

Opasraportti

KTK - Practice Programme 2009-2011 (2008 - 2011)

Practice periods

The school practice periods constitute the larger part of pedagogical courses in teacher training. Spread over both Bachelors and Masters level studies, they comprise a significant part of the basic, intermediate and advanced courses in teacher education. School and teaching practice covers a total of 25 ECTS.

This section contains important information concerning the following practice periods:

Practice Programme for Broadly Based Primary Teacher Education Program, Arts and Crafts Oriented Primary Teacher Education and Technology Oriented Primary teacher Education:

411075P School Experience Orientation, (OKT) 2 ECT

407032A School Experience Bachelor Level (KKT) 6 ECT

408020S School Experience Masters Level (MKT) 11 ECT

408021S Thematic Practice (TH) 6 ECT

Practice Programme for Master of Education, International Programme:

407516P School Experience I: Orientation, SE I (2 pts./ 1 cr.)

407517A Thematic Practice, TP (6 pts./ 4 cr.)

408519S School Experience II: Master's Level, SE II (8 pts./5 cr.)

408520S Advanced Professional Practice, APP (9 pts./6 cr.)

The school practice periods can be viewed online at: <http://www oulu.fi/ktk/luokanopettajakoulutus/>

Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

408520S: Advanced Professional Practice, 6 op

443187S: Expertise in early childhood education, 8 op

410075P: Orientation to Work at School, 2 op

407516P: School Experience I: Orientation, 2 op
 407032A: School Experience II: Bachelor's Level, 6 op
 408519S: School Experience II: Master's Level, 8 op
 408020S: School Work in the Master Phase, 11 op
 442167A: Teaching practice I, 7 op
 442168A: Teaching practice II, 8 op
 407517A: Thematic Practice, 6 op
 408021S: Theme-based Practice, 6 op

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

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.

443187S: Expertise in early childhood education, 8 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

10 ECT

Language of instruction:

Finnish

Learning outcomes:

After completion the student will be able to:

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

Contents:

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

1. the practice period can be completed e.g. through schooling/training, administration, research or planning and design duties, development projects, project- or organisation work in Finland or abroad.
2. the students will familiarise themselves with the theoretical approaches relevant to the chosen field of work and how they function in practice.
3. the planning, evaluating, and the student's own reporting will take place at group supervision sessions.

Learning activities and teaching methods:

267h. The courses has 3 parts:

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

Recommended optional programme components:

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

Recommended or required reading:

literature, free-choice

Grading:

pass/fail

Person responsible:

Aila Tiilikka, Marja Viklund / Leena Poikela

410075P: Orientation to Work at School, 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:

Finnish

Timing:

School experience orientation takes place during the spring term of the first year.

Learning outcomes:

After completion the student will be able to:

- critically assess their conceptualisation of teacherhood and education.
- Observe class room activity
- Understand the contents and significance of curricula in schooling.

Contents:

School experience orientation is a part of the studies in the major subject at the Bachelor level. It is also a part of the pedagogical studies in teacher training. All the student teachers complete this practice period, irrespective of prior work experience.

The principle theme of this practice period is the student as an agent in the classroom community. The aim is for the students to build upon the themes and their individual levels of understanding of the Psychology of Education course and Pedagogy I seminar in a classroom context. In addition, this practice period will introduce the students to curriculum and its flexible implementation in teaching. School experience orientation will offer the students a guided opportunity to investigate child development and interaction in a classroom environment, as well as relevant socio-cultural phenomena, based on the work and discussion in Pedagogy I. In the School experience orientation period, the students are introduced to the teaching profession by participating in the teaching and learning activities of their own student class groups and those of neighbouring classes (school units).

Learning activities and teaching methods:

Place: Oulu Normal School, grade level 0-6.

Requirements: Psychology in Education course, participation in Pedagogy I seminar.

Registration: There is no need to register separately for this course. All students participating in Pedagogy I have been registered for this particular practice period. Please note that all other practice periods will require registration.

Duration: 2 calendar weeks

Description: During School experience orientation the student will work in cooperation with the staff of the normal school and fellow student teachers. The student will observe and monitor the class and pupil activity from both the educational sciences perspective and the developmental psychology perspective, based on the knowledge acquired during the Psychology of Education course and Pedagogy I. The students will familiarise themselves with the school as an environment of learning and growing, and get to know the schools curriculum, especially at the general level.

The School experience orientation practice period will begin the week prior to the arranged practice period with a joint planning session, in which all the organizational and supervisory aspects, as well as appointment of the School experience orientation classroom groups (in which the planning will continue). All the persons participating in the practice period will be present during these plenary sessions. During the practice period, the student will get to know the class and perform set observation tasks.

During the second week, students will carry out small/scale teaching tasks either together with lecturers/teachers at the normal school and fellow student teachers by teaching smaller pupil groups or jointly holding small parts of lessons and familiarising themselves with the activities of the neighbouring classes/units for 2-3 hours (max. 6 student teachers/classroom).

Supervision: The general supervisor for the School experience orientation practice period will be the elementary level principal of the normal school. On-the-spot supervision in the classroom and school unit will be carried out by appointed teaching lecturers. Supervision in the main subject will focus on related aspects in Pedagogy I.

Information seminar: School experience orientation will begin with an information seminar held in the canteen of the 0-6 grade level normal school.

Grading:

The teaching lecturer of the class will assess student performance on the basis of evaluative discussions and the student's pedagogical portfolio (pass/conditional/retake). A successful pass will be marked in the teaching practice card, which will also be signed by the holder of the Pedagogy I seminar. There are separate guidelines for the subscribed contents and formats of the pedagogical portfolio. More information on this will be given during Pedagogy I.

Evaluation seminar: At the end of the School experience orientation practice period, an evaluation seminar will be held at the normal school, in which the objectives and outcomes of the practice period will be discussed, as well as how these experiences can be used in future teaching practice periods. A secretary chosen from among the student teachers will take down the minutes of the meeting, which will be sent in electronic form to all the participants of the school practice period no later than one week after the seminar.

Person responsible:

Teachers of Pedagogy I, Kasope school practice coordinator and the Oulu normal school practice team.

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.

407032A: School Experience II: Bachelor's Level, 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 ECT

Language of instruction:

Finnish

Timing:

The Bachelor level school experience for multidisciplinary and for arts and crafts education programme students takes place during the spring term of the 2nd year.

The technology education students will also complete their practice period during the 2nd year, but during the autumn term.

Learning outcomes:

After completion, the student will be able to:

- analyse their own perspectives on teaching and pedagogy
- understand the significance of responsibility/accountability in pedagogy
- plan and realize teaching according to curricula and lesson plans
- appreciate the distinctive features of different subjects
- evaluate student performance and learning
- evaluate their own teaching
- be familiar with professional working habits and apply them

Contents:**Content and themes:**

The School Work in the Bachelor Phase practice period forms a part of the Bachelor Level degree under the course entities of Multidisciplinary Studies in the Subjects (MSS/ 3 ECTs) and Cross-curricular Themes taught in Basic Education (CCT/ 3 ECTs).

The principle theme is teaching and learning. During the practice period the students are expected to enhance their working knowledge and understanding of the topics covered in their Guidance in Learning, Lesson planning and Assessment courses and Pedagogy II by practical work in a school and classroom environment. In addition, the practice will introduce new themes: kinds of learning, learning problems and student care.

The School Work in the Bachelor Phase period provides the students with the possibility to practice basic skills as well as work on their planning, realizing and evaluating skills. Students become familiar with planning at different levels - from single lesson plans to curricula and using flexible and situation-specific teaching approaches in their teaching to critical assessment.

Hence, it is possible for the students to familiarize themselves with important phenomena and core concepts in pedagogical activity, e.g. the pedagogical relationship, discretion, facing the child, and teacher responsibility. The student is also given the chance to take notice of and explore the link between educational research and teaching. The Arts and Crafts education students will, in addition, investigate the role of art education in the school's daily life and explore learning through art.

Learning activities and teaching methods:**Place:**

Oulu Normal School (teaching school), grades 0-6

Requirements: Before commencing The School Work in the Bachelor Phase, the student must have completed at least 50 ECTs of their Bachelor level studies, including Mathematical Didactics Part I (3 ECTs), Reading and Literature, (3 ECTS) and the Orientation practice period. In addition, the student must have begun Pedagogy II (3 ECTS).

Registration:

- Multi-disciplinary and Arts and Crafts education programmes,
- Registration takes place during Autumn Term of the 2nd year (by the end of November).
- Technology Education students. Registration takes place during Spring Term of the 1st year (by the end of April).
- The students must register for their The School Work in the Bachelor Phase with an electronic form that is handed into the student office of the education department. The registration form must be filled in carefully. The form can be found online on the homepages of the educational sciences and the teacher training departments. Please note that the form can only be accessed during registration time.

Duration: 6 calendar weeks

Description:

The School Work in the Bachelor Phase constitutes 160 h half of which is at a specified time and place at the normal school, including both lesson-observation and supervisions.

The School Work in the Bachelor Phase will involve practicing teaching in either Maths or Finnish (A1), in accordance with class level and lesson resources. In addition, the student will teach at least one Arts and Crafts subject (Physical Education, Art, Music, Textiles, or Technical Crafts).

The student will also teach one of the following subjects: History, Religion/World Views, Physics and Chemistry, Biology, Geography, Environmental Sciences. There will be a total of 20 lessons, of which 8 are during group-work weeks and 12 during independent teaching weeks. Apart from lesson-holding, the students will also follow classes in a second Arts and Crafts subject for a total of 4 lessons.

The remaining 56 hours of pre-set school practice work consists of actively following the assigned homeroom's various lessons and the supervision sessions given by the teaching lecturer and the KASOPE (Educational Sciences and Training Dept) staff.

During the practice programme, the level of independence in teaching will grow gradually. In the beginning, the work will be undertaken in groups formed of fellow students and an appointed teacher, and only later will it be undertaken at a more independent level. This way the six week practice period forms two different stages:

- a) Group work (weeks 1-3) and
- b) Independent work (weeks 4-6)

During the group work stage, emphasis will be placed on the basic skills involving lesson-planning, lesson-holding, and evaluation for different pupil-groups and situations. During the independent work stage, the aim is for the teacher student to come up with new ideas and try out different teaching methods according to the pupils' ways of learning and subject-specific teaching methods.

Supervision: During The School Work in the Bachelor Phase, supervision will be provided by the teaching lecturers at normal school. Supervision in different subject didactics will be provided by Kasope in either Maths or Finnish (A1).

It is possible for the student to receive subject didactics guidance in the other taught subjects. Enquiries should be made to the relevant subject didactics lecturer.

Information seminar: The School Work in the Bachelor Phase will begin with an information seminar in the canteen of the normal primary school (0-6).

Grading:

The teaching lecturer of the class will assess student performance on the basis of assessment discussions and the student's pedagogical portfolio on a scale of pass/conditional/retake. A successful pass will be marked in the teaching practice card, which will also be signed by the Maths or Finnish A1 subject didactics lecturer.

Person responsible:

Teaching practice coordinator at Kasope and the teaching practice team at Oulu Normal School.

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.

408020S: School Work in the Master Phase, 11 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:

11 ECT

Timing:

School Experience Masters Level can be completed at the Oulu Normal School during either the Autumn or Spring terms. The practice period takes place during the 4th or 5th year of study.

Learning outcomes:

After completion, the students will

- have a clear idea of teaching and pedagogical perspectives
- understand the unique features of different subjects and subject groups and be able to apply this knowledge in practice
- teach in accordance with lesson plans and curricula
- recognize the importance of cooperation between the school and home.
- evaluate their own role as an educator
- create, use and evaluate lesson materials.

Contents:

The practice programme constitutes a part of the pedagogical studies at the Masters level, and falls under the courses Education and Teaching in Transition (5 ECTS) and Pedagogy III (3 ECTS).

At the Masters level, the practice period follows the theme of viewing oneself as a teacher and educator (*i, the Teacher*). The aim of the practice period is for the students to deepen and expand their working knowledge and understanding of the topics covered in Education and Teaching in Transition and Pedagogy III through practical work experience in the context of the school and the classroom.

The practice period focuses on taking complete responsibility for the classroom. The students engage in all the activities for which a teacher is responsible.

The period provides the students with a guided opportunity to plan study periods on the basis of curricula and subject material and to become familiar with the distinctive didactic features of different subjects.

During the practice period, students will assess their own teacherhood from different perspectives - teachers as influential actors in society, educational ethics and morality. The students will also participate in collaboration between the school and home. Based on their own practical experience, they will investigate the core phenomena and concepts behind pedagogical activity, e.g. the pedagogical relationship, discretion, facing the child and teacher responsibility, with the aim of developing the knowledge they already have. The students are also given an opportunity to consider how educational research affects the work of a teacher and to conduct educational research relating to the teaching profession.

The Arts and Crafts education students will also consider the significance of teaching and making art in relation to the teacher's own perspectives on theory in art education. In addition, they will investigate their teaching practice in relation to their own art education: what does being an art teacher mean?

Learning activities and teaching methods:

Place: Oulu Normal School, grades 0-6. Those students completing the 60 ECTS minor subject have the possibility of completing this practice period at the normal school at grade level 7-9.

Requirements: In order to participate in, the student must have successfully completed: school experience orientation, Bachelor level school experience, and their Multi-disciplinary Studies in the Subjects (MSS) and Cross-curricular themes taught in basic education (CT) (total 60 ECTS). In addition, the student must have a minimum of 10 ECTS of completed minor subject studies at the start of this school experience period.

If the students have chosen to complete the 60 ECT minor subject studies, they can complete an advanced minor subject to teach at grade level 7-9. The minor subject can also be completed at a different time than the practice period.

The right to do a practice period in the minor subject at grade level 7-9 is gained when the practice requirements are fulfilled and 25 out of the 60 ECTS of the taught minor subject have been completed.

Please note that this requirement must be fulfilled by the *commencement* of the school practice period, not during registration. In unclear situations, the person responsible for the course will determine the right to participate. The advanced minor subject school practice period can also be done at 0-6 grade level.

Registration:

- For the autumn practice session, please register by the end of April in the preceding spring term.
- For the spring practice session, please register by the end of November in the preceding autumn term.
- The student must register for their School Experience Masters Level with an electronic form that is directed to the student office of the education department. The registration form must be filled in carefully. The form can be found online on the homepages of the educational sciences and the teacher training departments. Please note that the form can only be accessed during registration time. Students are expected to inform which minor subjects they intend include in their in-school practice. Other relevant information regarding participation in subject didactic research groups or courses can also be included. If the student intends to collect data for a Masters thesis, it is advisable to inform of this on the form as well.

If the students would like to complete school practice in their advanced/extended minor subject at the 7-9 grade levels, they should personally inform the person responsible for coordinating 7-9 grade level school practice when registering for the School Experience Masters Level .

Duration: 8 calendar weeks

Description: The Masters level school practice period covers 295 h, of which 135-145 h is work at a specified time and school, following classes and guidance sessions. These include:

Holding lessons : The students will hold 60 lessons during this practice period. Of these, a section or block will be subject-specific, i.e. either Maths or Finnish (A1) and two taught minor subjects (min. 7h per subject). The rest of the lessons will be in blocks of either entire school days or even weeks. The students will plan the syllabi together with the teaching lecturer of the class and the relevant subject didactics lecturers.

Should the students want to do their school practice for their advanced/extended minor subject at a higher grade level, these school sessions will be subtracted from their subject-specific lessons.

Assistant teacher: The students work as assistant teachers for 10-15 lessons which are taught by fellow student teachers. At the same time, the students observe and follow the held lessons and participate in the evaluation discussions with fellow student teachers and supervisors.

Other forms of work within a school: This practice period also contains 10-15h work relating to the practical aspects of teaching, school and/or educational sciences, e.g. project work. A project could be:

- research plan-based data collection for the Masters thesis or similar diploma work
- assignment(s) for a specialisation course related to teaching practice.
- Functions at the normal school, e.g. parent evenings, student exhibitions, UNESCO-themes, school camps, art productions, collaborations or projects with different cultural facilities, or other functions.
- Following lessons: The students will actively follow lessons in their assigned homeroom for 25-30 h. During this, the students will familiarize themselves with the class. This may involve related assignments given by the teacher or the subject didactics lecturer. Teacher-lecturers at the normal school provide students with guidance during the School Experience Masters Level practice period. Also, students will seek subject didactics supervision in at least 4 subjects; in all the subject-specific blocks and in one elective subject in which the students must hold at least 3 lessons. There will be 25-30 guidance sessions. The planning, implementation and assessment of lesson- and curricular planning will be done comparatively among fellow students and teachers, the class teacher and the Kasope staff (depending on the nature of the school practice sessions). The lecturer will assess student performance on the basis of evaluation discussions and pedagogical portfolios on the scale of pass/conditional /retake. A successful pass will be registered in the student's teaching practice card.

Information seminars: The School Experience Masters Level practice period will commence with an information seminar in the canteen at the 0-6 grade level school at the Oulu Normal School.

Grading:

The teaching lecturer of the class will assess student performance on the basis of assessment discussions and the student's pedagogical portfolio on a scale of pass/conditional/retake. A successful pass will be marked in the teaching practice card, which will also be signed by 5 didactics lecturers.

Person responsible:

Practice period coordinator and the Oulu normal school practice team.

442167A: Teaching practice I, 7 op

Voimassaolo: 01.08.2005 - 31.07.2017

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

7 ECT

Language of instruction:

Finnish

Timing:

2nd study year.

Learning outcomes:

After completion, the student will be able to:

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

Contents:

During this practice period, the student teachers will engage in

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

Learning activities and teaching methods:

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

Grading:

pass/conditional/fail

Person responsible:

Aila Tiilikka

442168A: Teaching practice II, 8 op

Voimassaolo: 01.08.2005 - 31.07.2017

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

8 ECT

Language of instruction:

Finnish

Timing:

3rd study year

Learning outcomes:

After completion the students will be able to:

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

Contents:

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

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

Learning activities and teaching methods:

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

Recommended optional programme components:

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

Grading:

pass/conditional/fail

Person responsible:

Marja Viklund

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.

408021S: Theme-based Practice, 6 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:

6 ECT

Language of instruction:

Finnish

Timing:

Thematic practice takes place during the Masters stage of the teacher training programme during a period chosen by the student, or alternatively during a longer time period (overlapping with Bachelors studies)

Learning outcomes:

The practice is a part of the Masters Degree studies and is a part of the pedagogical studies undertaken by the student. As the name implies, the practice period bears a theme of the students' own choices but which are based on their previous pedagogical studies and/or research studies. The theme could, for example, be based on certain area within schooling, a minor subject or another part of the students' studies, e.g. the Masters thesis. During this practice period, the students can gather data for their Masters thesis. The Thematic practice can also be viewed as a kind of internship.

One of the main features of Thematic practice is independent study, i.e. student autonomy. The students themselves are responsible for the completion of this particular practice period.

Students are responsible for:

- planning and implementing the theme-based practice
- seeking guidance and arranging for a student advisor
- finding a venue/ internship and a host supervisor
- planning the evaluation and its implementation
- Implementation of this particular practice period will be negotiated with relevant supervisors

Primary education students will complete their theme-based practice, despite any previous work experience.

After the practice period the student will be able to:

- be familiar with the multiple layers of the education realm
- analyze the different perspectives of educational work and be able to apply them in various contexts and assignments within educational work.
- Apply a set of a research data in experimental or developmental work, or gain other relevant skills
- Apply their skills and knowledge in planning project-work.

Contents:

Thematic practice provides an opportunity for experimental, developmental or research activity with different actors and partners in the education field. The aim of the practice period is to support the student in gaining expertise in an area of particular interest to the student. During the Thematic practice the student can familiarize him/herself on a broader level with the teaching profession and/or focus in-depth on a more specific area of interest. It is possible to complete this practice period as a more long-term period of research- or development work which is related to the pedagogical studies and/or research studies undertaken before the practice period begins.

Familiarizing with the education field on a broader level provides the student with the opportunity to expand their experience of working as a teacher on a more civic level, vocational level, or within an educational organization or project that does not fall in the 0-6 grade level. In this form of practical experience, the student him/herself is

responsible for planning the contents, implementation and evaluation of the practice period and the undertaken work's relevance within the education system. The subject, thematic foundation or the research area are decided between the student and the supervisor.

Applying themselves in a particular field in education provides the student with the chance to deepen their working knowledge of the various themes that arise in their previous and current studies. The Thematic practice experience should involve either educational, guidance, or teaching work.

Learning activities and teaching methods:

Implementation: One place is sufficient. The practice period can be divided into 2 or 3 different time periods, and can also take place at different work places.

The practice venue must be a public or third sector organization, whose function falls under education, training, schooling or teaching. The internship can take place abroad. It can also take place at a normal school.

Especially the Arts and crafts teacher programme the Thematic practice can take place jointly with different cultural bodies, involving e.g. project planning and implementation or education provision for special student groups.

Requirements: Student may begin this practice period after successful completion of the following: school experience orientation (2ECT), Bachelor Level School practice period (6 ECT), min. 20 ECTS basic studies of the teacher training programme, and min. 20 ECTS of teacher training major subject studies. Students that have completed their advanced general educational studies are also required to have completed at least one study period of their advanced level studies in education.

Different types of practice periods and their durations: The practice period can be completed in either one place or be divided into 2-3 at least parts (min 2ECT each).

A) Work practice

This type of practice is completed by engaging in work in the educational field. The experience will expand the teacher trainee's views on the various different jobs within the teaching profession, OR the cooperation among various different social bodies related to education, OR work in an educational organization.

Multi-dimensional teacherhood: kindergarten teacher, special education teacher, special education class teacher, subject teacher, vocational teacher, general studies teacher, elective civic studies teacher, student tutor, homeroom teacher.

Multi-sectoral cooperation: e.g. social services in child protection, school curator, school healthcare, speech therapy, school counsellor.

Cultural field: e.g. involvement in an art project or organisational duties in a cultural organisation, art therapy, special education classes and schools.

Other pedagogical field: other work with children, youths, or participation in a pedagogical organisation.

Qualifications in these sectors or attained in other training programmes, so familiarisation with these activities can only be done in the form of work experience under the direction of a person actually working in the particular field.

30-40 h work will correspond to 2 ECTS, depending on the demands of the work in question. In addition, the student will reserve time for planning and evaluation (incl. writing a report).

B) Research and development activity. E.g. projects; experimental educational projects; developing their professional knowledge base, data collection or other forms of research work related to the Masters thesis. In addition, the student will reserve time for planning and evaluation (incl. writing a report).

C) Other form of school experience. E.g. special education schools, special services units, student groups in small rural schools, supervising groups of integrated students, field schools, normal schools, kindergartens, student groups within schools, after school activities, student clubs activity, arts classes (also arts programme classes), educational/training within organisations.

When completing other form of school experience, the students will hold 12-15 lessons and will observe actively, possibly also working as a teacher's aide for 12-15 lessons, amounting to a total of 2 ECTS. In addition, the students will reserve time for planning and writing a report on their work experience period.

This form of work experience will also require a supervisor from the school in question, who will monitor the student's lessons and give feedback.

The work practice period can also be constructed in such a way that it is spread among a longer period of time, e.g. the whole year. The amount of credits given will be determined according to the hours mentioned in A) and B).

Planning and reporting:

The practice period begins accordingly with designing a plan and ends with the completion of a report of the work experience activities.

Work Experience Plan:

This plan is an open-format, pedagogically justified description of the intended work practice period, which will be approved by the supervisor assigned to this work practice period. It should include the following:

- the theme of the work practice period
- venue and schedule
- connection to studies, the theme related to the planned work practice activities.
- set personal objectives
- arranged supervision and its implementation
- how the work practice period will be evaluated

Work Experience Report:

The report is based on the theme of the work experience period. The form of the report will be agreed on upon the approval of the work experience plan by the student advisor at the university. The length of the report depends on the parameters of the work experience period in general. Theme-based practice is an advanced level study and must, for that reason, also contain theoretical aspects, base itself on scientific literature, and also explain how the latter relate to the theme and activities of the work experience period. If the practice period has been divided into multiple parts, a plan and report for each inclusive period must be completed separately. The collective length of the written work will correspond to the general length of the plan and report as if done in a single period.

The Masters thesis cannot function as the report, should the student choose to do research activity for their TB-practice. On the other hand, the report can be used for the Masters thesis text.

Registration:

The student deliver a letter to the relevant person from Kasope, requesting permission for the work experience to take place. Consent is signed by both the hosting supervisor and a representative from Kasope, who will also function as the student's supervisor at the university. The student will deliver copies of the signed letter of consent to both. The Kasope representative's date of signature is the date of registration for this particular practice period. The Kasope student advisor will keep the consent letter for the duration of the practice period (at minimum).

Supervision:

The students will independently arrange for an advisor from Kasope depending on the theme of the work experience. Supervision is divided into two sessions, pre-work experience guidance, and post-work experience guidance (2 h altogether). During the pre-work experience guidance session, the plan will be discussed and will then be approved by the supervisor. During the post-work experience guidance session the work experience itself will be discussed retrospectively with reference to the objectives outlined in the pre-work experience guidance session.

If the work practice is a form of school experience, the student should arrange for a host advisor and for a supervisor in other forms of work experience.

Grading:

The evaluation will be based on the students' own assessments of the work experience and the feedback material collected by the students during the course of the work experience period. The students will inform the student advisor regarding the evaluative framework and implementation of the work experience period in question.

The Kasope student advisor will be responsible for approval of the work experience period.

Person responsible:

Kasope teaching practice coordinator