

Opasraportti

KTK - Pedagogical Studies for Teachers 2009-2011 (2008 - 2011)

Teacher's pedagogical studies 60 ECTS

The pedagogical studies of a subject teacher provide the student with the qualification to teach at the primary and secondary level as well as in other teaching institutions or teaching tasks. The programme aims to give the student the capacity to perform these teaching tasks as responsible and independent educational agents.

The training comprises of different study areas which are organized by different departments: studies in the main subject, teacher's pedagogical studies and other studies relevant to the chosen degree. In this handbook, only the teacher's pedagogical studies programme will be covered.

The teacher's pedagogical studies programme covers the following topics: becoming a teacher, acting as a teacher, and the role of the teacher. The students learn about teaching work from various perspectives, including that of the student, community, culture, society, the taught subject, educational sciences in general, as well as subject didactics and relevant theory and practice. The objective of the studies is to set forth the process of developing pedagogical expertise.

Pedagogical studies - areas of study

General educational sciences - content and objectives

General studies in educational sciences give the student teacher the opportunity to learn the basic concepts and terminology used in education and to become familiar with the different areas and sectors in educational research. At the nucleus of these studies - especially the work in small-groups - is the notion of professionalism in educational and teaching work.

Upon completion of these studies, the student

- understands the special nature of education as a science and perceives the relationships between its various fields and related sciences
- is familiar with educational and pedagogical concepts and knows how to apply them both in practical discussion and to evaluate scientific research

- knows how to evaluate and develop pedagogical activity making use of the viewpoints and methods of educational philosophies and sciences

Subject didactics - content and objectives

Studies in subject didactics introduce the student with the pedagogical issues relevant to their taught subject, new learning environments and the basic approaches to one particular subsector in educational subject didactics research. In the fourth part, a seminar paper on subject didactics will be completed, the preparation of which should be begun during the previous autumn.

Subject didactics is part of the pedagogical studies component. In Bachelor studies it comprises Subject Didactics I (2 credits) and Subject Didactics II (3 credits), and in Master's studies Subject Didactics III (2 credits) and Subject Didactics IV (5 credits). All secondary teacher students shall complete the studies in subject didactics irrespective of their previous study credits or working experience.

The courses in subject didactics clarify the nature of the respective school subjects and the foundations of their teaching in relation to curricula and the needs of society. The objective is to support the student's professional growth from the perspective of each science and discipline. The goal is for the student to examine his/her professional growth and to develop his/her competencies, knowledge and skills to apply pedagogical and didactic knowledge in the teaching and learning processes of the subjects that s/he will be teaching. Another goal is to deepen the student's professional identity in such a way that s/he gets acquainted with the principles of research in subject didactics by constructing an essay on a topic related to the teaching and learning of his/her own subjects.

Mathematics and natural sciences - content and objectives

The didactics studies of Maths and Natural Sciences aim to link subject didactics research with actual teaching work. The objective is to shape a professional who has the capability and the interest to follow future development and trends in the creation of content, educational material and learning environments. This professional should also be able to make use of new and relevant pedagogical ideas and technological opportunities in teaching. In order to reach this objective, the studies cover - first and foremost- the principles and requirements of mathematics and natural sciences teaching, the identification of problematic gray areas between the teaching and learning of content, learning about various pedagogical ideas, as well as learning to make use of new technological learning environments. Aspects relating to further professional training will be covered in the subject didactics seminar work, which also provides the student with personal experience in planning and implementing research in subject didactics. Coursework will be assessed on a scale of 0-5.

Having completed these studies (Subject Didactics I-IV), the student (a) perceives and understands the meaning of teaching mathematics and science from the viewpoint of the maintenance and development of the functions of both individuals and society, (b) is capable of applying the new ideas and methods s/he has learnt in his/her own work as a teacher, (c) is able to make critical use of literature and learning materials on his/her own field for the benefit of his/her students, (d) and is also capable of developing his/her own teaching materials and to participate actively in discussion and debate on mathematics and science teaching and learning.

Finnish Language and (mother tongue) and literature - content and objectives

The studies in Finnish language (mother tongue) and literature take place in collaboration with the unit, the normal school and the faculty. The studies emphasise a unified approach to theory and practice. These courses introduce student teachers to youth culture in relation to the subject at hand, and provide them with an overview of the broad use of Finnish and literature in other teaching work, including recent challenges and methods. Aspects relating to further professional training will be covered in the subject didactics seminar paper.

History and social sciences - content and objectives

The teaching of both subjects will be designed in cooperation with the subject didactics lecturer and the normal school lecturers and will correspond to up-to-date forms of teaching practice. The relationship between history and social sciences teaching will be covered and important questions, like why these subjects are taught, will be asked. The student teachers develop their knowledge of planning and implementing different types of learning environments and teaching situations. The idea of the course is to bring the students ability in the subject area en par with the objectives of set curricula.

Having completed the studies, the student (a) is capable of applying different working methods and teaching aids, (b) understands what the subject didactics of history and social studies is all about, and (c) understands why and how these subjects are taught.

Foreign languages - content and objectives

Subject didactics studies in foreign languages are organized jointly between the education sciences department and the teacher training department as well as the normal school. During the studies, the student is introduced to a wide range of perspectives relating to foreign language learning, teaching and evaluation. Multilingualism and multicultural dimensions are included in the subject didactics content. The studies seek to make use of new technologies, aiming to give the student teacher the capacity to utilise them in an optimal manner in teaching. In the subject didactics seminar paper, the student approaches the subject area from the perspective of a language teacher as a researcher of own work.

Music - content and objectives

In the first subject didactics module the student learns about the central content, working methods, learning material and assessment methods of music teaching in lower primary school. During the module, special attention will be paid to music as an integral part of art education. During the second module the student will be introduced to same topics in the context of the middle school and upper primary level. The content of the third module focuses on the role of the music teacher as an imparter of art and culture within school communities. Module 4 discusses the didactic problems that arise in music teaching. The course is tied to the research seminar.

After completing the courses, the student

- knows how to use and apply the important content and working methods in accordance the national core curriculum and municipal curricula in practical teaching activities
- has familiarised him-/herself in depth with the contents and working methods of music education in different types of schools and in different grades and is capable of applying them from the viewpoint of him-/herself as a music educator

- understands in depth the significance of assessment as part of the curriculum and his/her own teaching activities
- knows how to give attention to the possibilities of music as a part of curricular wholes and integrative art education.

Supervised teaching practice - content and objectives

Supervised teaching practice aims to gradually introduce the student to teaching work with the support and expert guidance of experienced teacher training experts and teachers.

It aims to support the student teacher in developing both a strong grasp of the teaching profession and a level of expertise. The teaching practice is characterised by the study and development of one's approach to teaching in the light of different theoretical approaches and organised guidance. Teaching practice is usually completed at the Oulu Normal School. The normal school, with a primary and a secondary level, is the university's teacher training school. In order for the school to guarantee its students the standard of education required by law, student teachers are required show responsibility and diligence in all their assigned tasks.

Supervised teaching practice - content:

- Observing lessons in the main subject and in other subjects
- Lesson-holding, which involve both guided and independent lesson-planning as well as post-lesson discussion (one-on-one).
- Group tutoring, in which the student teachers are divided into groups by subject. The groups will meet regularly to discuss issues related to teaching, to make and assess plans, and to practice different teaching methods. The groups functions as a support system for the student teacher in terms of monitoring development and self-evaluation.
- Designing and assessing tests and projects and other work involving evaluation and assessment of student performance.
- Planning courses and course periods.
- Using ICTS in both planning and implementing two lessons.

In addition, different subjects have teaching exercises which are specific to the subject in question, e.g demonstration-training in Maths. A course in basic administration skills in education and one in special education represent applied studies, which are completed in conjunction with teaching practice modules.

Teaching practice at the normal school is run by the head coordinators, Sari Eskola and Hellevi Kupila.

Upon completion of supervised practice the student should

- understands the diversity in teachers' work and the significance of multiprofessional cooperation in their work
- be able to apply his/her competence gained in theoretical studies to practical work as a teacher, such as classroom control, subject mastery and evaluation
- be able to analyse the expert nature of teachers' work
- be able to evaluate his/her own activities as a teacher and educator
- be capable of mastering teaching based on a curriculum
- have clarified his/her idea of teachership

Optional studies

Optional studies give student teachers the opportunity to expand their level of expertise in important areas in education and/or teaching.

Coordinator: Eetu Pikkarainen

Expanding the teacher's pedagogical studies entity into the intermediate study entity in educational sciences

According to the confirmed 2008-11 faculty curriculum, the teacher's pedagogical studies (60 ECT) account entirely for the basic studies entity in educational sciences (25 ECT), and 45 ECT of intermediate studies in educational sciences, as follows:

- proseminar 8 ECT
- Educational systems I (4 ECT)
- Career planning studies (8 ECT)

Thus, the student has a remainder of 25 ECT to complete.

Similarly, the teacher's pedagogical studies account for the following courses in the minor subject programme:

- proseminar 8 ECT
- Educational systems I (4 ECT)

Coordinator: Pauli Siljander

Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

050082A: Advanced teaching practice I, 6 op
 050083A: Advanced teaching practice II, 6 op
 050084A: Applied teaching practice, 2 op
 410067P: Basic course in education, 4 op
 050081A: Basic teaching practice, 5 op
 410068P: Didactics, 4 op
 410071P: Educational philosophy, 4 op
 410069P: Educational psychology, 4 op
 410017Y: Multimedia as a learning project, 2 op
 416012A: Optional course: basics of educational administration, 1 op
 050091A: Optional studies, 3 op
 407028A: Pedagogical Seminar II, 3 op
 410074P: Pedagogical seminar I, 3 op
 050073A-05: SD III Biology and Geography, 2 op
 050073A-01: SD III Finnish Language and Literature, 2 op
 050073A-03: SD III Foreign Languages, 2 op
 050073A-02: SD III History, 2 op
 050073A-04: SD III Mathematics and Natural Sciences, 2 op
 050073A-06: SD III Music Education, 2 op
 050074A-05: SD IV Biology and Geography, 5 op
 050074A-01: SD IV Finnish Language and Literature, 5 op
 050074A-03: SD IV Foreign Languages, 5 op
 050074A-02: SD IV History, 5 op
 050074A-04: SD IV Mathematics and Natural Sciences, 5 op
 050074A-06: SD IV Music Education, 5 op
 410070P: Sociology of education, 4 op
 050073A: Subject didactics III, 2 op
 050074A: Subject didactics IV, 5 op

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

050082A: Advanced teaching practice I, 6 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Learning outcomes:

Upon completion of the course, the student

- understands the significance of the responsibility of the teacher and is capable of assuming independently responsibility for his/her work as a teacher
- understands the meaning of cooperation between home and school
- is capable of using the knowledge and skills learnt previously and working independently with pupils

- knows how to apply his/her knowledge of assessment and to plan and implement assessment of study performance

Contents:

The course consists of the following:

- Goal-oriented planning, executing and assessing of lessons
- Observing and analysing teaching
- normal school didactics and special features in the own subject
- ICTS in teaching
- individual and group tutoring
- independent study

Learning activities and teaching methods:

Contact teaching 28-34 h (75 min each)

Person responsible:

Oulu teacher training school

050083A: Advanced teaching practice II, 6 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

7 cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the course, the student

- knows how to apply the knowledge s/he has learnt and how to take independently and actively responsibility for his/her work as a teacher
- understands the significance of multiprofessional cooperation in teaching activities
- understands the meaning of pupil welfare in the teacher's work
- knows how to analyse and apply the knowledge and skills obtained in previous studies to work independently with students
- is able to analyse the significance of evaluation in teachers' work and to apply this knowledge to the planning and implementation of the evaluation of teaching acts

Contents:

The course consists of the following:

- independent, goal-oriented design, execution and assessment of curricula and broader teaching entities.
- Being responsible in all the subareas of teaching work
- Gaining a more in-depth perspective of the teaching profession (other than teaching own subject)
- Familiarisation with teaching at the 0-6 grade level.
- Mentoring B(Ed) students

Learning activities and teaching methods:

Contact teaching 40-46 h (75 min each)

Grading:

pass/fail

Person responsible:

Oulu teacher training school

050084A: Applied teaching practice, 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 cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the course, the student

- is familiar with the opportunities provided by broadly based teacher education to work in the different sectors of education
- understands the contents of some special function in education. These include, among other things, special education and educational administration.

Contents:

Applied teaching practice consists of the following course areas:

- Special education pedagogy 1 ECT
- Basics of Educational Administration 1ECT. See Ed. Sciences programme 416004A and 4160012A.

Grading:

pass/fail

Person responsible:

Oulu teacher training school

410067P: Basic course in education, 4 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410067P Basic course in education (OPEN UNI) 4.0 op

ECTS Credits:

4 ECTS

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

After completion, the student

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

Contents:

Education...

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

Learning activities and teaching methods:

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

Recommended or required reading:

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

Siljander, P. (2002) Systemaattinen johdatus kasvatustieteeseen.

Availability can be checked [here](#).

Assessment methods and criteria:

Exam.

Grading:

pass/fail

Person responsible:

Eetu Pikkarainen

050081A: Basic teaching practice, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the course, the student

- understands the significance of teaching based on a curriculum
- knows how to apply the curriculum to plan his/her teaching
- understands the basics of implementing and evaluating teaching
- knows how to apply the knowledge s/he has learnt to meet different people and keep in control of teaching situations

The students have the capacity to make educational curricula and to plan, execute and assess teaching work.

They students are capable of dealing with different kinds of students as well as varying teaching and learning situations.

Contents:

The students work on their capacity to make educational curricula and to plan, execute and assess teaching work. They students become capable of dealing with different kinds of students as well as varying teaching and learning situations.

Content areas:

- curriculum design in the main subject
- teaching, executing and assessing teaching
- teaching methods and materials
- knowing the student
- developing interaction skills
- normal school didactics and special features in the own subject
- observation and analysis of teaching
- individual and group tutoring
- basics in ICTS

Learning activities and teaching methods:

Contact teaching 25-30h (75min per session)

Grading:

pass/fail

Person responsible:

Oulu teacher training school

410068P: Didactics, 4 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410068P Didactics: (OPEN UNI) 4.0 op

ECTS Credits:

4 ECTS

Language of instruction:

Finnish

Timing:

1. year

Learning outcomes:

After completion the students

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

Contents:

- basic concepts related to learning and teaching, their theoretical foundations and significance in practice
- the learning process and its cognitive, motivational and social features.
- Theoretical foundations of guiding learning: the teacher's role as a director of learning and teaching models
- Principles of curricular design and lesson-planning
- the characteristics of a good learner in theory and in practice: how learning skills can be taught
- Basic models of ICT in teaching and learning

Learning activities and teaching methods:

Lectures and other contact teaching 18 h and independent studies.

Recommended or required reading:

Applicable parts:

Hakkarainen, K. , Lonka, K. & Lipponen, L. (2004) Tutkiva oppiminen. järki, tunteet ja kulttuuri oppimisen sytyttäjinä. (vuoden 2001 painos käy myös)

Kansanen, P. (2004) Opetuksen käsitemaailma.

Rauste-von Wright, M. & von Wright, J. (1994 - 2002) Oppiminen ja koulutus (1.- 8. p.).

Uusikylä, K. & Atjonen, P. (2005) Didaktiikan perusteet.

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

Assessment methods and criteria:

Exam.

Grading:

pass/fail

Person responsible:

Sanna Järvelä

410071P: Educational philosophy, 4 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410071P Educational philosophy: (OPEN UNI) 4.0 op

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

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

Contents:

- educational philosophy as an area of educational sciences
- the nature of philosophy as a science, philosophical questions and the most important sub-areas.
- Objectives in education
- Historically important trends in academic study of educational philosophy
- The ethical disposition of educational, schooling and teaching, and question formulation in pedagogical activity
- Educational philosophy and ethical perspectives as a platform for professional ethics in pedagogical activity.

Learning activities and teaching methods:

Lectures and other teaching 18 h, independent studies.

Recommended or required reading:

Applicable parts:

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

Puolimatka, T. (1995) Kasvatus ja filosofia.

Etiikka koulun arjessa. (2002)

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

Wulf, C. (2002) Anthropology of education.

Course material availability can be checked [here](#).**Assessment methods and criteria:**

Participation in lectures. Exam.

Grading:

pass/fail

Person responsible:

Jouni Peltonen

Other information:

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

410069P: Educational psychology, 4 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay410069P Educational psychology: (OPEN UNI) 4.0 op

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

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

Contents:

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

Learning activities and teaching methods:

Lectures and other teaching 18 h, independent studies

Recommended or required reading:

Applicable parts:

Dunderfelt, T. (1992-2006) Elämänkaaripsykologia.

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

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

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

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

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

Assessment methods and criteria:

Exam.

Grading:

pass/fail

Person responsible:

Hannu Soini

Other information:

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

410017Y: Multimedia as a learning project, 2 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

In this course, the students

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

- Learn to publish multimedia products (CD/DVD/Internet/LAN)

Contents:

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

Learning activities and teaching methods:

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

Assessment methods and criteria:

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

Grading:

pass/fail

Person responsible:

Kari Kumpulainen ja Asko Pekkarinen (Vaka)

416012A: Optional course: basics of educational administration, 1 op

Voimassaolo: 01.08.2006 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 ECT

Language of instruction:

Finnish

Contents:

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

Learning activities and teaching methods:

Small-group work and practice assignment 4 h.

Recommended optional programme components:

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

Grading:

pass/fail

Person responsible:

N.N.

050091A: Optional studies, 3 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:

3 cr

Language of instruction:

Finnish

Contents:

Complementary courses in the teacher's pedagogical studies programme, which are offered by the normal school, educational sciences unit and subject didactics unit. Courses confirmed on a yearly basis.

Grading:

pass/fail

Person responsible:

Eetu Pikkarainen

407028A: Pedagogical Seminar II, 3 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Completion of Pedagogical seminar II (24 h contact teaching, 16 h independent study, 20 h literature study) and final assignment (plan/presentation) 20h. Intended learning outcomes and the assessment criteria for a successful pass are (max 25 pts):

Students are:

- familiar with the research field of school pedagogy 3-5
- familiar with different models of learning 3-5
- able to identify the theoretical principles of learning behind different pedagogical models 3-5
- able to design study periods based on different pedagogical starting points 3-5
- able to make use of ICTS as a pedagogical tool.

And in the Teacher's Pedagogical Studies programme students are

- familiar with the research field of school pedagogy 3-5
- gain perspective into the issues underlying changing teacherhood
- able to envision their teacherhood and work as teacher through theoretical and practical dialogue.
- Understand their own teacherhood and the ethical dimension of teaching

Contents:

- learning theory
- individual and group learning
- guidance of learning
- assessment

And in the Teacher's Pedagogical Studies programme

- deepen our knowledge of the content areas covered in Pedagogical Seminar I
- research orientation

Learning activities and teaching methods:

- small-groups 24h
- independent study 24h
- literature study 20h
- plan/report 20h

Recommended optional programme components:

The seminar is a part of the umbrella course formed by the "Guidance of learning, teaching design and evaluation" course and practical school experience at the Bachelor level. It looks at the theoretical starting points of designing different teaching and learning models and learning environments in practice. Designing practices based on substantiated learning theories aims to help support the students' learning processes in their teaching practice.

Assessment methods and criteria:

In the Teacher's Pedagogical Studies programme methods of implementation are the same as in Pedagogical Seminar I.

Grading:

pass/fail, a mark of 3 required to secure a pass

Person responsible:

By programme.

- Tuulikki Tuominen(LUKO)
- Marko Kielinen ja Eetu Pikkarainen (teacher's pedagogical studies)

410074P: Pedagogical seminar I, 3 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

1. year

Learning outcomes:

Completion of Pedagogical Seminar I (24h contact teaching, 15h independently study, 20 h literature study) and the final report (20h). Intended learning outcomes and the assessment criteria for a successful pass are (max 25 pts):

Students are able to:

- gather observational data on the social interaction in a classroom 3-5 pts
- grasp the issues that underlie changing teacherhood 3-5 pts
- understand the importance of knowing the learning as a foundation of teaching 3-5 pts
- students have a rough idea of practical pedagogical theory 3-5
- students are able to prepare a report based on data from their observation in the classroom, where they examine what they have seen in relation to theory and practice 3-5

Teacher's pedagogical studies

After completion students

- understand the relationship between general studies in educational sciences with other content-areas in their pedagogical studies and with the experiences they acquire in their teaching practice periods (how theory and practice relate to one another).
- Are able to participate in pedagogical discussion with representative of different subjects and other parties
- Can reflect upon their own pedagogical theories in practice
- Are able to face different students and identify special education needs and participate in student care.
- Understand the principles of inclusive teaching and the individualized schooling plan (ISP)

Contents:

- education and developmental psychology: developmental features in the growth of school-aged learners
- theories in social psychology and their applications in educational observation in the classroom
- aspects of observation and
- pedagogical portfolio: objectives and implementation

Learning activities and teaching methods:

- small-group sessions 24h
- independent study 16 h
- literature study 20h
- report 20 h

Recommended optional programme components:

The seminar is a part of the umbrella course formed the "Developmental psychology" and "School experience orientation" course modules. It focuses on learner development and growth as well as class interaction and the study of socio-cultural phenomena.

Grading:

Report on a selected topic (pass/fail, a mark of 3 required to secure a pass)

Person responsible:

- Leena Syrjälä (LUKO)
- Marko Kielinen ja Eetu Pikkarainen (teacher's pedagogical studies)

Other information:

This course is different in content and implementation in the teacher's pedagogical studies. See <http://www.wedu.oulu.fi/intra/?oid=59363> for more information.

050073A-05: SD III Biology and Geography, 2 op

Voimassaolo: 01.08.2007 -

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

Learning outcomes:

The students

1. learn to plan, execute and assess yearly, periodic and lesson plans.
2. learn different teaching and working methods and examine their significance from the perspective of reaching objectives.
3. become knowledgeable in different assessment methods in teaching and learning and understand how to apply them in different contexts.
4. are able to apply and assess their level of knowledge and skills in directing a student's approach to biology and geography which supports learner development on an individual, interactive, and social level.

Contents:

1. Biology and geography - concepts in knowledge and learning
2. Planning teaching and teaching plans
3. Forms of Biology-teaching and work methods
4. Learning environments, tools and materials, and their development and use
5. Assessment and evaluation
6. Teaching-studying-learning in biology and geography
7. structure of knowledge in teaching B & G
8. national and school-based curricula
9. implementing course period and lesson-plans and their role in assessment
10. the teacher's role and tasks - choosing and implementing teaching and work methods
11. presentational teaching
12. inquisitive learning
13. problem-based and research-based learning
14. collaborative learning
15. value education
16. suggestopedia
17. ICTS in B & G
18. learning environments, tools and materials and their impact on the supporting the learner's cognitive, persona and social development.
19. Planning and using different learning environments
20. Developing and using educational material
21. Principles of assessment
22. Forms of assessment
23. National and international forms of assessment
24. Ethics and assessment

Learning activities and teaching methods:

Lecture and small-group work 16 h.

Recommended or required reading:

Cantell, H., Rikkinen, H. & Tani, S. (2007) *Maailma minussa - minä maailmassa*. Maantieteen opettajan käsikirja. *Studia Paedagogica* 33. Helsingin yliopisto, Soveltavan kasvatustieteen laitos.

OR

Wiegand, P. (uusien pianos). Children and Primary Geography.

OR

Tilbury, D. & Williams, M. (eds.) (uusien painos). Teaching and learning geography.

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

Assessment methods and criteria:

Active participation in contact teaching, keeping a study journal, exam.

Grading:

0-5

Person responsible:

Eila Jeronen and normal school Bio/Geo-teacher.

050073A-01: SD III Finnish Language and Literature, 2 op

Voimassaolo: 01.08.2007 -

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:

4th year

Learning outcomes:

After completion, the students will be familiar with different school systems and be able to apply a wide range of different teaching methods in Finnish language and literature. In addition, they will be able to use ICTS in different learning environments or workshops.

Contents:

During the course, we will learn more about e.g. drama and media education and the uses of ICTS in teaching Finnish language and literature content.

Learning activities and teaching methods:

Lectures and small-group work 16 h. An independent assignment that uses ICTS.

Recommended or required reading:

TBC

Assessment methods and criteria:

Participation in contact teaching, independent assignment.

Grading:

pass/fail

Person responsible:

Minna Sääskilähti

050073A-03: SD III Foreign Languages, 2 op

Voimassaolo: 01.08.2007 -

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:

4th year

Learning outcomes:

The student learns to plan, execute and assess written and oral assignments.

Contents:

The following topics are covered:

- oral language skills - teaching and assessment
- various oral presentations

Learning activities and teaching methods:

10 h lectures, 2x3 subject-specific small-group sessions, independent study.

Recommended or required reading:

Mäkinen, K. (2002) Uskalla kokeilla! Oulu: Oulun yliopistopaino.

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

Assessment methods and criteria:

designing and implementing a subject-specific process-drama

Grading:

pass/fail

Person responsible:

N.N

050073A-02: SD III History, 2 op

Voimassaolo: 01.08.2007 -

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

Learning outcomes:

The student comprehends

- how ICTS can be applied in teaching history and social sciences

The student has the capacity to:

- produce learning material that supports learning in history and social sciences.
- Prepare and assess tests

Coursework:

- active participation in lectures and supervisions
- contact teaching in full 16h

Contents:

This in-depth course focuses on teaching methods in history in terms of developing the learner's abilities in the subject. It also seeks to clarify various aspects of learning subjects such as history and social sciences from both traditional and digital resources. We will also prepare history curricula. Aspects of local history, teaching visits and teaching economics and law also form a part of the course.

Learning activities and teaching methods:

lectures and exercises 14 h

Grading:

pass/fail

Person responsible:

Jari Honkanen

050073A-04: SD III Mathematics and Natural Sciences, 2 op

Voimassaolo: 01.08.2007 -

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

Learning outcomes:

The students gain a deeper level of understanding and expand their knowledge of primary and secondary maths and natural sciences in terms of teaching content and subject didactics. The students further develop their knowledge and conceptual tools relating to different content areas in Maths, Chemistry and Physics. This is done in a way which incorporates the student experience so that teaching and learning become a pleasant experience. The student teachers assume a critically informed mindset for teaching Maths and Social Sciences - its objectives, content, teaching methods and educational material. The students learn to appreciate mathematical subjects and their teaching and learning on a deeper level.

Contents:

- mathematical problem-solving, modelling and applications
- Problem-based approach and experiential phenomenon in teaching M&NS subjects
- Arithmetic and algebraic thinking and development
- Geometric thinking: past and future development
- Other areas, e.g. analysis, depending on time constraints.

Recommended or required reading:

Räsänen, Kupari, Ahonen & Malinen (toim.) (2004) Matematiikka - näkökulmia opetukseen ja oppimiseen.

Kurki-Suonio, K. & Kurki-Suonio, R. (1994) Fysiikan merkitykset ja rakenteet.

Bucat, B. & Fensham, P. (Ed.) (1995) Selected Papers in Chemical Education Research - Implications for the Teaching of Chemistry. Delhi: The Committee on Teaching of Chemistry, International Union of Pure and Applied Chemistry.

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

Assessment methods and criteria:

Lectures 18h, small-group work 6 h

Grading:

0-5

Person responsible:

Lasse Jalonen ja Vesa-Matti Sarenius

050073A-06: SD III Music Education, 2 op

Voimassaolo: 01.08.2007 -

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

Learning outcomes:

The students familiarise themselves with the central content-area, teaching methods, learning material and issues in assessment.

Contents:

- National and municipal curricula at the primary level.
- In conjunction with Teaching Practice I (advanced level) and the Pedagogy II Seminar.

Learning activities and teaching methods:

lectures and exercises

Recommended or required reading:

recent teaching materials in music education, curricula

Grading:

pass/fail

Person responsible:

Kari Kuivamäki

050074A-05: SD IV Biology and Geography, 5 op

Voimassaolo: 01.08.2007 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Learning outcomes:

The students

1. are able to do a research paper in the area by applying their newly acquired subject didactic research skills.
2. understand the ethical responsibility of teaching work
3. Assess their own teaching philosophy and growth as a teacher as a part of the professional development.

Contents:

Biology and Geography

1. Basics of teaching
2. teaching and the future
3. the teacher as a supporter
4. world views and their significance
5. Good characteristics of a biology/geography teacher
6. Sustainable futures
7. Values and morality
8. Basics of subject didactics research
9. qualitative or quantitative research?
10. planning and conducting research

Learning activities and teaching methods:

Active participation in contact teaching, study journal, portfolio, seminar paper.

Grading:

0-5

Person responsible:

Eila Jeronen

050074A-01: SD IV Finnish Language and Literature, 5 op

Voimassaolo: 01.08.2007 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish**ECTS Credits:**

5 cr

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

After completion, the students will be able to develop their professional identities through research work. They can apply subject didactics research approaches in developing teaching methods in Finnish Language and Literature. In addition, the students are capable of reforming mother tongue and literature teaching on a broader scale.

Contents:

The following topics are covered:

- principles and practice in subject didactics research
- research paper

Learning activities and teaching methods:

Seminar work 36h.

Recommended or required reading:

TBC.

Assessment methods and criteria:

Participation in seminar work, independent research paper.

Grading:

pass/fail

Person responsible:

Minna Sääskilahti

050074A-03: SD IV Foreign Languages, 5 op**Voimassaolo:** 01.08.2007 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

The students

- Are able to prepare a subject didactics research paper based on in-depth study of one particular subsector in foreign language teaching.
- Understand the ethical responsibilities in teaching work.
- Assess their own teaching philosophy and growth as a teacher as a part of the professional development.

Contents:

The following topics are covered:

- in-depth study of a subarea in foreign language teaching.
- Development of research abilities and capacity.
- Developing skills in a particular subarea of foreign languages teaching and learning.

Learning activities and teaching methods:

4h lectures, 42 h seminar work in small groups.

Assessment methods and criteria:

Active participation in seminar sessions, research paper.

Grading:

0-5

Person responsible:

N.N

050074A-02: SD IV History, 5 op**Voimassaolo:** 01.08.2007 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

Finnish

Learning outcomes:

The students understand:

- the underlying didactic factors in generating educational materials for history and social sciences.
- The learning process and different methods in attaining learning objectives.

Student gains proficiency in:

- assessing various educational materials and processes
- producing educational materials

Coursework:

- An applied OR theoretical research paper on subject didactics.
- Active participation in tutorials and seminar sessions.
- Contact teaching in total 36 h.

Contents:

Research work and seminar sessions.

Learning activities and teaching methods:

Seminars 36 h.

Grading:

pass/fail

Person responsible:

Jari Honkanen

050074A-04: SD IV Mathematics and Natural Sciences, 5 op**Voimassaolo:** 01.08.2007 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

Finnish

Learning outcomes:

- The student appreciates the basic principles of doing subject didactics research: theory, empiria, research problems, methods, conclusions.
- The student learns about the most recent ideas and research findings related to teaching mathematical subjects.
- Recent studies and results
- The students are able to develop their approach and 'literacy' towards subject didactics: the ability to read, interpret, and produce research of their own.
- The students learn formative criticism and debating skills in the context of subject didactics: the ability to critically examine conducted studies as well as their own research.

Contents:

Principles and practice of subject didactics research. Research paper and evaluation.

Learning activities and teaching methods:

Orientation lecture 4 h, small-group work 30h.

Grading:

0-5

Person responsible:

Vesa-Matti Sarenius (Mathematics); Lasse Jalonen (Chemistry/Physics)

050074A-06: SD IV Music Education, 5 op

Voimassaolo: 01.08.2007 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Learning outcomes:

- The student studies the central content-areas, work methods, educational materials and assessment related to secondary music education.
- The student reflects on the issues prevalent in their advanced teaching practice II from the perspective of a researching teacher.
- The course is partly tied with the research seminar.

Learning activities and teaching methods:

seminar-style teaching and exercises

Recommended or required reading:

Doctoral dissertations, articles, and other subject didactics literature on music learning, teaching and teacherhood.

Grading:

0-5

Person responsible:

Maija Fredrikson

410070P: Sociology of education, 4 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

After completion the student will be able to visualize:

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

Contents:

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

Learning activities and teaching methods:

Lectures and other teaching 18 h and independent study.

Recommended or required reading:

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

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

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

Assessment methods and criteria:

Exam

Grading:

pass/fail

Person responsible:

Veli-Matti Ulvinen

Other information:

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

050073A: Subject didactics III, 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 cr

Language of instruction:

Finnish

Contents:

The objectives, content, implementation, target group, etc., depend on the subject group in question. More specific information can be found in the following course descriptions:

- 050073A-01 Finnish language and literature
- 050073A-02 History
- 050073A-03 Foreign languages
- 050073A-04 Mathematics and natural sciences
- 050073A-05 Biology and geography
- 050073A-06 Music education

050074A: Subject didactics IV, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Contents:

The objectives, content, implementation, target group, etc., depend on the subject group in question. More specific information can be found in the following course descriptions:

- 050074A-01 Finnish language and literature
- 050074A-02 History
- 050074A-03 Foreign languages
- 050074A-04 Mathematics and natural sciences
- 050074A-05 Biology and geography
- 050074A-06 Music education