The aim is to develop the appropriate competencies and knowledge needed in planning, evaluation, research and development tasks in education and related fields in the middle of societal changes, both in local and global levels.

Internationalisation has brought about many new challenges for the planning, evaluation and development tasks in the field of educational policies and practise in an international information society. The programme provides students with an understanding of the social transformations and the phenomena of globalisation, and a knowledge of educational technology and its impact on learning environments. When analysing social and educational transformations, special attention is drawn to ethical issues and visions of sustainable development.

Students will be awarded MA (Education) degree with the possibility to continue for doctoral studies. Programme outline and preliminary schedule of studies:

Fall 1st year

- Language, Communication and Orientation Studies
- Issues in Globalisation
- Ethics and Education
- Nordic Education in the European and Global Context

Spring 1st year

- New Learning Environments and Technology
- Educational Policy, Planning and Leadership
- Research Methodology
- Internship Seminar

Fall 2nd year

- Minor (Subsidiary) Studies
- Master's Thesis Seminar
- Master's Thesis
- Internship Seminar

Spring 2nd year

- Minor (Subsidiary) Studies

- Master's Thesis Seminar
- Master's Thesis

Academic director: Rauni Räsänen

Language, communication and orientation studies

ECTS: 5.0 pts.

The module forms an orientation to university studies in Finland and offers insights into Finnish history, language, culture and society. It aims to help students understand the study environment in which they will be working, and introduces them to the societal structures, nature and forms of culture in Finland. It focuses particularly on the academic culture and traditions, scientific knowledge construction, and various forms of academic communication, particularly academic writing.

Language Studies

Students complete 2 ECTS points of language studies as follows.

Finnish citizens must complete the Swedish language course (901002Y). If they have already completed an equivalent course as a part of their Bachelor's degree, they must choose 2 ECTS of language studies from the courses offered by the Language Center at the university.

Foreign students complete the Survival Finnish Course (900017Y).

Person responsible for module: Tuula Karhu

Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

A250510: Advanced Studies in Educational Sciences, 70 - 80 op
 408516S: Educational policy, planning and leadership, 5 op
 408513S: Ethics and education, 5 op
 408518S: Internship, 5 op
 408512S: Issues in globalisation, 5 op
 408510S: Master's Thesis, 40 op
 408510S-01: Maturity Test, 0 op
 408515S: New learning environments and technology, 5 op
 408514S: Nordic education in the European and global context, 5 op
 405512Y: Orientation to the Finnish culture and educational systems, 3 op
 408517S-02: Qualitative Research, 5 op
 408517S-01: Quantitative Research, 5 op
 408517S: Research methodology, 10 op
 900017Y: Survival Finnish Course, 2 op
 408510S-02: Thesis, 40 op

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

A250510: Advanced Studies in Educational Sciences, 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:

.

Learning outcomes:

.

Contents:

.

Learning activities and teaching methods:

.

Target group:

.

Recommended optional programme components:

.

Recommended or required reading:

.

Assessment methods and criteria:

.

Grading:

.

Person responsible:

Tuula Karhu

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

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Carnoy, Martin (ed.), , 1995

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

.

Learning outcomes:

Students will be able to:

- demonstrate skills in decision making related to educational policy, planning and leadership on the local, national and international level
- contribute to the political processes of educational planning
- apply leadership to the processes of educational policy and planning in changing context

Contents:

The aim is to familiarise with educational decision making, planning and implementation, and the role of leadership in the process. The module analyses the functions of educational policy and the tensions between politics and educational policy. It introduces both national and international policies and discusses the processes of decision making, planning and implementation on national and institutional levels. It pays special attention to the nature of leadership in these processes and to what it means to lead change.

This module includes a workshop on creativity and innovative leadership for social responsibility.

Content:

- current issues in educational politics
- educational policy and planning in different contexts
- strategic management, implementation and leadership
- evaluation in education
- economics of education

Learning activities and teaching methods:

Working methods:

- 20 – 30 h lectures, 10 – 20 h seminars, 30 h workshop, 64 h independent study
- conference
- scientific article on a given subject area

Target group:

Recommended optional programme components:

Recommended or required reading:

Literature will be confirmed at the beginning of the module.

Carnoy, E. (Ed.). (1995). *International Encyclopedia of Economics of Education* (2nd ed.). Oxford: Pergamon.

Chemlinsky, E. (1997). What have we learned about the politics of program evaluation? *Educational Evaluation and Policy Analysis* 9(3), 199 – 213.

Weiss, C. H. (1996). The four I's of school reform. *Harvard Educational Review* 64(4), 571 – 592.

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

Assessment methods and criteria:

Grading:

0 - 5

Person responsible:

Eva Raudasoja

408513S: Ethics and education, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Räsänen, Rauni & San, Johanna (eds.), , 2005

Purpel, David E. , , 2004

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

Learning outcomes:

Students will be able to:

- apply concepts and different traditions of educational ethics
- analyse educational policies, practices and changes from an ethical perspective
- evaluate educational change in relation to connected values and ethical principles
- practice innovative and responsible decision making skills

Contents:

This module discusses the relationship between ethics and education, education as a value-laden activity and professional ethics in the field of education. Current challenges and future alternatives in education are analysed using the studied concepts and theories of education. Attention is given to the historical perspective and discussion about global ethics. The process of human rights is analysed, and the possibility of addressing both

specific cultural values and universal (or agreed common) ethical principles is discussed. Individual requisites and societal conditions (and hindrances) for ethical sensitivity, development and action are also studied.

Content:

- main concepts of ethics
- education as an ethical and value-laden activity
- professional ethics in education
- global ethics and education
- value leadership
- values and present educational transformations
- contradictory trends in European and global educational transformations
- current ethical challenges for education in the globalised world:
- human rights
- non-violence
- equality and justice
- intercultural understanding
- right to development

Learning activities and teaching methods:

Working methods

- 30 h of lectures, 20 h of seminar work and 85 h independent study
- students produce an essay on a selected topic in the field of educational ethics

Target group:

Recommended optional programme components:

Recommended or required reading:

Literature will be confirmed at the beginning of the module.

Purpel, D. & McLaurin, W. M. (2004). *Reflections on the Moral and Spiritual Crisis in Education*. New York: Peter Lang.

Räsänen, R. & San, J. (2005). *Conditions for Intercultural Learning and Co-operation*. Suomen kasvatustieteellinen seura 23.

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

Assessment methods and criteria:

Grading:

0 - 5

Person responsible:

Rauni Räsänen

408518S: Internship, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Magda Karjalainen

Opintokohteen oppimateriaali:

Bentley, Tom , , 1998

Lisätiedot: Electronic book available through the Ebrary service at Oulu University

Boddy, David , , 1992

Schön, Donald A. , , 1987

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:**Learning outcomes:**

Students will be able to:

- determine key areas of professional development
- plan their professional and personal development

Contents:

The module concentrates on professional development and gives students the opportunity to combine both theory and practice in a working environment. The issues of lifelong and lifewide learning will be touched upon.

The internship offers the possibility to develop professional competencies in a variety of different settings such as intergovernmental agencies, non-governmental organisations, and educational institutions. Seminars and tutoring are organised in order to support the internship.

Content:

- professional development
- lifelong and lifewide learning

Learning activities and teaching methods:

Working methods

- 10 – 14 h seminars and tutoring, 120 h independent study
- internship or project work
- internship a minimum of 1 ½ months and learning diary or
- project proposal and evaluation report in addition to 60 h project work

Target group:**Recommended optional programme components:****Recommended or required reading:**

Literature will be confirmed at the beginning of the module.

Bentley, T. (1998). *Learning beyond the classroom*. London: Routledge. Electronic book available through the Ebrary service at Oulu University.

Boddy, D. (2001). *Manging Projects. Building and Leading the Team*. Upper Saddle River: Prentice Hall.

Schön, D. A. (1987). *Educating the Reflective Practitioner*. San Francisco: Jossey-Bass Publishers.

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

Grading:

Pass/fail

Person responsible:

Tuula Karhu

408512S: Issues in globalisation, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Hirst, Paul , , 1999

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:**Learning outcomes:**

Students will be able to:

- analyse and produce their own theories and constructs of globalisation
- relate globalisation to education

- apply their understanding of globalisation in decision making processes and other areas of professional development
- assess the phenomenon of globalisation
- compare and evaluate the different attitudes towards globalisation

Contents:

This module analyses the phenomenon of globalisation as a political, economic, social, cultural, ecological and technological phenomenon. It discusses the debate about its nature, the tension and conflicting values between the human rights process and the neoliberal mainstream of globalisation. The students study the effects of mainstream globalisation on the educational practices, policies and changes within countries and between countries (e.g. consumerism, education as a commodity, knowledge production, increase in inequity, neocolonialism, test-industry). They also study the positive effects of globalisation (such as increased sensitivity about human rights, international communication and global awareness) and possibilities of directing international changes. The students are familiarised with the values and main ideas of international/global education, e.g. human rights, peace and conflict research, culture education, media education, development studies and sustainable development. Various theories of globalisation and education, and their relation are deliberated upon.

Content:

- globalisation as a political, economic, social, cultural, ecological and technological phenomenon
- effects of globalisation on education and learning
- globalisation and the Nation State
- localisation and globalisation

Learning activities and teaching methods:

Workin methods

- 20 h lectures, 40 h seminars, 74 h independent study
- weekly assignments for seminars
- essay on a given subject area

Target group:

Recommended optional programme components:

Recommended or required reading:

Literature will be confirmed at the beginning of the module.

Hirst, P. & Thompson, G. (1999). *Globalisation in Question* (2nd ed.). Cambridge: Polity Press.

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

Assessment methods and criteria:

Grading:

0 - 5

Person responsible:

Gordon Roberts

408510S: Master's Thesis, 40 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: A,B,N,C,M,EX,L

Opintokohteen kielet: Finnish

ECTS Credits:

40 credits

Language of instruction:

English

Timing:

Learning outcomes:

Students will be able to:

- choose research focus, relevant theoretical background and research methods
- present a research plan, defend it and evaluate theses

- collaborate in a research group
- produce research reports based on academic standards

Contents:

The aim is to produce a high-quality research and to learn to collaborate in a research group. Participants practise the skills of working in a research group: presenting one's research plan, defending it, discussing various approaches, learning about literature in the field, evaluating theses together.

Edglo & Double Degree Curriculum

The aim of the module is for students to learn the skills necessary for producing high-quality research and to learn to collaborate in a research group. An essential part of the process is participation in the Master's thesis seminars during which students learn to draft a research plan, build up their argumentation, compose a research report, defend their thesis, discuss various approaches to research, and evaluate theses.

Content:

- the research process
- research design and theoretical background
- methodology
- research group collaboration
- current research in the department and unit.

Learning activities and teaching methods:

Seminar 24 h, master's thesis, maturity test

EDGLO & Double Degree Curriculum

The weekly Master's thesis seminars will begin in the second year of studies. During the first year a few sessions are devoted to introduce the thesis writing process.

- 60 – 80 h seminars
- Master's thesis

Target group:

.

Recommended optional programme components:

.

Recommended or required reading:

To be agreed

Assessment methods and criteria:

.

Grading:

approbatur - laudatur

Person responsible:

Responsible person

- Professors from Educational sciences
- Maria-Liisa Järvelä and Rauni Räsänen (EDGLO & Double Degree Curriculum)

408510S-01: Maturity Test, 0 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Ei opintojaksokuvauksia.

408515S: New learning environments and technology, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Barab, Sasha A., Kling, Rob & Gray, James H., , 2004

Srijbos, Jan-Willem , Kirschner, Paul A. & Martens, Rob L. (eds.), , 2004

Lisätiedot: Electronic book available through the Ebrary service at the University of Oulu.

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

.

Learning outcomes:

Students will be able to:

- analyse ICT –based learning environments through learning theories
- design and implement pedagogical models which support computer-supported collaborative learning

Contents:

The aim of the module is to study how to support learning with information and communication technology, such as virtual learning platforms and world wide web technologies.

The learning theory based ideas and model for using ICT for supporting collaborative learning and building virtual distributed communities will be introduced. Also, practical issues will be considered how to design courses where ICT is utilized for the purpose of learning.

Contents:

- pedagogical models in ICT-based learning environments
- social and collaborative processes in ICT-based learning
- design and implementation of courses where ICT is utilized

Learning activities and teaching methods:

Working methods

- 8 h seminar work, 126 h webbased study and independent study
- exam

Target group:

.

Recommended optional programme components:

.

Recommended or required reading:

Literature will be confirmed at the beginning of the module.

Barab, S. A., Kling, R., & Gray, J. (2004). (Eds.). Designing for Virtual Communities in the Service of Learning. Cambridge, MA: Cambridge University Press.

Roschelle, J. & Pea, R. (1999). Trajectories from today's WWW to a powerful educational infrastructure. Educational Researcher, 8,(5) 22 – 25.

Srijbos, J-W., Kirchner, P.A. & Martens R.L. (2004) (Eds.) What We Know about CSCL And implementing it in Higher Education. Kluwer Academic Publishers.

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

Grading:

0 - 5

Person responsible:

Sanna Järvelä

408514S: Nordic education in the European and global context, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Chan, Lorna K. S. & Mellor, Elizabeth J. (eds), , 2002

National Board of Education, , 2004

Darnell, Frank , , 1996

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

.

Learning outcomes:

Students will be able to:

- analyse and compare education in different settings
- identify factors affecting education in the European and global context
- develop educational structures based on best practices and lessons learnt

Contents:

The module gives students an overview of education in the Nordic countries. Emphasis is on best practices and current national issues in education. The circumpolar areas are in many ways special due to the geographical and demographic circumstances, and will be thus examined more closely. Studies include visits to different institutions to provide students with examples of good practice and to combine theory and practice.

Content:

- educational systems in the Nordic countries
- current educational issues in relation to Europe and the global context
- challenges to education (historical, geographical, globalisation)
- visits to educational institutions

Learning activities and teaching methods:

Working methods

- 30 h lectures, 30 h seminars and visits, 74 h independent study
- weekly assignments for seminars
- students produce, according to given guidelines, a study journal which will be evaluated

Target group:

.

Recommended optional programme components:

.

Recommended or required reading:

Literature will be confirmed at the beginning of the module.

Chan, L. K. S. & Mellor, E. J. (eds.). (2002). *International Developments in Early Childhood Services*. New York: Peter Lang.

Darnell, F. & Höem, A. (1996). *Taken to Extremes: Education in the Far North*. Oslo: Scandinavia University Press.

Madsen, B. (2003). *The Vision of Social Inclusion – A Risky Process for the Professionals and the Excluded*.

Concluding lecture at the European Seminar. Copenhagen, Denmark. 29.5.2003.

National Core Curriculum for Basic Education 2004. National Core Curriculum for Basic Education Intended for Pupils in Compulsory Education. (2004). Helsinki: National Board of Education.

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

Assessment methods and criteria:

.

Grading:

0 - 5

Person responsible:

Maria-Liisa Järvelä

405512Y: Orientation to the Finnish culture and educational systems, 3 op

Voimassaolo: 01.08.2006 -

Opiskelumoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Ansela, Maarit , , 2006

Lisätiedot: Electronic version: <http://www.uku.fi/opk/w5w/guide.pdf>

Elovainio, Päivi et al., , 2002

Friedman, Thomas , , 2000

Schatz, Roman , , 2005

Turley, Richard Marggraf , , 2000

Lisätiedot: Electronic book available through the Ebrary service at the University of Oulu.

Opintokohteen kielet: English

ECTS Credits:

3 credits

Language of instruction:

English

Timing:

.

Learning outcomes:

Students will be able to:

- communicate effectively through different mediums
- produce academic writing according to standards
- create a personalised study plan (PSP) and plan their studies efficiently
- discuss features of cultures and identify intercultural competences
- describe the Finnish educational system.

Contents:

This module serves as the basis for other studies within the programme. During this module students produce a personalised study plan (PSP) that that will be reviewed during the course of studies. Skills in academic communication and writing will be further developed. Throughout the module students will be introduced to the Finnish culture, history and nature.

Contents:

- introduction to the educational system in Finland
- introduction to Finnish culture, history and nature
- orientation to studies at the university
- academic communication and writing.

Learning activities and teaching methods:

Working methods

- 20 – 24 h seminars, 50 – 60 h independent study
- students produce a personalised study plan (PSP) that is reviewed
- an essay on given subject area.

Target group:

.

Recommended optional programme components:

.

Recommended or required reading:

Literature will be confirmed at the beginning of the module.

Ansela, M. & Haapaniemi, T. & Pirttimäki, S. (2006). *Personal Study Plans for University Students. A guide for Study Counsellors*. Learning Centre. University of Kuopio. Electronic version: <http://www.uku.fi/opk/w5w/guide.pdf>

Elovainio, P. et al. (2002). *Facts about Finland*. Helsinki: Otava.

Friedman, T. L. (2000). *The Lexus and the Olive Tree*. New York: Anchor Books.

Schatz, R. (2005). *From Finland with Love*. Juva: Johnny Kniga.

Turley, R. M. (2000). *Writing Essays: a Guide for Students in English and the Humanities*. London: Routledge /Falmer. Electronic book available through the Ebrary service at Oulu University.

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

Assessment methods and criteria:

.

Grading:

Pass/Fail

Person responsible:

Responsible person:

- Tuula Karhu (EDGLO)
- Maija Lanås (Double Degree Curriculum)

408517S-02: Qualitative Research, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

Leikkaavuudet:

413031S Advanced course in qualitative research 5.0 op

Ei opintojaksokuvauksia.

408517S-01: Quantitative Research, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

Leikkaavuudet:

413030S Advanced course in quantitative research 5.0 op

Ei opintojaksokuvauksia.

408517S: Research methodology, 10 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Silverman, David , , 2005

Silverman, David , , 2000

Kerlinger, Fred N. , , 2000

Schostak, John , , 2006

Coffey, Amanda , , 1996

Creswell, John W. , , 1998

Opintokohteen kielet: English

ECTS Credits:

10 credits

Language of instruction:

English

Timing:

.

Learning outcomes:

Students will be able to:

- identify the main traditions and paradigms in research
- apply a sound methodological framework to the research process
- analyse and interpret collected data

- determine the credibility of research
- produce a research report

Contents:

The aim is to introduce the characteristics and main traditions of research, particularly in social sciences, and to introduce the main approaches and research methods from the perspective of various traditions. The module also provides preliminary practice in making a research plan, in collecting data and in applying various analysis methods. The focus of this module is to an extent determined by the research students engage in for their Master's thesis.

Contents:

- research methodology
- construction of a methodological framework in research
- data collection
- analysis of data and its interpretation
- validity and reliability in research
- reporting research
- ethical questions in research

Learning activities and teaching methods:

Working methods

- 70 – 90 h lectures and seminars, 180 – 200 h independent study
- essay on preliminary research plan and practice of data analysis
- exam

Target group:

Recommended optional programme components:

Recommended or required reading:

Literature will be confirmed at the beginning of the module.

Coffey, A. & Atkinson, P. (1996). *Making Sense of Qualitative Data: Complementary Research Strategies*. Thousand Oaks: Sage.

Cresswell, J. W. (1998). *Qualitative Inquiry and Research Design*. London: Sage.

Kerlinger, F. (2000). *Foundations of Behavioral Research*. Fort Worth: Harcourt College Publishers.

Silverman, D. (2000). *Doing Qualitative Research. A Practical Handbook*. London: Sage.

Schostak, J. (2006). *Interviewing and Representation in Qualitative Research*. Maidenhead: Open University Press.

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

Assessment methods and criteria:

Grading:

0 - 5

Person responsible:

Leena Syrjälä

900017Y: Survival Finnish Course, 2 op

Voimassaolo: 01.08.1995 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Language Centre

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay900017Y Survival Finnish Course (OPEN UNI) 2.0 op

Ei opintojaksokuvauksia.

408510S-02: Thesis, 40 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Diploma thesis

Vastuuyksikkö: Faculty of Education

Arvostelu: A,B,N,C,M,EX,L

Opintokohteen kielet: Finnish

Ei opintojaksokuvauksia.