

Opasraportti

KTK - Master of Education, International Programme 2008-2011 (2008 - 2011)

Master of Education, International Programme

Code: KY1040-KV

A Degree Programme Preparing for International Educational Tasks and Providing the Qualifications for the Post of Primary School Teacher

The programme is a 5-year degree programme preparing for international educational tasks and providing the qualifications for the post of a primary school teacher. In accordance with the Bologna agreement and statute (794/2004) the programme has two cycles: 180 points to the Bachelor's level and a further 120 points to the Master's level. The extensive flexibility of the programme allows for specialization in a variety of educational tasks. Teaching multicultural classes in different countries, project leader and coordinator duties, international consultant work, educational policy and administration and taking part in multidisciplinary research projects are some examples of such tasks. As in any school teacher education, the programme includes studies in educational sciences and various school subjects including teaching practice periods. In order to direct students towards international perspectives many special courses are offered:

- Orientation towards international tasks in the field of education
- Intercultural education
- International communication and negotiation skills
- Educational systems in different countries
- Educational policy and leadership
- Global education (environment, peace, equality, human rights)
- Comparative education
- Development and education

The programme includes studies abroad for at least one term. The language of tuition being largely English, the programme is also suitable for students from other countries provided their language skills are good enough.

Teacher's pedagogical studies include the following units:

Pedagogical Studies in Bachelor's Degree (30 points)

- School Experience I: Orientation 2 points
- Seminar I: Teaching, learning, pedagogical relationship 3 points
- Educational Philosophy and Ethics 4 points
- Comparative Education 7 points
- Education for All 3 points
- Curriculum, Planning and Evaluation 3 points
- Early Childhood Education 3 points
- Thematic Practice (total 6 points: 3 pts. from School Subjects) 3 points
- Seminar II: Intercultural Education 2 points

Pedagogical Studies in Master's Degree (30 points)

- Global Education 5 points
- Development and Education 4 points
- Educational Administration 1 point
- Seminar III: Education and Professional Ethics 3 points
- School Experience II: Master's Level 8 points
- Advanced Professional Practice 9 points

Course convener: Rauni Räsänen and Maria-Liisa Järvelä

Bachelor's degree 180 points

Language, communication and orientation (20 points)

- 405504Y Orientation to University Studies 1 point
- 405505Y Orientation towards Intercultural Education 2 points
- 405506Y Oral and Written Communication 2 points
- 901001Y Second Official Language 2 points
- 405507Y Professional English 3 points
- 405511Y ICONS 7 points
- 405513Y ICT as a Pedagogical Tool 3 points
- 405509Y Optional Studies: Foreign Language 3 points

A250504 General studies in education sciences and pedagogy (25 points)

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

A250505 Special level studies in educational sciences and pedagogy 40 (points)

- 407508A Comparative Education 7 points
- 407509A Education for All 3 points
- 407510A Curriculum, Planning and Evaluation 3 points
- 407511A Early Childhood Education 3 points
- 407517A Thematic Practice 3 points
- 407513A Seminar II: Intercultural Education 2 points
- 407514A Research Methods I 10 points
- 407515A Bachelor's Thesis 9 points

Minor studies (60 points)

A256402 Subject Based Integrated Themes (60 points)

- Humanities Module 15 points
- Science Module 15 points
- Arts Module 30 points

Other minors studies and optional studies 35 (points)

Master's degree (120 points)

Language, communication and orientation (5 points)

- 405510Y Language, the Learner, the School 5 points

A250506 Advanced studies in educational sciences (80 points)

- 408501S Global Education 5 points
- 408502S Development and Education 4 points
- 408503S Educational Policy and Leadership 5 points

408519S School Experience II: Master's Level 8 points
 408520S Advanced Professional Practice 9 points
 408508S Seminar III: Education and Professional Ethics 3 points
 408509S Research Methods II 5 points
 408510S Master's Thesis 40 points
 408511S Educational Administration 1 point

Other minor studies and optional studies (35 points)

408521S Optional Studies: Educational Administration 1 point
 405509Y Optional Studies: Foreign Language 3 points
 Optional Studies: Mathematics manipulatives 2 points
 405514Y Optional Studies: Multimedia as a Learning Project 3 points
 405515Y Optional studies: Information Society as a Pedagogical Challenge 3 points
 A250507 Minor subject: Education for Intercultural Competencies 25 points

Directive curriculum for Master of Education, International Programme

Vuosi	Periodi I ja II (autumn)	Periodi III ja IV (spring)
1.	<p>405504Y Orientation to University Studies 1 pts. (I Period) 405513Y ICT as a Pedagogical Tool 3 pts. 405511Y ICONS 7 pts. 407501P Defining Education: Theories and Practice 4 pts. 407504P Learning Theories and Teaching 4 pts. 407503P Society and Educational Institutions 4 pts. 406020A Finnish Language and Literature 3 pts. (II period) 406036A Integrated Arts 2 pts. <i>To be continued:</i> 405505Y Orientation towards Intercultural Education 1/ 2 pts., A+S 405507Y Professional English, 1/4 pts., A+S, also 2.nd year A+S 406031A Music 8 pts., A+S, also 2.nd year A+S 406032A Art 6 pts., A+S, also 2. year A+S 406033A Craft/Textile Work/Technology OR 406034A Craft/Technical Work/Technology 6 pts., A+S, also 2.nd year A+S 406035A Physical Education 6 pts., A+S, also 2.nd year A+S Total 28 pts. <i>+ To be continued about 4 pts.</i></p>	<p>405504Y Oral and Written Communication 2 pts. 407502P Human Development 4 pts. 407505P Educational Philosophy and Ethics 4 pts. 407507P Seminar I 3 pts. (III Period) 407516P School Experience I: Orientation 2 pts. (III Period) 406029A Geography 2 pts. (III Period) 406025A Mathematics: part I 3 pts. (IV Period) <i>To be continued:</i> 405505Y Orientation towards Intercultural Education 1/ 2 pts., A+S 405507Y Professional English 1/ 4 pts., A+S, also 2.nd year A+S 407508A Comparative Education 2/ 7 pts., also 2.nd year A+S 406031A Music 8 pts., A+S, also 2.nd year A+S</p>

		<p>406032A Art 6 pts., A+S, also 2.nd year A+S 406033A Craft/Textile Work /Technology OR 406034A Craft /Technical Work/Technology 6 pts., A+S, also 2.nd year A+S 406035A Physical Education 6 pts., A+S, also 2.nd year A+S <i>Optional studies:</i> Other optional studies 2 pts. Total 26 pts. + <i>To be continued about 6 pts.</i></p>
2.	<p>407510A Curriculum, Planning and Evaluation 3 pts. (II Period) 407029A Early childhood education 3 pts. (II Period) 406022A History 3 pts. 406023A Religion OR Philosophy 2 pts. 406026A Mathematics: part II 2 pts. (II Period) 406028A Biology 2 pts. (II Period) 406037A Integrated Arts: Optional Studies op 1 pts. <i>To be continued:</i> 405507Y Professional English, 1/4 pts., A+S, also 1st year A+S 407508A Comparative Education 3/7 pts., also 1st year K 406031A Music 8 pts., A+S, also 1.st year A+S 406032A Art 6 pts., A+S, also 1st year A+S 406033A Craft/Textile Work/Technology OR 406034A Craft/Technical Work/Technology 6 pts., A+S, also 1st year A+S 406035A Physical Education 6 pts., A+S, also 1st year A+S <i>Optional studies:</i> Other optional studies 3 pts. Total 24 pts. + <i>To be continued about 7 pts.</i></p>	<p>406020A Finnish Language and Literature 4 pts. (III Period) 406021A Drama Education 2 pts. (III Period) 406027A Physics and Chemistry 4 pts. (III Period) 406030A Health Education 1 pts. (III Period) 407513A Seminar II: Intercultural Education 2 pts. (IV Period) 407517A Thematic Practice 6 pts. (IV Period) (OR 3rd – 5th year) <i>To be continued:</i> 405507Y Professional English 1/ 4 pts., A+S, also 1.st year A+S 407508A Comparative Education 2/7 pts., also 1.st year K 406031A Music 8 pts., A+S, also 1st year A+S 406032A Art 6 pts., A+S, also 1.st year A+S 406033A Craft/Textile Work/Technology OR 406034A Craft/Technical Work/</p>

		<p>Technology 6 pts., A+S, also 1.st year A+S 406035A Physical Education 6 pts., A+S, also 1.st year A+S <i>Optional studies:</i> Other optional studies 2 pts. Total 24 pts. <i>+ To be continued about 9 pts.</i></p>
3.	<p>407514A Research Methods I 10 pts. 407509A Education for All 3 pts. (II Period) 408519S School Experience II: Master's Level 8 pts. (I Period) <i>To be continued:</i> Minor Subject I for example 10 pts., A+S Total 31 pts.</p>	<p>901002Y Second Official Language 2 pts. 407515A Bachelor's Thesis 9 pts. <i>To be continued:</i> Minor Subject I 15 pts., A+S <i>Optional studies:</i> Other optional studies 3 pts. 405509Y Optional Studies: Foreign Language 3 pts. Total 32 pts.</p>
4.	<p>405510Y Language, the Learner, the School 5 pts. 408501S Global Education 5 pts. <i>To be continued:</i> Minor Subject II for example 10 pts., A+S <i>Optional studies:</i> Other optional studies 4 pts. Total 24 pts.</p>	<p>408509S Research Methods II 5 pts. 408502S Development and Education 4 pts. <i>To be continued:</i> Minor Subject II for example 15 pts., A+S <i>Optional studies:</i> Other optional studies 6 pts. Total 30 pts.</p>
5.	<p>408508S Seminar III: Education and Professional Ethics 3 pts. (OR Spring OR 4.th year) (together with the Advanced Professional Practice) 408520S Advanced Professional Practice 9 pts. (OR in Spring OR 4.th year) (together with the Seminar III) 408503S Educational Policy and Leadership 5 pts. <i>To be continued:</i> 408510S Master's Thesis, A+S, (OR 4.th year A+S) Total 17 pts.</p>	<p>408511S Educational Administration 1 pts. <i>To be continued:</i> 408510S Master's Thesis 40 pts., A+S, (OR 4.th year A+S) Total 41 pts.</p>

Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja - jaksot

406031A-05: Accompaniment Instrument, 2 op
 408520S: Advanced Professional Practice, 6 op
 406034A-03: Applications of Electronics, 2 op
 406034A-02: Applications of mechatronics, 2 op
 406032A: Art, 7 op
 Compulsory
 406032A-01: Art, First year, 1 op
 406032A-02: Art, Second year, 1 op
 406032A-03: Ceramics, 1 op
 406032A-04: Building, 1 op
 407515A: Bachelor's Thesis, 9 op
 406036A: Basics of Art and Practical Education, 2 op
 406028A: Biology, 2 op
 407508A: Comparative Education, 10 op
 406034A: Crafts/Technical Work and Technology, 7 op
 406033A: Crafts/Textile Work and Technology, 7 op
 407510A: Curriculum, Planning and Evaluation, 3 op
 407501P: Defining Education, 4 op
 408502S: Development and Education, 5 op
 406021A: Drama Education, 2 op
 407511A: Early Childhood Education, 3 op
 407509A: Education for All, 3 op
 A250507: Education for Intercultural Competencies, 25 op
 408511S: Educational Administration, 2 op
 407505P: Educational Philosophy and Ethics, 4 op
 408503S: Educational Policy and Leadership, 5 op
 406024A: Ethics, 2 op
 406029A: Geography, 2 op
 408501S: Global Education, 5 op
 406030A: Health Education, 1 op
 406022A: History, 3 op
 407502P: Human Development, 4 op
 405511Y: ICONS, 7 op
 405513Y: ICT as a Pedagogical Tool (TVT1), 3 op
 406020A-02: Language and Writing, 4 op
 405510Y: Language, the Learner, the School, 5 op
 407504P: Learning Theories and Teaching, 4 op
 406031A-03: Listening Education, 1 op
 406020A-01: Literature and Reading, 3 op
 408510S: Master's Thesis, 40 op
 406033A-01: Materials, Sewing and Clothing Technology, 3 op
 406025A: Mathematics Education: Part I, 3 op
 406026A: Mathematics Education: part II, 2 op
 406020A: Mother Tongue and Literature, 7 op
 A256402: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education, 65 op
 406031A: Music, 8 op
 406031A-04: Music Theory in Practice, 1 op
 407532P: Optional, 5 op
 406037A: Optional Studies in Art and Practical Education, 2 - 6 op
 408521S: Optional Studies: Educational Administration, 1 op
 405509Y: Optional Studies: Foreign Language, 3 op
 405515Y: Optional Studies: Information Society as a Pedagogical Challenge (TVT3), 3 op
 405514Y: Optional Studies: Multimedia as a Learning Project (TVT2), 3 op
 405506Y: Oral and Written Communication, 2 op
 405504Y: Orientation to University Studies, 1 op
 405505Y: Orientation towards Intercultural Education, 2 op
 406031A-01: Pedagogical Applications of Music Education, 3 op
 406033A-03: Pedagogical and Didactic Questions, 2 op
 406035A: Physical Education, 7 op
 406027A: Physics and Chemistry, 4 op
 405507Y: Professional English, 3 op
 406023A: Religion, 2 op
 407514A: Research Methods I, 10 op

408509S: Research Methods II, 5 op
 407516P: School Experience I: Orientation, 2 op
 408519S: School Experience II: Master's Level, 8 op
 901001Y: Second Official Language (Swedish), 2 op
 407508P: Seminar I: Teaching, Learning, Pedagogical Relationship, 3 op
 407513A: Seminar II: Intercultural Education, 3 op
 408508S: Seminar III: Education and Professional Ethics, 3 op
 407503P: Society and Educational Institutions, 4 op
 407517A: Thematic Practice, 6 op
 406034A-01: Traditional Handicrafts in the Context of Technical Work, 3 op
 406033A-02: User-Centred Design and Manufacture as an Approach to Crafts and Technology Problems, 2 op
 406031A-02: Voice and Singing, 1 op

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

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

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:

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

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.

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

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.

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.

Grading:

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

Person responsible:

Seminar III coordinator, teaching practice coordinator at the Department.

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

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

406032A: Art, 7 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

5 - 6 credits

Language of instruction:

English

Learning outcomes:

During this course, students' visual thinking will be enhanced using methods of visual expression, colour theory, composition and a range of techniques and materials, including drawing, painting, design and school graphics. The emphasis will be on experiences and emotions as well as on such skills relating to work, information retrieval, interpretation and evaluation as are part and parcel of visual arts. Course contents focus on examining and reflecting on didactic and pedagogical applications of visual art teaching and curriculum development.

Contents:

Visual Art Education

- Children's drawings and artistic development
- Visual arts in learning and teaching
- Core visual arts curriculum
- Thematic entities and assessment

Visual Cultures

- Knowledge of visual arts
- Artistic experiences and conceptions of art
- Artistic images and commercial images
- Cultural institutions and pedagogy

Media and Visual Communication

- Analysis and interpretation of images
- Advertising images, photographic images and film

Environment Education

- Perceptual and experiential environment
- Cultural and natural environment
- Architecture and design

Learning activities and teaching methods:

Lectures and work in small groups 84 h; independent work 78 h.

Recommended or required reading:

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

Karppinen, S., Puurula, A. & Ruokonen, I. (2001) Taiteen ja leikin lumous.

Koskenala, H-L. & Sabelström-Leppänen. (2004) Minä maalaan 2.

Khula Udweba. (1989). A handbook about teaching art to children.

Ojala, A. (1999) Kuviskimara.

Ojala, A. (2004) Kuviskimara 2.

Perusopetuksen opetussuunnitelman perusteet; kuvataide 2004.

Saari, P. (2004) Kuvaamataidon ja käsityön ideoita.

Saari, P. (2005) Paletti 1.

Tolonen, M. (1998) Matka taiteen historiaan.

Turtiainen, M. & Raitmaa, M. (toim.) (2004) KOPS Kiasman kiertokoulun opetussuunnitelma. Nykytaiteen museon julkaisuja 91.

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

Wetzer, H. (2000) Värivaaka.

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

Assessment methods and criteria:

Exercises and portfolio

Grading:

Exercises and portfolio (0 – 5)

Person responsible:

Minna Myllykangas ja Tapio Tenhu

Compulsory

406032A-01: Art, First year, 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: Art, Second year, 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.

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:

Having participated in the Bachelor's Seminar the student is able to produce a concise, logical and innovative Bachelor's thesis. In the Seminar meetings, the members give presentations of their research designs and discuss the challenges faced in the implementation of the individual research plans. Students evaluate and give constructive critique on each other's research designs and completed theses. The seminar members demonstrate acquisition of sufficiently good academic research practices and a valid code of researcher ethics. Students actively take part in seminar discussions on the members' on-going research work showing respect for and supporting each other.

Contents:

Contents:

- introduction to the research seminar's work ethics and practices
- discussions on students' individual research interests
- developing the individual research ideas into workable research designs paying special attention to methodological issues
- seminar members' presentations and critical discussions on previous studies (Bachelor's and Master's theses)
- evaluation of each other's manuscripts and completed Bachelor's theses
- planning the continuation to the Master's level thesis

Learning activities and teaching methods:

240 h, research seminars 60 h, independent work 180 h; apart from research seminar meeting, individual and small group meetings with the supervisor.

Recommended or required reading:

Are chosen according to the students' research interests and methodological approaches.

Assessment methods and criteria:

Active participation in the research seminars, Bachelor's thesis.

Grading:

0–5

Person responsible:

Maria-Liisa Järvelä and Rauni Räsänen

406036A: Basics of Art and Practical 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:

English

Contents:

Students become acquainted with the basic philosophical and pedagogical principles and applications of art and practical education. This course combines practical skills with an art philosophical discussion, which takes the form of expert lectures organized in collaboration with the culture institution of oulu. Practical activities are conducted in workshops by integrating art and practical education with other subjects and courses in the basic educational curriculum. The magic lamp method, developed in film education, is used a tool of integration. Students also become familiar with basic animation techniques.

Learning activities and teaching methods:

Lectures 1pts and Small groups 1pts.

Recommended or required reading:

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

Grading:

pass/fail

Person responsible:

Art teachers

406028A: Biology, 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:

English

Timing:

2nd academic year

Learning outcomes:

The goal of teaching, studying and learning of Biology is that the learners comprehend their responsibility of nature, constructed environments, themselves and other people. Students gather and construct information during the courses and develop skills for planning and implementing of teaching situations and environments so that the scientific thinking of a pupil and its development is possible from individual, interactive and collaborative perspectives. During the course of biology, students examine organic and inorganic nature, human beings as a part of nature, and study the relations between them.

Contents:

Content:

1. Introduction
 - Overview of the aims, contents and methods of completion of the course
 - The curriculum of biology
2. Biological base of life
 - Energy flow
 - Material cycle
 - Photo- and chemosynthesis
3. Plant morphology and physiology
 - Cells

- Water and Nutrient Transport
 - Plant growth and reproduction
 - Structure of the body
 - Function and regulation of organs, systems and organ systems
4. Genetics
 5. Organisms and their environment
 6. Biodiversity
 - Biomes and ecosystems
 - Phenology
 - Pollution
 7. Health Education

Learning activities and teaching methods:

Lectures and group work 16 h.

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 the contact teaching and a final exam. The exam can be replaced with some alternative method of completion agreed separately with the teacher responsible for the course.

Grading:

0-5

Person responsible:

Eila Jeronen

407508A: Comparative Education, 10 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

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:

After completing the course, students demonstrate knowledge in educational systems, policies and practices in different countries. They understand the relationship between culture, society and education. They have basic skills in conducting comparative research and they understand the main ideas of comparative research tradition.

Theme 1: Nordic countries (including minorities like Sami and Roma people)

The student is able to compare the different education systems in the Nordic countries, the historical backgrounds and present manifestations. After completing the course the student can analyse and give examples of the specific challenges in educational planning faced in various parts of the Circumpolar area, due to different geographic, cultural and demographic circumstances.

Contents:

The module consists of three contents areas:

1. Theme 1: Nordic countries (including minorities like Sami and Roma people) (2 – 5 credits)
2. Theme 2: Russia and the Baltic states (2 – 5 credits)
3. Theme 3: Europe (History of Europe; the EU and its educational policy) (3 – 7 credits)

Learning activities and teaching methods:

Theme 1: 32 h lectures and seminars, 20-100 h independent work, book exam

Theme 2: 32 h lectures and seminars, 20-100 h independent work, essay

Theme 3: 60 h lectures and seminars, 20-120 h independent work, essay

The credits above 7 can be used to complete the minor subject Education for Intercultural Competencies A250507 or in Optional Studies.

Recommended or required reading:

Theme 1: Darnell & Höem: Taken to Extremes. Education in the Far North. 1996.

Articles from: Ahonen, S. & Rantala, J (eds.) (2001) Nordic Lights. Education for Nation and Civic Society in the Nordic Countries, 1850-2000.

Theme 2: Articles and documentary films.

Theme 3: Study material will be confirmed in the beginning of the course.

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 and 2: Maria-Liisa Järvelä.

Theme 3: Gordon Roberts and Rauni Räsänen.

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 kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

5 - 6 credits

Language of instruction:

English

Learning outcomes:

Core curriculum in technical work encompasses knowledge and skills required to teach technical work in primary school.

These studies comprise three courses:

1. Traditional Handicraft in the Context of Technical Work (2 pts./ 1 cr.)
2. Mechatronic Applications 2 pts./ 1 cr.)
3. Electronics Applications (2 pts./ 1,5 cr.)

Emphasis on the first of these courses is on traditional handicraft. Through lectures and exercises, students familiarize themselves with common materials used in technical work and learn how to machine them. Work begins with individual design, written documentation is used during design and implementation, and products are directed toward application at the primary school level. The second course focuses on the application of basic mechatronic principles to technical work at the primary school level. Adopting a didactic approach, the course combines mechanical and electrical elements into technological constructs that can be brought under critical pedagogical scrutiny. The main goal of the third course is to lead students toward an understanding of the fundamental principles of electrical engineering and electronics through individual design, experimentation and construction. Students' didactic competence is developed with the primary school pupil in mind.

Contents:

Contents

1. **Traditional Handicraft in the Context of Technical Work (2 pts./ 1 cr.)**

- Students become familiar with common materials and their machine-tooling through lectures and exercises
 - Starting point for work is individual design
 - Using writing as a tool, design and implementation of work is directed toward application to technical work in primary schools
 - Course is offered in the autumn term of the first year
2. **Mechatronic Applications (2 pts./1 cr.)**
- Students learn to apply basic mechatronic principles to primary level technical work
 - Didactic starting point
 - Mechanical and electronic elements are combined into technological constructs that are assessed and analyzed in written reports
 - Course is offered in the spring term of the first year
3. **Electronics Applications (2 pts./1,5 cr.)**
- Students are guided toward an understanding of the fundamental principles of electrical engineering and electronics through individual design, experimentation and construction
 - Emphasis on developing didactic competence
 - Course is offered in the autumn term of the second year

Learning activities and teaching methods:

Working methods

- Traditional Handicraft in the Context of Technical Work: lectures 6 h, small groups 22 h,
- Mechatronic Applications: lectures 4 h, small groups 24 h
- Electronics Applications: lectures 8 h, small groups 20 h

Recommended or required reading:

Bendix, F. (1974). Metallialan perustyöt.
 Häti-Korkeila, M. & Kähönen, H. (1985). Tuotesuunnittelun perusteita.
 Kemppainen, T. (toim.) (1989) Puualan perusoppi 2. Puun rakenne ja ominaisuudet.
 Aadeli, S. (2004) Käsityön työturvallisuusopas teknisen työn ja tekstiilityön opetukseen.
 Lavonen, J. & Lindh, M. & Antila, T. & Autio, O. (1995) Elektroniikka omaksi.
 Lavonen, J. & Lindh, M. & Autio, O. & Antila, T. (1997) Elektroniikka omaksi: opettajan opas.
 Lindh, M. (1985) Luovuuden merkityksestä teknisessä työssä.
 Lindh, M. (1989) Tekniikan taitaja.
 Lindh, M. & Metsäkalla, J. (1991). Tekniikan mestarit I.
 Norman, E. & Cubitt, J. & Urry, S. & Whittaker, M. (1995) Advanced Design and Technology. 2nd ed.
 Ojala, E. & Räsänen, J. (1991) Puualan perusoppi 8: Kursoava työstö; viimeistely.
 Opetushallitus (1989) Tekninen piirustus 3. – 6.
 Saari, J. (1982) Ergonomian perusteet.
 Sahi, T. (2003) Ensiapuopas.

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

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

Grading:

0-5

- Mainly numerical grades, sometimes pass/fail
- Written and/or web-based materials produced during the course will be assessed for content and didactic methodology
- Instead of producing such materials, these studies may be completed by examination based on lecture materials and course books
- Material objects produced by students during exercises will be graded numerically paying particular attention to their pedagogical value and functional and aesthetic aspects
- Ratio between assessment of material objects and written materials is 2:1

Person responsible:

Teuvo Pussila

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

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

5 - 6 credits

Language of instruction:

English

Timing:

1 st year and 2 and year

Learning outcomes:

These studies aim at helping students to understand the role and responsibility of crafts as part of the educational mission of comprehensive school. Learning and teaching are approached from the traditions and current practices of crafts and textile work, with a focus on future challenges. Viewed both from an aesthetic and a technological perspective, textiles are seen as constituting the immediate environment of humans and as part of the constructed environment. Through a cooperative approach, students become acquainted with the contents of the subject area and technological problem solution. The scientific basis of textile work can be found in handicrafts science as well as crafts, art and technology education.

Contents:

Crafts/Textile Work and Technology studies comprise three courses:

1. **User-centered design and production and problem solving in crafts and technology (2 pts./ 1 cr.)**
This course familiarizes students with user-centered design and problem solving in crafts and technology. They collaborate to design and manufacture a functional prototype that solves a particular problem. Theoretical contents and practical processes are documented and analyzed using the portfolio approach. The course also includes excursions.
Material, sewing and clothing technology (2 pts./ 1 cr.) In material technology, students consider textiles in terms of their fiber material and fabric structure and as products. Sewing and clothing technology is studied by making a garment from an elastic material and by lengthening the live span of another garment by repairing it. Students evaluate their own learning process both theoretically and practically using a portfolio.
3. **Pedagogical and didactic considerations (2 pts./ 1,5 cr.)** Product design, manufacture and evaluation processes are viewed within the framework of crafts, technology and art education. Teaching is problem-based and learning is assessed by means of portfolios.

Learning activities and teaching methods:

Working methods

- Studies include teaching in large and small groups, individual work and partially optional participation in workshops
- Completion requires active participation
- Both theoretical and practical studies are documented in a partially digital, partially 3-dimensional pedagogical portfolio
- Theoretical knowledge can also be tested through an examination
- Part of studies are common to all crafts-oriented courses (textile work and technology)
- Material, sewing and clothing technology: lectures 10 h, small groups 18 h, independent work 26 h
- User-centered design and production and problem solving in crafts and technology: lectures 8 h, small groups 20 h, independent work 26 h
- Pedagogical and didactic considerations: lectures 10 h, small groups 18 h, independent work 26 h

Recommended or required reading:

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

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

Lindfors, E. (2005) En teknologisk produkt i pedagogisk slöjd. Teoksessa Kullas, S. & Pelkonen, M-L. (Toim.) The relationship of Nordic handicraft studies to product development and technology. *Techne Series. Research in Sloyd Education and Crafts Science B:14/2005*, 239 – 250.

Lindfors, E. (2003) Product evaluation in pedagogical context. Teoksessa C. Benson, M. Martin & W. Till (toim.) Fourth international primary design and technology conference. *Designing the future*. Centre for research in primary technology. University of Central England.

Lindfors, E. (2002) Textiles and technology education. Teoksessa Kantola, J. & Kananoja, J. (toim.) Looking at the future: Technical work in context of technology education. University of Jyväskylä. Department of Teacher Education. *Research* 76, 118 – 128.

Lindfors, E. (2001) Taide ja teknologia - näkökulmia käsityökasvatuksen tulevaisuuteen. Teoksessa L. Hyvönen &

E. Lindfors (toim.) Tehdään yhdessä! Taide- ja taitokasvatuksen tulevaisuus. Oulun yliopisto. Kasvatustieteiden tiedekunta. Selosteita ja katsauksia 1/2001, 85 – 96.

Perusopetuksen opetussuunnitelman perusteet: Käsiyö. (2004)

Suojanen, U. (1993) Käsiyökasvatuksen perusteet.

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

Muu kirjallisuus:

Luentomateriaali

Ajankohtaisia artikkeleita sopimuksen mukaan

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

Additional literature: Lecture materials, topical articles as agreed

Assessment methods and criteria:

Lectures 8 h, small groups 20 h and independent work 26 h.

Lectures 10 h, small groups 18 h and independent work 26 h.

Lectures 10 h, small groups 18 h and independent work 26 h.

Grading:

0-5

- Evaluation consists of cooperative evaluation, peer evaluation, self-evaluation and evaluation by teacher
- Exercises are graded pass or fail
- Final assignment and teaching portfolio will be evaluated on the basis of agreed criteria and graded 0–5

Person responsible:

Marjut Sarkkinen

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 kielet: English

ECTS Credits:

3 credits

Language of instruction:

English

Timing:

2nd year autumn

Learning outcomes:

By the end of the course, students

- have familiarized themselves with the role of curriculum in education and the principles that guide curriculum construction and implementation
- will have gained knowledge about curricula from different educational fields and institutions in Finland and other countries
- are able to recognize and analyse the demands that cultural, political and other factors set on curriculum planning
- can design and use the curricula in lesson planning and in evaluating student and teacher activities

Contents:

Contents:

- philosophical and pedagogical principles of curriculum planning and implementation
- Finnish national curriculum for the Comprehensive School

- 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

Learning activities and teaching methods:

Lectures and seminars 24 h, book exam.

Recommended or required reading:

Grundy, S. (1987) Curriculum: Product or Praxis.

National Core Curriculum for Basic Education. (2004) Finnish National Board of Education.

UNESCO Education Position Paper

UNESCO Guidelines on Intercultural Education

Articles from: Pinar, W. (ed.) (2003) International Handbook of Curriculum Research and Thornton, S. J. & Flinders, D. J. (eds.) (1997) The Curriculum Studies Reader.

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-Liisa Järvelä

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:

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

Learning activities and teaching methods:

24 h, lectures and seminar discussions, short essay

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

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:

4th year, spring

Learning outcomes:

Students become familiar with various interpretations of development and are able to analyse theories and indicators of human and social development. Students are able to discuss the relationship between the North and South, East and West and consider challenges and possibilities for sustainable education sector development co-operation.

Contents:

Contents:

- development theories and - research
- sustainable development as political, social, cultural, ecological, ethical and economical concept
- ethics of development and development co-operation
- education sector development co-operation

Learning activities and teaching methods:

32 h visiting lectures and seminars, independent study.

Recommended or required reading:

Will be confirmed in the beginning of the course.

Allen, T. & Thomas, A. (2000) Poverty and the development in the 21st century.

Cowen, M.P. & Shenton, R.W. (1996) Doctrines of Development.

Koponen, J. & Lanki, J. & Kervinen, A. (2007) Kehitysmatutkimus: johdatus perusteisiin.

Räsänen, R. & San, J. (2005) Conditions for Intercultural learning and co-operation.

Takala, T. (2007) Education sector programs in developing countries – socio-political and cultural perspectives.

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

Assessment methods and criteria:

Active participation in lectures and seminars, exam.

Grading:

0 – 5

Person responsible:

Rauni Räsänen

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:

English

Timing:

2nd study year

Learning outcomes:

This course focuses on the foundations of expressive education and drama pedagogy as well as on the development of interaction skills.

Contents:

Content:

- drama as a method to learn
- drama pedagogy
- problems relating to the development of interaction skills

Learning activities and teaching methods:

Small groups 24 h and independent work.

Recommended or required reading:

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

Grading:

pass/fail

Person responsible:

Lecturer of Finnish language

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/spring

Learning outcomes:

The course focuses on the development, learning and teaching of school starters and education before school. It introduces to child-centred pedagogy analysing suitable contents and methods. Special attention is paid to learning to read and write. Collaboration between home and school is discussed as an important part of Early Childhood Education.

Contents:

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

Learning activities and teaching methods:

24 h seminars

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:

Maria-Liisa Järvelä and Hannele Karikoski

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 kielet: English

ECTS Credits:

3 credits

Language of instruction:

English

Learning outcomes:

After completing this module students can describe and analyse the current state and challenges of special education and inclusion. They can identify and 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.

Contents:

- special educational needs
- inclusion as a policy and practice
- the United Nations Millennium goals
- education for all project

Learning activities and teaching methods:

24 h lectures/seminars, 56 h independent study

Recommended or required reading:

Study material will be confirmed at the beginning of the module.

- Florian, L. (ed.) (2007) Handbook of Special Education. London: Sage Publications. Special educational needs.
- Peterson, M. & Hittie, M. (2003) Inclusive teaching. Creating effective schools for all learners. Boston: Allyn & Bacon
- Savolainen, H., Kokkala, H. & Alasuutari, H. (2000) Meeting special and diverse educational needs: Making inclusive education a reality. Helsinki: Ministry for Foreign Affairs, Department for International Development Cooperation.
- Savolainen, H., Matero, M. & Kokkala, H. (2006) When all means all: Experiences in three African countries with EFA children with disabilities. Helsinki: Ministry for Foreign Affairs of Finland.

Assessment methods and criteria:

active participation in lectures/seminars and an exam

Grading:

Pass/fail

Person responsible:

Marko Kielinen

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:

19 - 28,5 credits

Language of instruction:

English

Learning outcomes:

407508A Comparative Education (10 pts.) (See description of the study unit from the course catalogue)

407530P Internship (5 pts.)

- 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 small-scale study on a topic relevant in the internship context.

407531P Selected literature (5 pts.)

- 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 pts.)

- 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. Student must write an essay on one of these countries.

The internship must be planned together with a supervisor from the Department. The plan must be made and accepted before the internship. The internship should focus on an aspect of intercultural or global education, and a small-scale study regarding the chosen topic must be carried out during the internship.

The aim of the selected literature is to deepen students' knowledge on an area of intercultural competences. The books and articles can be chosen from the selection of books agreed on between the minor subject co-ordinators and the students.

Optional studies may include an extended internship, extended essay or extended literature. Optional studies might also include the planning and implementation of a project that would develop a student's competences in the respective field.

Learning activities and teaching methods:

Lectures, practice, individual studies.

Recommended or required reading:

To be confirmed at the beginning of the term.

Assessment methods and criteria:

Essays, portfolio and report on the internship, exam on books.

Grading:

pass/fail

Person responsible:

Maria-Liisa Järvelä and Rauni Räsänen

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:**

1 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:

Contents:

- laws and statutes regulating schools, teaching and teachers
- other guidelines and documents regulating school work
- teachers' duties, responsibilities and rights

Learning activities and teaching methods:

16 h lectures.

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

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 kielet:** English**ECTS Credits:**

4 credits

Language of instruction:

English

Timing:

1st year, spring

Learning outcomes:

Students know the main concepts of educational philosophy as well as the main historical schools of educational philosophy. Students have competences to discuss education and teachers' work from a philosophical point of view. Students are able to analyse the various dimensions of their own educational philosophy.

Students know the main concepts of ethics and the main approaches of teaching ethics at school. Students are able to discuss the ethical nature of education and teacher's professional ethics as well as the ethics of pedagogical relationships.

Students are able to analyse current global challenges and future alternatives by applying the concepts and theories of educational philosophy and ethics. Students know and are able to evaluate the human rights process and the various dimensions of global ethics.

Contents:

Contents:

- educational philosophy as a field of studies
- historical schools of educational philosophy
- ethics of education and the ethical nature of education
- main concepts of educational ethics
- professional ethics
- pedagogical relationship and ethics
- main approaches of teaching ethics
- human rights ethics and schools
- global ethics

Learning activities and teaching methods:

32 h seminar (in English), the rest independent work.

Recommended or required reading:

to be confirmed at the beginning of the course

Puolimatka, T (1995) Kasvatus ja filosofia

Etiikka koulun arjessa (2002)

Sihvola, J. (2004) Maailmankansalaisen etiikka

Purpel, D. (2004) Reflections on the moral and spiritual crisis

Noddings, N. (2006) Critical lessons: what our schools should teach:

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

Assessment methods and criteria:

Active participation in the seminars and assignments during the course, 'open book' exam.

Grading:

pass/fail

Person responsible:

Rauni Räsänen

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 kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

5th year, autumn

Learning outcomes:

During this module, students learn about educational decision making, planning and implementation, and the role of leadership in the process. After the module, students are able to distinguish between the various functions of educational policy and understand the connections and possible tensions between politics and educational policy. Students can analyse both national and international policies and discuss the processes of decision making, planning and implementation on local, national and international levels. Students pay special attention to the nature of leadership in these processes and to what it means to lead change. After completing the course, students can demonstrate skills in decision making related to educational policy, planning and leadership on local, national and international levels in different contexts.

Contents:

Contents:

- the role of educational policy in educational planning
- educational policy in Finland and its historical stages
- the main national documents of educational policy
- education policies in Europe
- the role of international organizations in educational policy
- different theories of leadership
- leadership and change

Learning activities and teaching methods:

40 h lectures and 20 h seminars, independent study.

Recommended or required reading:

Will be confirmed in the beginning of the course.

Hargreaves, A. & Shirley, D. The Fourth Way: The Inspiring Future for Educational Change.

Kotthoff, H-G. & Moutsios, S. (2007) Education policies in Europe.

Kallo, J. & Rinne, R. Supranational regimes and national educational policies. Research in Educational Sciences 24.

Lehtisalo, L. & Raivola, R. (1986) Koulutuspolitiikka.

Kotter (1996) Leading Change.

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

Assessment methods and criteria:

Active participation in lectures and seminars, weekly assignments, exam.

Grading:

0 - 5

Person responsible:

Rauni Räsänen

406024A: Ethics, 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:

English

Learning outcomes:

Students gain a holistic view of philosophy/ ethics as a subject taught in comprehensive and upper secondary school. They also acquire basic knowledge and skills for teaching ethics and philosophy in primary school.

Objectives of learning:

- Gaining a holistic view of philosophy/ethics as a subject taught in comprehensive and upper secondary school
- Acquiring basic knowledge and skills for teaching ethics and philosophy in primary school.

Contents:

Contents

- Philosophy/ethics as a subject in comprehensive school
- History of philosophy/ethics as a school subject
- Contents of the teaching curriculum
- Ethical commitments in teaching
- Practical organization of teaching
- Philosophy/ethics – what is it?
- Manifestation, structure and activity of philosophy/ethics
- Different philosophies of life
- Moral philosophical foundation of ethics and philosophy
- Central concepts in morality
- Moral values and justifications for their validity
- Characteristics and uses of morality
- Sense of morality and its development
- Features of moral thinking in different times
- Didactics of philosophy/ethics
- Concept of knowledge and learning
- Working methods and learning materials.

Learning activities and teaching methods:

Working methods

- All students familiarize themselves with the literature introduced by the lecturers
- Alternative modes of working include small groups (including planning of teaching, familiarization with and presentation of methods applicable to teaching ethics and philosophy, etc., at students' discretion).

Recommended or required reading:

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

Agreed separately with the teacher responsible for the course.

Airaksinen, T. (1987). Moraalifilosofia.

ET. Elämäkatsomustieto. (1987). Gaudeamus.

Upper secondary school textbooks

Niiniluoto, T. (1984). Tiede, filosofia ja maailmankatsomus.

Nykyihmisen etiikka ja moraalit.

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

Grading:

0-5

Person responsible:

Markku Salakka

406029A: Geography, 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:

English

Timing:

1st academic year

Learning outcomes:

The goal of teaching, studying and learning of Geography is that the learners comprehend their responsibility of the nature, constructed environments, themselves and other people. Students gather and construct information during the courses and develop skills for planning and implementing of teaching situations and environments so that the scientific thinking of a pupil and its development is possible from individual, interactive, and collaborative perspectives. During the course in Geography, students get acquainted with integral issues and phenomenon relating to natural and cultural Geography.

Contents:

1. Introduction
 - Overview of the aims, contents and methods of completion of the course
 - The curriculum of geography
2. Maps and teaching of maps
 - Different maps
 - Different approaches to teaching of maps
3. Space, climate and weather
 - Earth in the universe and solar system
 - Climatic zones
 - Weather and observing of it
4. Natural resources and livelihoods
 - Organic and inorganic material
 - Soil types, rocks, minerals and ores
 - Structure of livelihoods
5. Landscapes and use of land
 - Topography
 - Types of landscapes
 - Built environment
6. Interaction between human beings and the environment
 - Environmental relation
 - Sustainable development
7. Multiculturalism as a thematic entity

Learning activities and teaching methods:

Lectures and group work 16 h.

Recommended or required reading:

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

AND

Wiegand, P. (latest edition). Children and Primary Geography.

OR

Tilbury, D. & Williams, M. (ed.) (latest edition). Teaching and learning geography.

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

Assessment methods and criteria:

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

Grading:

0-5

Person responsible:

Eila Jeronen

408501S: Global Education, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

4th year, autumn

Learning outcomes:

After completing the course, students understand the value basis of global education and have knowledge about the sub-areas of global education: human rights education, peace education, intercultural education, equity education, development education and education for sustainable development. They can construct strategies, curricula and lesson plans for comprehensive global education for formal, informal and non-formal education and have knowledge about non-governmental organizations and international agencies connected with global education.

Contents:

Contents:

- human rights process
- global ethics
- history, definitions and strategies of global education
- sub-areas of global education: equity issues, human rights education, peace education, intercultural education, development education and sustainable development
- global education in curricula
- approaches to implementing global education

Learning activities and teaching methods:

50 h guest lectures, 30 h seminar, independent study.

Recommended or required reading:

Study material will be confirmed in the beginning of the course

Kaivola, T. & Melen-Paaso, M. (2007) Education for Global Responsibility - Finnish Perspectives. Finnish Ministry of Education 2007: 31

Hayden, M. , Levy, J. & Thompson, J. (2007) Handbook of Research in International Education.

Burbules, N. C. & Torres, C. A. (eds.) (2000) Globalisation and education. Critical perspectives.

Kivistö, J. (2007) Globaaliin vastuuseen kasvaminen.

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

Assessment methods and criteria:

Active participation in lectures and seminars, a study journal produced according to given guidelines, other course specific assignments.

Grading:

0 - 5

Person responsible:

Rauni Räsänen

406030A: Health Education, 1 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 credits

Language of instruction:

English

Timing:

3rd academic year

Learning outcomes:

Health education is a part of natural science subjects. The goal of teaching and learning of the subjects is that the learners comprehend their responsibility of the nature, constructed environments, themselves and other people. Students gather and construct information during the courses and develop skills for planning and implementing of teaching situations and environments so that the scientific thinking of a pupil and its development is possible from individual, interactive, and collaborative perspectives. During the course in health education, students familiarize themselves with, through operational methods, how pupils are supported in adapting a healthy lifestyle.

Contents:

Content

1. Introduction
 - Overview of the aims, contents and methods of completion of the course
 - The curriculum of health education
2. Basics of health education
 - Health and sickness as a concept
 - Goals of health education
 - Objectives and methods in health education
 - Evaluation of health skills
3. Ways of life
 - Physical, psychic and social health
 - Determinants for health
4. Structure and function of the body
 - Physical health
 - Nutrition
 - Exercise
 - Rest and sleep
 - Sexuality
 - Alcohol and drugs
5. Mental development function and challenges of children and adolescents
6. Models of behaviour change

Learning activities and teaching methods:

Lectures and group work 10 h.

Recommended or required reading:

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

AND

Clift, S. & Jensen, B.B. (Eds.) (2005) *The Health Promoting School: International Advances in Theory, Evaluation and Practice*.

OR

Egger, G., Spark, R. & Donovan, R. (2005) *Health promotion strategies and methods*.

OR

Other books agreed separately with the teacher responsible for the course.

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

Assessment methods and criteria:

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

Grading:

0-5

Person responsible:

Eila Jeronen

406022A: History, 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:

English

Learning outcomes:

Contents:

- Why teach history?
- Whose history do we teach?
- Approaches to history teaching?

Recommended or required reading:

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

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

Grading:

0-5

Person responsible:

Gordon Roberts

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:

The student can identify the most important theoretical trends in psychology and masters the most prominent theories of human development. The student is able to analyze these theories from the perspective of educational psychology focusing on certain age-specific and culture-specific aspects in education and upbringing.

Contents:

Contents:

- overview of the most important trends in psychology
- studied theories in relation to developmental and educational psychology
- age specific issues in developmental psychology
- cultural factors affecting human growth

Learning activities and teaching methods:

24 h, lectures and student presentations in the seminars.

Recommended or required reading:

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

Harris & Butterworth: Developmental Psychology. 2002.

Harré: Key Thinkers in Psychology. 2006.

Mitchell & Ziegler: Fundamentals of Development. 2007.

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

Assessment methods and criteria:

Active participation in the seminars, presentations.

Grading:

pass/fail

Person responsible:

Maria-Liisa Järvelä

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

Learning outcomes:

ICONS is an international simulation programme co-ordinated by University of Maryland. Students to become experts on some of today's most contentious political issues, identify interests of key actors in the domestic and international political arenas, test theories regarding the methods decision makers use to resolve conflicts, and develop communication and negotiation skills while collaborating with peers using communication technology.

Aim and contents:

- to show how issues of education on the local and global level are related to the other areas of human life and society, and how education has to be considered as a key issue in the development of societies

- to learn to understand different perspectives due to history, culture and various ideologies but also diplomatic consultation and dialogue as means to constructive solutions
- to become aware of different registers of English which constitute what may be referred to as Professional English. The Professional English course is integrated with ICONS.

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.

Grading:

pass / fail

Person responsible:

Gordon Roberts

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:

Content:

- 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

Learning activities and teaching methods:

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

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:

Kari Kumpulainen

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 study year

Learning outcomes:

Students familiarize themselves with the linguistic knowledge and background theories required in the description and teaching of Finnish. They also learn skills relating to child instruction, language observation and study of language structures. Also strengthened is their ability to enhance pupils' textual skills.

Contents:

Content:

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

Learning activities and teaching methods:

Lectures 12 h, small groups 26 h and independent work 70 h.

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 essay.

Grading:

0 - 5

Person responsible:

Lecturer of Finnish language

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

Learning outcomes:

The aim of this course is to make students aware of the role of language in education, culture and society. After completing the course the student is able to examine the role of language in society, in general, and especially in schools. The student has become familiar with theoretical guidelines to identify and evaluate issues related to language in multicultural settings.

Learning activities and teaching methods:

Lectures 20 h, workshop 30 h.

Recommended or required reading:

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

Grading:

pass/fail

Person responsible:

Gordon Roberts

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, spring

Learning outcomes:

The student is able to give an account of the most important paradigms of learning and to introduce the most prominent theorists behind these paradigms. The student is able to explain how these theories could be best applied in various learning situations and to analyze the effects of these applications taking into consideration the demands set by planning and carrying out teaching in different cultural circumstances, including the possibilities offered by ICT.

Contents:

Contents:

- brief historical overview of the development of learning theories
- most recent theories and concepts of learning with special focus on transformative and intercultural learning and critical pedagogy
- the impact of cultural factors on learning and teaching
- the role of ICT in learning and teaching

Learning activities and teaching methods:

24 h, lectures and seminar discussions.

Recommended or required reading:

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

Crain, W. (2005) Theories of development : concepts and applications. 5th ed.

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

Assessment methods and criteria:

Active participation in the seminars, student presentations.

Grading:

pass/fail

Person responsible:

Maria-Liisa Järvelä

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

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:

Content:

- genres of children's literature
- didactics of literature
- folklore
- process reading and strategies of reading
- critical reading

Learning activities and teaching methods:

Lectures 10 h, small groups 26 h and independent work 45 h.

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 essay.

Grading:

0 - 5

Person responsible:

Lecturer of Finnish language

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:

4th, 5th and 6th year

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

DD: 2nd year autumn and spring

Learning outcomes:

During the Master's thesis process students collaborate in a research group and produce high quality research based on academic standards. An essential part of the process is participation in the Master's thesis seminars during which students choose research focus, relevant theoretical background and research methods for their research. After completing the thesis seminars students are able to build up their argumentation, compose a research report, defend their thesis, discuss various approaches to research, and evaluate theses.

Contents:

Contents:

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

- research methods
- research ethics
- evaluating research plans and Master's thesis drafts

EDGLO & DD:

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

Learning activities and teaching methods:

60 - 80 h seminars. The weekly Master's thesis seminars begin during the spring term of the first year and continue throughout the second year.

Recommended or required reading:

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:

approbatur - laudatur

Person responsible:

Maria Järvelä and Tekeste Negash

406033A-01: Materials, Sewing and Clothing Technology, 3 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

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:

English

Timing:

1 st year

Learning outcomes:

Main aim is to give an overview of the objectives, contents, teaching methods, and assessment of mathematics in the elementary level. The course aims to strengthen the knowledge and skills needed in mathematics teaching. One aim is also to increase the learning psychological knowledge of mathematics education and the use of that information in teaching practice. Widening and strengthening the image of mathematics is also one goal. Important aim is also the promotion of the positive attitudes, appreciations, and self confidence in mathematics.

Contents:

Contents:

- perspectives and approaches in mathematics teaching, national core curriculum
- problem solving, modeling, and applications
- problem based teaching

- concept of number, integer operations
- geometry and spatial thinking
- rational numbers

Learning activities and teaching methods:

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

Recommended or required reading:

To be told in the beginning of the course.

Assessment methods and criteria:

portfolio and voluntary exam

Grading:

0 - 5

Person responsible:

Vesa-Matti Sarenius

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:

English

Timing:

2 nd year

Learning outcomes:

Course aims to strenghtening and deepening the goals set in Mathematics Education, part I.

Contents:

Contents:

- proportional thinking and developing it by teaching
- percentage
- measurement and calculation with units
- algebraic thinking
- statistics and probability
- mathematics in multicultural classroom

Learning activities and teaching methods:

16 h lecturelike introductions and problem based discussions, 38 h individual work.

Recommended optional programme components:

Mathematics Education, part I is needed for part II.

Recommended or required reading:

To be told in the beginning of the course.

Assessment methods and criteria:

portfolio and voluntary exam

Grading:

0 - 5

Person responsible:

Vesa-Matti Sarenius

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: Sääsilahti, Minna Susanna

Opintokohteen kielet: Finnish

ECTS Credits:

7 credits

Language of instruction:

English

Learning outcomes:

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 the same amount of English and didactics of English language teaching. 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.

Contents:

Finnish Language and Literature comprises two parts:

- Literature and Reading
- Language and Writing

Person responsible:

Lecturer of Finnish language

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:

65 credits

Language of instruction:

English

Contents:

Humanities module

ECTS: 15 pts.

assessment: 0-5

This module crystallizes the three central perspectives in class-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:*

406020 A Finnish Language and Literature (7 pts.)

406021A Drama Pedagogy (2 pts.)

406022A History (3 pts.)

406023A Religion OR

406024A Philosophy/Ethics (2 pts.)

407517A Thematic Practice (1 pts.)

Course convener: Leena Räisänen

Science module

ECTS: 15 pts.

assessment: 0-5

Studies in the Science Module aim at familiarizing students with science and mathematics teaching as well as applying and developing methods of teaching. Students will 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 pts.)
- 406026A Mathematic Education: Part II (2 pts.)
- 406027A Physics and chemistry (4 pts.)
- 406028A Biology (2 pts.)
- 406029A Geography (2 pts.)
- 406030A Health Education (1 pts.)
- 407517A Thematic Practice (1 pts.)

Course convener: Tapio Keranto, Lasse Jalonen and Eila Jeronen

Arts module

ECTS: 30 pts.

assessment: 0-5

Studies in the Arts 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 for the educational significance of the different arts and the skill building process from the perspective of child development.

Courses:

- 406031A Music (8 pts.)
- 406032A Art (6 pts.)
- 406033A Crafts/Textile Work/Technology (6 pts.) OR
- 406034A Crafts/Technical Work and Technology (6 pts.)
- 406035A Physical Education (6 pts.)
- 406036A Basics of Art and Practical Education (1 pts.)
- 406037A Optional Studies in Art and Practical Education (2 – 6 pts.)
- 407517A Thematic Practice (1 pts.)

Students may take one arts and crafts course as a reduced 4 credit study unit. *Course convener:* Teachers in the Arts Module

Learning activities and teaching methods:

.

Target group:

.

Recommended optional programme components:

.

Recommended or required reading:

.

Assessment methods and criteria:

.

Grading:

0-5

Person responsible:

Matti Lindh

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 kielet: Finnish

ECTS Credits:

7 - 8 credits

Language of instruction:

English

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.

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.
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.
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.
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.
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.

Contents:

Contents

1. **Pedagogical Applications of Music Education, 3 pts. (2 cr.)**
 - 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 pts. (0,5 cr.)** 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 pts. (0,5 cr.)**
 - 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 pts. (0,5 cr.)**
 - 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 pts. (1 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

Learning activities and teaching methods:

Working methods

1. Small groups 40 h
2. Small groups 14 h and independent work 13 h
3. Small groups 14 h and independent work 13 h
4. teaching takes place in one term and includes 14 h of contact teaching and 13 h of independent work
5. teaching 20 h and independent work 33 h

Recommended or required reading:

Hyvönen, L. (2002) Musiikin oppiminen taiteen oppimisen kehyyksessä. Teoksessa Outi Saloranta (toim.) Ensimmäiset kouluvuodet. Perusopetuksen vuosiluokkien 1-2 opetus.

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

Hyvönen, L. (1996) Kohti musiikin kuuntelun didaktiikkaa. Teoksessa Jukka Louhivuori & Anu Sormunen (toim)

Musiikkikasvatuksen tutkimus. Jyväskylän yliopiston musiikkitieteen laitoksen julkaisusarja A: tutkielmia ja raportteja 15. 85-95.

Hyvönen, L. (1996) Yksilönkehityksen varhaisvaiheet musiikin kokemisen perustana. Musiikkikasvatus 1(1): 66–69.

Ervasti, M. (2003) Lorutan laulun, sävellän sillan, piirrän partituurin, äänikuvitan kertomuksen – musiikillinen keksintä osana sovellettua orff-pedagogiikkaa. Lisensiaatintutkimus. Kasvatustieteiden tiedekunta. Oulun yliopisto.

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

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

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

Ajankohtaiset musiikkikasvatuksen artikkelit ja www-materiaali (esim. MOVE, Normaalikoulun ops, OPH:n opetussuunnitelmien perusteet).

Eri kustantajien (mm. WSOY, Otava, Warner- Chappell) perusopetuksen musiikin oppikirjat ja niiden oheismateriaali.

Eri musiikkityylien ja -lajien soittomateriaalia, kuten oppi- ja nuottikirjoja sekä soittooppaita eri kustantajilta.

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

Grading:

1. Pass/fail
2. Pass/fail
3. Pass/fail
4. 0-5
5. 0-5

Person responsible:

Module convener: Teachers in the Arts Module.

Course convener:

1. Maria Mustonen ja Anu Kemppainen
2. Maria Mustonen
3. Marja Ervasti
4. Markku Pehkonen ja Anu Kemppainen
5. Markku Pehkonen ja Anu Kemppainen

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

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

Timing:

.

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 can consist of various types of courses or activities of the student's own choice provided they are accepted as part of the minor subject by the tutoring teacher.

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:

.

Recommended optional programme components:

.

Recommended or required reading:

Relevant literature suggested by the student and the co-ordinator.

Assessment methods and criteria:

.

Grading:

Pass/fail

Person responsible:

Rauni Räsänen or Maria-Liisa Järvelä, or another staff member depending on the student's field of interest.

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

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

1 - 6 credits

Language of instruction:

English

Contents:

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

Recommended or required reading:

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

Grading:

Pass/fail

Person responsible:

Marja Ervasti

Other information:

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

408521S: Optional Studies: Educational Administration, 1 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

1 credits

Language of instruction:

English

Grading:

Pass/fail

Person responsible:

Eva Raudasoja, Timo Lappi and Maarit Junkkari

Other information:

This course is a part of the course Educational Administration including workshop 4 h and an essay.

For further information, see 416012A Valinnainen kurssi: Opetushallinnon perusteet in Luokanopettajan koulutus.

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

Grading:

Pass/fail

ECTS points given automatically after 3 years of studying.

Person responsible:

Gordon Roberts

405515Y: Optional Studies: Information Society as a Pedagogical Challenge (TVT3), 3 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

Ei opintojaksokuvauksia.

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

Learning outcomes:

Interactive computer-based multimedia offers an exhilarating and versatile environment for learning and teaching. The aim of this course is to gain technological and pedagogical skills needed to develop and evaluate educational multimedia applications.

Contents:

- Introduction to multimedia
- Digital Storytelling
- Multimedia as interactive, pedagogical process
- Digital voice/sound
- Digital image
- Educational multimedia software
- Netbased animation
- Netbased learning environments
- Evaluation seminar

Learning activities and teaching methods:

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

Recommended or required reading:

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

Assessment methods and criteria:

Active participation, team product (digital story or similar pedagogically well-founded collaborative multimedia project).

Grading:

pass/fail

Person responsible:

Kari Kumpulainen

405506Y: Oral and Written Communication, 2 op

Voimassaolo: 01.08.2005 - 31.07.2012

Opiskelumuoto: Language and Communication Studies

Laji: Course

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

2 credits

Language of instruction:

English

Learning outcomes:

The aim is to gain basic skills for academic writing and efficient oral communication in mother tongue. After the course the student is able to use the standards of academic writing used at the faculty and evaluate his/her skills as an academic communicator.

Learning activities and teaching methods:

Lectures and seminars 16 h.

Recommended or required reading:

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

Grading:

pass/fail

Person responsible:

Rauni Räsänen

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

Learning outcomes:

Having completed the course the students are able to plan their studies both individually and collaboratively with other students. They know the structure and contents of the studies carried out in the department and in their own study programme in particular. They are able to relate the ethos of the study programme to the course contents and methods of teaching and studying. They can design their own individual study plan and keep it updated till they graduate.

Contents:

Content

- Matters related to the starting of studies
- Objectives, progression, structure, and contents of the studies
- Professional task areas and placement in working life
- Drafting of own curriculum

Grading:

Pass/fail

Person responsible:

Maria-Liisa Järvelä and Rauni Räsänen

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 kielet:** English**ECTS Credits:**

2 credits

Language of instruction:

English

Learning outcomes:

After the course the student masters the basic concepts of intercultural and international education as well as the basic theories of intercultural learning. The student recognizes the challenges of educational diversity and can compare different approaches to intercultural and international education. Having completed the course, the student is able to relate the theoretical framework of educational policy-making to intercultural pedagogy in formal and informal education.

Learning activities and teaching methods:

Lectures and seminars 32 h, spread over the first two years.

Recommended or required reading:

Räsänen, R. et al. (eds.) (2002) *Interkulttuurinen opettajankoulutus*
 Puuronen, V. et al. (eds.) (2004) *New challenges for the welfare society* (first three chapters)

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

Grading:

pass/fail

Person responsible:

Maria-Liisa Järvelä and Rauni Räsänen

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

Ei opintojaksokuvauksia.

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:

1,5 - 2 cr

Language of instruction:

Finnish

Timing:

2nd year

Contents:

Product design, manufacture and evaluation processes are viewed within the framework of crafts, technology and art education. Teaching is problem-based and learning is assessed by means of portfolios.

Learning activities and teaching methods:

Lectures 10 h, small-group 18 h and independent work

Recommended or required reading:

Lindfors, E. (2001) *Taide ja teknologia - näkökulmia käsityökasvatuksen tulevaisuuteen*. Teoksessa L. Hyvönen & E. Lindfors (toim.) *Tehdään 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

Grading:

0-5

Person responsible:

Marjut Sarkkinen

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 kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

5 - 6 credits

Language of instruction:

English

Timing:

1. and 2. year

Learning outcomes:

Physical education module acquaints with objectives, contents, and curriculum of school physical education. The aim is to gain sufficient knowledge and skills to cope with physical education teaching on the grades 0-6.

Contents:

Physical Education module consists of the following parts:

Orientation Toward 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

- ball games, including ball handling, basketball, volleyball and floorball
- gymnastics

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

- track and field
- out-door ball games, including football and baseball
- orienteering

Independent Work Part in Physical Education (LOTTO)

- preliminary, during and post tasks
- summaries of real lessons
- planning of exercises executed with the own group
- preparing for the exam
- learning and practicing swimming
- practicing of own physical exercise skills
- taking part in health-oriented exercising
- acquaint with physical exercise culture and school physical education events
- comprehensive P.E. task in the end of studies

Learning activities and teaching methods:

8 h lectures, 70 h small groups, 76h independent work.

Recommended or required reading:

Heikinaro-Johansson P. (toim.) (2003) Näkökulmia liikuntapedagogiikkaan, parts.

Perusopetuksen opetussuunnitelman perusteet (liikunnan osuus). Opetushallitus 2004

Ojanaho M., Pehkonen M., Penttinen S. (2003) Sportfolio – Liikunnan opettamisen aapinen. (verkkoersio)

Gallahue David.L. (1996) Developmental Physical Education for Today's Children.

National core curriculum for basic education 2004 : national core curriculum for basic education intended for

pupils in compulsory education. National Board of Education , 2004

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

Assessment methods and criteria:

Active participation during lessons, examination 2nd year, learning tasks.

Grading:

0-5

Person responsible:

Ari Rahikkala

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:

English

Timing:

the 2nd year

Learning outcomes:

The course gives an overall picture of basic education in physics and chemistry. This involves gaining the basic knowledge and know-how of science and science education. The student becomes acquainted with concepts of physics and chemistry through sketching, emphasizing conception, discussing and experimental working as methods. S/he also gets a chance to design, implement and evaluate teaching of science. One important aim is to support the development of the student by arousing a personal interest to the subject and strengthening student's self-image as a producer and applier of science.

Contents:

Contents:

- the meaning of physics and chemistry for the humankind and modern society
- National Core Curriculum for Basic Education, especially environmental and natural sciences and physics and chemistry
- the nature of scientific knowledge
- methods of teaching science
- phenomena, concepts and experimental working concerning water, air, space, energy, motion, light, sound, electricity, magnetism and structure of matter from point of view of the didactics of physics and chemistry

Learning activities and teaching methods:

Small groups 38 h

Recommended or required reading:

National Core Curriculum for Basic Education 2004, environmental and natural sciences, physics and chemistry (www.oph.fi/english)

Harden, W. (1996) The Teaching of Science in Primary Schools

Virrankoski, Hänninen & Markkanen (2002) Luonnontiedettä luokanopettajille. Kemiaa, fysiikkaa ja tähtitiedettä.

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

Person responsible:

Emilia Manninen

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

Learning outcomes:

The aim is to develop various English language tasks in the field of education. After completing the course the student is able to communicate in English using different mediums. The student recognises and uses the academic standard and style in English.

Contents:

Contents consists of practice in giving presentations, composing reports, essays, articles, posters, curriculum vitae and applications.

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.

Recommended or required reading:

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

Grading:

pass / fail

Person responsible:

Gordon Roberts

406023A: Religion, 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:

English

Learning outcomes:

Students commit to a learning and studying process that helps them to put their deepening viewpoint in the context of a larger religion pedagogical framework. The process also promotes their ability to assess its significance for developing their religion teaching skills as part of their future professional competence and social activities.

Contents:

- Nature and importance of religion teaching as part of Finnish school education
- Significance of religion in the cultural context of Finnish society
- Significance of the religious viewpoint as part of childhood religious development and human growth
- Didactic questions and premises in religion teaching
- Relationship between religious education on one hand and multiculturalism and education for internationalism on the other

Recommended or required reading:

Jokin seuraavista teoksista:

Kallioniemi, A. & Luodeslampi, J. (2005). *Uskonnonopetus uudella vuosituhanella.*

Seppälä, J. & Pyysiäinen, M. (toim.) (1998). *Uskonnonopetuksen käsikirja.*

Watson, B. (1993). *The Effective Teaching of RE.*

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

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

Grading:

0-5

Person responsible:

Markku Salakka

407514A: Research Methods I, 10 op

Voimassaolo: 01.08.2005 - 31.07.2012

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

10 credits

Language of instruction:

English

Learning outcomes:

Students will have the basic qualifications for doing educational research: students know the process of conducting research and are able to set research questions, construct theoretical frameworks, choose methodological starting points and choose and justify the use of various research methods. Students know the different research paradigms, approaches and traditions of both qualitative and quantitative research. Students are able to write a research plan.

Recommended or required reading:

Metsämuuronen, J. (2003) Tutkimuksen tekemisen perusteet ihmistieteissä (s. 1-146).

Ruusuvuori, J. & Tiittula, L. (toim.)(2005) Haastattelu. Tutkimus, tilanteet ja vuorovaikutus.

Creswell, J. W. (2002) Research Design.

Other literature introduced by the lecturers at the beginning of the course.

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

Grading:

0-5

Person responsible:

Jouni Peltonen, Kalle Reinikainen and Leena Syrjäjä

Other information:

For further information, see 407512A Tutkimuskurssi I in Luokanopettajan koulutus.

408509S: Research Methods II, 5 op

Voimassaolo: 01.08.2005 - 31.07.2012

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

4th year, autumn

Learning outcomes:

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

Contents:

Qualitative research methods:

- perspectives of different paradigms in qualitative research
- analyzing and interpreting qualitative data
- reliability and validity of qualitative research
- research report
- ethical questions in research

Quantitative research methods:

- testing and estimating one and two populations
- basic multivariate data analysis
- modeling data with structural equations

Learning activities and teaching methods:

22 h lectures in Finnish or book exam in English, 20 h workshops in English and independent study.

Recommended or required reading:

Will be confirmed in the beginning of the course.

Creswell, J.W. (2007) *Qualitative Inquiry and Research Design*.

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

Mesämuuronen, J. (2003) *Tutkimuksen tekemisen perusteet ihmistieteissä*.

Patton, M.Q. (2002) *Qualitative research and evaluation methods*.

Schostak, J. (2006) *Interviewing and Representation in Qualitative Research*.

Silverman, D. (2000) *Doing Qualitative Research. A practical handbook*.

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

Assessment methods and criteria:

Active participation in the workshops and lectures.

Grading:

0 - 5

Person responsible:

Hanna Alasuutari, Katri Jokikokko, Jouni Peltonen, Leena Syrjälä

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:

School Experience I is scheduled for the spring term of the first year of study.

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:

Contents and themes: The School Experience I: Orientation 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.

Learning activities and teaching methods:

Place: Oulu International School, grades 0–9.

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

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.

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).

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

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.

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.

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 in both the autumn and spring terms. The student usually takes the course in his or her fourth or fifth year of study.

Learning outcomes:

The student

- deepens his/her conception of teachership and education
- familiarises him/herself with the special didactic characteristics of different subjects and cross-curricular themes and with their practical applications
- shows mastery of teaching based on the curriculum
- is acquainted with the assessment of learning
- takes part in cooperation between home and school
- evaluates his/her own activities as an educator
- constructs learning materials, uses them in his/her teaching and evaluates their functionality

Contents:

Contents and themes: School Experience II: Master's Level is part of the Master level pedagogical studies. In School Experience II the student deepens in a school environment the knowledge and skills introduced in Bachelor and Master level studies.

The driving theme behind School Experience II is I as a teacher and educator. The course is linked to the Pedagogical Seminar III course (3 credits).

School Experience II focuses on taking comprehensive responsibility for classroom work. Basically, the student shall take care of all the tasks that class teachers are responsible for.

School Experience 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 will examine his/her own 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.

The student will examine, based on his/her own experience, together with other students and tutors essential phenomena and concepts of pedagogical activity, such as pedagogical relationship, pedagogical tact, encountering the child and the teacher's responsibility, adding depth to his/her 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 do educational research related to teachers' work.

Learning activities and teaching methods:

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

Any students who have opted to take 60-credit studies in a minor subject taught at schools can also practice in this minor subject in the basic education grades 7-9 at the Oulu Teacher Training School.

If a student's language skills are not sufficient to give teaching in Finnish, the practice shall be carried out in

grades 0-6 at the Oulu International School.

Prerequisites: Participation in School Experience II requires completion of School Experience I (2 credits) and Subject Based Integrated Themes (60 credits).

If the student is taking 60-credit studies in a minor subject taught at schools, s/he may carry out this advanced minor subject in the basic education grades 7–9. It is also possible to carry out the minor subject studies at a different time from School Experience II.

The right to practice 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.

This condition must be fulfilled when the school work period is starting, not at the time of registration. In unclear situations the person responsible for each course shall make the decision on the right to participate. The practice in an advanced minor subject can also be carried out in grades 0–6.

Registration:

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

A student carrying out his/her practice at the Oulu Teacher Training School shall register for the school work period with an electronic form that is then forwarded to the Student Affairs Office at the Department of Educational Sciences. The registration form shall be filled in with great care. The form is accessible on the Primary Teacher Education web site of the Department of Educational Sciences and Teacher Education. The form can only be opened during the registration period. On registration the student shall notify which minor subjects s/he intends to practice in. The registration form may also carry information on research team activities in subject didactics or on special courses. If the student intends to collect data for a Master's thesis during School Experience II, it is a good idea to report it at the time of registration.

If the student wants to practice in an advanced minor subject in the basic education grades 7–9, s/he must also register personally with the person in charge of the school work periods in basic education grades 7–9 as s/he registers for School Experience II.

A student doing teaching practice at the International School shall send his or her registration by e-mail to the school's practice coordinator.

Duration: Six to eight calendar weeks.

Description of the activities: School Experience II has a scope of 215 hours, 100–110 hours of which consists of school work, following lessons and tutoring which are tied to a time and place. Work tied to a time and place includes:

Teaching lessons: The student shall teach 45 lessons during the period. Some of them consists of subject periods in Mathematics and Literacy (Finnish or English) and of a minor subject taught at school if applicable, each one of which must be practised for a minimum of seven hours during the period. The rest of the lessons are to be taught as whole school days or weeks. The student makes a medium term plan for the subjects in the subject periods. Medium term plans are made in cooperation with the class teacher and subject didactic mentor.

If a 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 subject periods.

Working as a classroom assistant The student shall work as a classroom assistant in 10-15 lessons when the other students working in the classroom are giving their lessons. At the same time the student follows the lessons and takes part in the evaluation discussions with those delivering the lessons and with the tutors.

Other school work The course includes other work, such as project work, related to teaching, the world of the school or practical applications of education, totalling 10–15 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 and other events.

Following lessons The student shall actively follow 10–15 lessons in his home classroom. When s/he is following the lessons, s/he gets to know the class and its methods of work. The follow-up may also include follow-up tasks given by the teacher or lecturer in didactics.

Mentoring: School Experience II includes mentoring by teachers at the school. Additionally the student shall seek subject didactic mentoring in three subjects, in all the subjects of the subject periods and also in one subject selected by the student himself or herself. Mentoring 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 working in the same class, the class teacher and staff of the Department depending on the nature of the school work lessons.

Information meeting: For those practising in the Teacher Training School, School Experience II is launched with an information meeting in the refectory for grades 0–6. Those doing the practice in the International School shall agree on their practice with the teaching practice coordinators at the Department and the International School and with their supervising teacher.

Grading:

The class teacher shall assess the student's performance with all other mentors on the basis of the assessment discussions and pedagogical portfolio on a scale fail/pass/excellent. Failed practice can be marked as to be supplemented or to be retaken. An entry on a pass is made in the practice card, the grade is marked by the class teacher. The card is also signed by at least three lecturers in the didactics of the various subjects.

Person responsible:

Practice coordinator at the Department, the practice team at the Oulu Teacher Training School and the practice coordinators at the Oulu International School.

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

Ei opintojaksokuvauksia.

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:

By the end of the course, students

- will have gained preliminary tools to analyse the tasks of education, teaching and professional growth
- are able to recognize and analyse issues on learning, human development and pedagogical relationships
- are able to critically examine the connections between theory and practice

- know how to use study journals and pedagogical portfolios as means for developing their educational philosophies and reflecting on their professional growth

Contents:

Contents:

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

Learning activities and teaching methods:

18 h seminar workshop, 62 h independent work.

Assessment methods and criteria:

Active participation in seminars, entries in pedagogical portfolio.

Grading:

pass/fail

Person responsible:

Maria-Liisa Järvelä and Rauni Räsänen

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

Learning outcomes:

In Seminar II students discuss special questions of teaching in intercultural/ international schools/ classes (aims and missions, curriculum, the role of language, teaching in English, teaching religion in multi-religious schools, contents and methods of different school subjects). Students continue with their study journals and portfolios. Having completed Seminar II (linking to Thematic Practice) students have acquired knowledge and skills for teaching in intercultural classes, at international schools or in other intercultural contexts.

Contents:

Contents:

- concepts and definitions of intercultural education, learning and teaching
- international/multicultural schools and curricula
- educational organisations and their aims
- planning, reflecting on and evaluating the Thematic Practice

Learning activities and teaching methods:

20 h seminar workshop, 60 h independent work.

Assessment methods and criteria:

Active participation in seminars, entries in pedagogical portfolio.

Grading:

pass/fail

Person responsible:

Maria-Liisa Järvelä and Rauni Räsänen

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:

3rd and/or 4th year

Learning outcomes:

Students will develop their awareness of the ethical dimension of education and will further develop their personal educational philosophy.

Contents:

Contents:

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

Learning activities and teaching methods:

24 h seminar workshop, 56 h independent work.

Assessment methods and criteria:

Active participation in seminars, entries in pedagogical portfolio.

Grading:

pass/fail

Person responsible:

Johanna San

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:

Lectures in Finnish, seminars in English.

Timing:

1st year, spring

Learning outcomes:

The student masters the main concepts and theories of sociology and has the ability to apply and compare these theories in various educational settings and cultural circumstances. The student can relate the educational systems with different educational policies to different societal developments. Having completed the course, the student can comment upon the demographic changes that have taken place in Finland and the consequences of these changes to immigration policy and educational planning.

Contents:

Contents:

- the basic concepts and most important theories of educational sociology
- the relationship between society, politics and educational systems
- cultural and religious minorities in Finland
- Finland's immigration and refugee policy, asylum seeking procedure

Learning activities and teaching methods:

Lectures 18 h (in Finnish), seminars 16 h (in English), student presentations, 1-2 study visits.

Recommended or required reading:

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

Lauder, H. & Brown, P. & Dillabough, J-A. & Halsey, A.H. (eds.) (2006) Education, Globalization and Global Change.

Up-dated sources on Finnish education and immigration policy .

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

Assessment methods and criteria:

Active participation in the seminars. Study journal (the lectures in Finnish); non- Finnish speakers: independent work to cover the lectures in Finnish.

Grading:

pass/fail

Person responsible:

Maria-Liisa Järvelä

407517A: Thematic Practice, 6 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

6 credits

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.

Learning activities and teaching methods:

General: In the Bachelor's degree, 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. As indicated by its name, 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.

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

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.

Prerequisites: A student has the right to participate in this practice upon completion of School Experience I (2 credits) and having commenced Seminar II (3 credits).

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.

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.

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.

Grading:

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.

Person responsible:

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

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

406033A-02: User-Centred Design and Manufacture as an Approach to Crafts and Technology Problems, 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:

2 cr

Language of instruction:

Finnish

Timing:

1st year

Contents:

This course familiarizes students with usercentered design and problem solving in crafts and technology. They collaborate to design and manufacture a functional prototype that solves a particular problem. Theoretical contents and practical processes are documented and analyzed using the portfolio approach. The course also includes excursions.

Learning activities and teaching methods:

Lectures 8 h, small-group work 20 h and independent work 26 h.

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.

Teoksessa L. Hyvönen & E. Lindfors (toim.) Tehhään yhesä! Taide- ja taitokasvatuksen tulevaisuus. Oulun yliopisto. Kasvatustieteiden tiedekunta. Selosteita ja katsauksia 1/2001, 85-96.

Grading:

0-5

Person responsible:

Marjut Sarkkinen

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