

Opasraportti

KTK - Primary Teacher Education 2012-2013 (2012 - 2013)

Primary Teacher Education

The degree of Master of Arts (Education) with an orientation to broadly based primary teacher education deepens the student's competence to function as an expert of education and teaching in educational organisations. The education gives the student a diversified competence in pedagogy, didactics and subject mastery to meet educational challenges in the future school.

The studies offer ingredients for the construction of a personal pedagogical viewpoint and activity and guide the student to become conscious of the social significance of the primary teacher's work. The theme of interaction that started in the Bachelor's degree is deepened in the Master's degree so that the student develops his or her competence to study interaction in educational and teaching situations. The studies familiarize the students with the special issues of guiding both child and adult groups and with the cooperation between home and school. The education also deepens the student's notion of the child and his/her ability to analyse cultural and social assumptions related to childhood.

Learning Outcomes (BA):

- Student is able to collect pedagogically relevant items to personal pedagogical portfolio.
- Student is capable of discussing the nature of pedagogical action and the applicability of the pedagogical theory.
- Student is able to discuss the assessment and evaluation of learning and recognizes learning as a life-long process.
- Student can explicate his/her understanding of the subject knowledge of various subjects to the pupils.
- Student can examine the special educational needs of pupils.
- Student is able to adapt his/her behavior and action in different educational and teaching situations.
- Student shows responsibility, empathy and tact in educational situations.
- Student is able to participate in planning and evaluation tasks in education.
- Student recognises the special features of group processes and is able to explain the importance of collaboration in constructive interaction.
- Student can analyse interaction from the perspective of safety and caring.

Learning Outcomes (MA):

- Student identifies the need for continuous self-development.
- Student is able to take responsibility for his/her actions and support the learners' self-efficacy.
- Student is capable of working in a multi-professional environment.
- Student knows how to analyse and explain theoretical knowledge on education and teaching.
- Student is able to recognize and evaluate creativity and innovation in the field of education.
- Student shows empathy and pedagogical tact and knows how to assess his/her actions in varying situations.
- Student is able to ponder and evaluate critically both own and others' views.
- Student knows how to plan research-based teaching.
- Student is able to participate in development and evaluation tasks in education.
- Student is capable of knowledge generalization, is able to design and invent theoretical knowledge, and apply it to teaching.
- Student knows how to analyse his/her conception of child and social and cultural assumptions of childhood.

- Student knows how to apply different methods and theoretical viewpoints to the study of interaction.

Primary Teacher Education Bachelor's Degree Timing example	1st year				2nd year	
	autumn		spring		autumn	
	per.1	per.2	per.3	per.4	per.1	per.2
Language, Communication and Orientation (20 cr)						
405018Y Orientation to studies 2 cr	2					
405019Y Social contexts and value basis of education and teacherhood 3 cr				3		
901001Y Second Official Language (Swedish) 2 cr						
902130Y Foreign Language (English) 3 cr			3			
410014Y ICT as a pedagogical tool 3 cr		3				
410017Y Multimedia as a learning project 3 cr						
900070Y Scientific Communication I 2 cr	2					
900075Y Speech Communication 2 cr						
Basic Studies in Education (25 cr)						
410067P Basic course in education 4 cr	4					
410068P Didactics 4 cr		4				
410069P Educational psychology 4 cr				4		
410070P Sociology of education 4 cr				4		
410071P Educational philosophy 4 op			4			
410074P Pedagogical seminar I 3 cr			3			
410075P Orientation to Work at School 2 cr			2			
Intermediate Studies in Education (40 cr)						
411006A Research course I 10 cr						
407024A Teacher as a Pedagogical Thinker and Agent 3 cr						
407025A Encountering Diversity 3 cr						3
407026A Special Education 3 cr						
407027A Guidance of Learning, Planning and Evaluation of Teaching 3 cr						3
407028A Pedagogical Seminar II 3 cr						
407029A Infant and Primary Education 3 cr						3
407030A Bachelor's Thesis 9 cr						
407032A School Work in the Bachelor Phase I 3 cr (6cr)						
Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education						
Humanities module (15 cr)						
406020A Mother Tongue and Literature 7 cr		3				
406021A Drama Education 2 cr						
406022A History 3 cr						3
406023A Religion OR 406024A Ethics 2 cr						2
Science module (15 cr)						
406025A Mathematics Education: part I 3 cr	3					
406026A Mathematics Education: part II 2 cr						
406027A Physics and Chemistry 4 cr						4
406028A Biology 2 cr						

406029A Geography 2 cr						2	
406030A Health Education 1 cr							
Art module (30 cr)							
406031A Music 8 cr	1	1	1	1		1	1
406032A Art 7 cr	1	1		1		1	1
406033A Crafts/Textile Work and Technology 7cr	1	1	1	2		1	
406034A Crafts/Technical Work and Technology 7 cr		3		2			
406035A Physical Education 7 cr	1	1	1	1		1	
Multidisciplinary Studies if Textile Work	7	7	3	5	22	12	5
Multidisciplinary Studies if Technical Work	6	9	2	5	22	11	5
Programme Specific Studies (10 cr)							
405033A Interaction in Studies and Teachers' Work 3 cr							
405034A Group as a Learning and Educational Environment 3 cr							
405035A Safe and Caring Interaction in the Educational Environment 4 cr							
Minor Studies (25 cr) subject to the student's choice (student applies for the right to pursue minor subject studies in the previous spring)							
						TOT.	
Total of credits /period, if Textile Work	15	14	15	16	60	15	15
Total of credits /period, if Technical Work	14	16	14	16	60	14	15

Primary Teacher Education	1st year				2nd year		
Master's Degree	autumn		spring		autumn		
Timing example	per.1	per.2	per.3	per.4	per.1		
Language, Communication and Orientation (5 cr)							
900071Y Scientific Communication II 2 cr	2						
Alternative course: A, B or C							
410018Y A: Professional growth 3 cr			3				
405021Y B: Knowledge Work as a Pedagogical Challenge 3 cr							
410015Y C: Philosophy of science 3 cr							
Advanced Studies in Education (80 cr)							
413005S Research methods II 5 cr			5				
408013S Master's Thesis 40 cr					15		9
408014S Optional Course 4 cr			4				
408015S Curriculum and School Development 5 cr					5		
408016S Education and Teacher's Work in Change 5 cr	5						
408017S Pedagogical Seminar III 3 cr							
408020S School Work in the Master Phase 11 cr							
408021S Theme-based Practice 6 cr							6
408019S Basics of educational administration 1 cr	1						
Minor Studies (25 cr) subject to the student's choice (student applies for the right to pursue minor subject studies in the							
	5	6	8	6			

previous spring)

Programme Specific Studies (10 cr)	2	2	3	3	
405036S Interaction as a Research Object 3 cr					
405037S Childhood, Its Research and Interaction 3 cr					
405038S Working Methods for the Guidance of Adult Groups 4 cr					
Total credits /period	15	15	16	14	TOT. 6015 Master's Degree

Tutkintorakenteet

Primary Teacher Education, Bachelor's Degree (180 ECTS cr)

Tutkintorakenteen tila: archived

Lukuvuosi: 2012-13

Lukuvuoden alkamispäivämäärä: 01.08.2012

Language and communication studies (9 ECTS cr) (vähintään 9 op)

902130Y: Foreign Language (English), 3 op

Compulsory

902130Y-01: Foreign Language (English) part 1, 1,5 op

902130Y-02: Foreign Language (English) part 2, 1,5 op

900070Y: Scientific Communication I, 2 op

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

Compulsory

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

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

900075Y: Speech Communication, 2 op

Orientation studies (11 ECTS cr) (vähintään 11 op)

410014Y: Information and communication as a pedagogical tool, 3 op

410017Y: Multimedia as a learning project, 2 op

405018Y: Orientation to studies, 1 op

405019Y: Social contexts and value basis of education and teacherhood, 3 op

Basic studies in education (25 ECTS cr) (vähintään 25 op)

A250521: Education, Basic Studies (LO), 25 op

e1

410067P: Basic course in education, 4 op

410068P: Didactics, 4 op

410069P: Educational psychology, 4 op

410070P: Sociology of education, 4 op

410071P: Educational philosophy, 4 op

410074P: Pedagogical seminar I, 3 op

410075P: Orientation to Work at School, 2 op

Intermediate studies in education (40 ECTS cr) (vähintään 40 op)

A250531: Education, Intermediate Studies (LO), 45 - 50 op

e1

407040A: Basic Course in Quantitative Research, 5 op

Compulsory

407040A-01: Basis of research, 2 op

407040A-02: Statistical analysis, lecture, 2 op

407040A-03: Exercises, 1 op

407041A: Basic Course in Qualitative Research, 5 op

Compulsory

407041A-01: Basic course in qualitative research, lecture, 2 op

407041A-02: Basic course in qualitative research, exercises, 3 op

407024A: Teacher as a Pedagogical Thinker and Agent, 3 op

407025A: Encountering Diversity, 3 op

407026A: Special Education, 3 op

407027A: Guidance of Learning, Planning and Evaluation of Teaching, 3 op

407028A: Pedagogical Seminar II, 3 op

407029A: Infant and Primary Education, 3 op

407030A: Bachelor's Thesis, 9 op

407037A: School Work in the Bachelor Phase I, 3 op

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

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

e1

406020A: Mother Tongue and Literature, 7 op

Compulsory

406020A-01: Literature and Reading, 3 op

406020A-02: Language and Writing, 4 op

406021A: Drama Education, 2 op

406022A: History, 3 op

406025A: Mathematics Education: Part I, 3 op

406026A: Mathematics Education: part II, 2 op

406027A: Physics and Chemistry, 4 op

406028A: Biology, 2 op

406029A: Geography, 2 op

406030A: Health Education, 1 op

406031A: Music, 8 op

Compulsory

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

406031A-02: Voice and Singing, 1 op

406031A-03: Listening Education, 1 op

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

406031A-05: Accompaniment Instrument, 2 op

406032A: Art, 7 op

Compulsory

406032A-01: Drawing, 1 op

406032A-02: Painting, 1 op

406032A-03: Ceramics, 1 op

406032A-04: Building, 1 op

406032A-05: School graphic, 1 op

406032A-06: Environmental aesthetic, 1 op

406032A-07: Media education, 1 op

406035A: Physical Education, 7 op

Compulsory

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

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

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

406035A-07: Outdoor ball games, 1 op

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

406035A-09: Skating, swimming, 1 op

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

406023A: Religion, 2 op

406024A: Ethics, 2 op

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

Compulsory

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

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

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

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

Compulsory

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

406034A-02: Applications of mechatronics, 2 op

406034A-03: Applications of Electronics, 2 op

e3

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

407522A: Thematic practice II, 3 op

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

There are no strict stipulations on the minor subjects of degrees at the Faculty of Education. You may choose the minors freely from among the courses offered by the University of Oulu.

Choose one minor subject (25 credits) to be completed as part of the Bachelor's degree.

Programme specific studies (10 credits) (10 op)

Each primary teacher education programme includes its own set of programme specific studies. These studies amount to 10 credits in the Bachelor's and another 10 credits in the Master's degree. Among these studies (a total of 20 credits in the lower and higher degree together), a maximum of 4 credits can be free-choice studies, i.e. studies not specific to your own programme.

In broadly-based primary teacher education, programme specific courses are as follows:

405033A Interaction in studies and teachers' work, 3 credits

405034A The group as a learning and educational environment, 3 credits

405035A Safe and caring interaction in the educational environment, 4 credits

Primary Teacher Education, Master's Degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2012-13

Lukuvuoden alkamispäivämäärä: 01.08.2012

Language and communication (2 ECTS cr) (vähintään 2 op)

900071Y: Scientific Communication II, 2 op

Orientation studies (3 ECTS cr) (vähintään 3 op)

The student chooses one of the following courses:

410018Y Professional growth, 3 credits
 405021Y Knowledge work as a pedagogical challenge, 3 credits
 410015Y Philosophy of science, 3 credits

Advances studies in education (80 ECTS cr) (vähintään 80 op)

The Advanced Studies in Education include the course

408014S Optional course, 3 credits

The student can choose any advanced course in education to earn these credits. See the code for the Optional Course (408014S) in the Study Guide for further details on relevant courses.

A250541: Education, Advanced Studies (LO), 80 op

e1

408013S: Master's Thesis, 35 - 40 op
 408014S: Optional Course, 5 op
 408015S: Curriculum and School Development, 5 op
 408016S: Education and Teacher's Work in Change, 5 op
 408017S: Pedagogical Seminar III: I as a Teacher, on My Own and Together, 3 op
 408020S: School Work in the Master Phase, 11 op
 408021S: Theme-based Practice, 6 op
 408019S: Basics of educational administration, 2 op
 413030S: Advanced course in quantitative research, 5 op

Compulsory

413030S-01: Advanced course in quantitative research, lectures and literature, 2 op
 413030S-02: Advanced course in quantitative research, exercises, 3 op
 413031S: Advanced course in qualitative research, 5 op

Compulsory

413031S-01: Advanced course in qualitative research, lectures and literature, 2 op
 413031S-02: Advanced course in qualitative research, exercises, 3 op

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

There are no strict stipulations on the minor subjects of degrees at the Faculty of Education. You may choose the minor subjects freely from among those offered by the University of Oulu.

Choose one minor subject (25 credits) to be completed as part of the Master's degree.

Programme specific studies (10 credits) (vähintään 10 op)

Each primary teacher education programme includes its own set of programme specific studies. These studies amount to 10 credits in the Bachelor's and another 10 credits in the Master's degree. Among these studies (a total of 20 credits in the lower and higher degree together), a maximum of 4 credits can be free-choice studies, i.e. studies not specific to your own programme.

In broadly-based primary teacher education, the programme specific courses at Master's level are as follows:

405036S Interaction as a research object, 3 credits
 405037S Childhood, its research and interaction, 3 credits
 405038S Working methods in adult group guidance, 4 credits

Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

A200051: Orientation-based studies (LO-Bachelor), 10 op

e1

405033A: Interaction in Studies and Teachers' Work, 3 op

405034A: Group as a Learning and Educational Environment, 3 op

405035A: Safe and Caring Interaction in the Educational Environment, 4 op

A200052: Orientation-based studies (LO-Master), 10 op

e1

405036S: Interaction as a Research Object, 3 op

405037S: Childhood, Its Research and Interaction, 3 op

405038S: Working Methods for the Guidance of Adult Groups, 4 op

410015Y: Philosophy of science, 3 op

410018Y: Professional growth, 3 op

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

902130Y: Foreign Language (English), 3 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Language Centre

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

Leikkaavuudet:

ay902130Y Foreign Language (English) (OPEN UNI) 3.0 op

Voidaan suorittaa useasti: Kyllä

Proficiency level:

B2

Status:

Compulsory course for 1st year students of education.

Required proficiency level:

English must have been A1 or A2 language at school or equivalent English skills acquired otherwise. If you received the grade "L" or "E" in the Finnish matriculation exam, you can be exempted from **the first part of the course**.

ECTS Credits:

3 ECTS, workload is 80hrs (including 40 hrs of contact teaching)

Language of instruction:

English

Timing:

1st year: autumn term (1,5 ECTS - reading for academic purposes), spring term (1,5 ECTS - scientific communication)

Learning outcomes:

Objectives:

- to develop students' English language skills needed for effective communication on different topics related to teaching and educational research
- to practice comprehending and producing scientific oral presentations and written texts
- to introduce students to the concept of multiculturalism and its impact on education

Learning outcomes - by the end of the course students are expected to be able:

- to summarize, interpret and discuss academic texts on topics related to the field of education
- to write short essays on the topics related to teaching and educational research

- to search information on a chosen educational theme, and analyze, explain and orally communicate the ideas
- to describe and define the concepts of inter/multiculturalism, and identify and explain its effects on education

Contents:

- reading strategies and techniques with academic texts
- writing activities for summarizing and interpreting texts
- academic writing practice
- oral presentation practice
- intercultural awareness activities

Mode of delivery:

Contact teaching

Learning activities and teaching methods:

Small-group workshop, individual assignments and homework tasks

Target group:

Students of the Faculty of Education

Prerequisites and co-requisites:

-

Recommended optional programme components:

-

Recommended or required reading:

Course materials subject to a charge will be provided by the teacher

Assessment methods and criteria:

Regular participation in all contact teaching and completion of all required coursework.

Grading:

pass / fail

Person responsible:

See [contact teachers](#)

Working life cooperation:

none

Other information:

This course consists of two parts: [902130Y-01](#) and [902130Y-02](#)

Sign up to both of the parts by clicking the code.

Compulsory

902130Y-01: Foreign Language (English) part 1, 1,5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies

Laji: Partial credit

Vastuuyksikkö: Language Centre

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

Status:

Part of the course 902130Y Foreign Language (English)

Required proficiency level:

-

ECTS Credits:

1,5 ECTS credits

902130Y-02: Foreign Language (English) part 2, 1,5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies

Laji: Partial credit

Vastuuyksikkö: Language Centre

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

Ei opintojaksokuvauksia.

900070Y: Scientific Communication I, 2 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Language Centre

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay900070Y Scientific Communication I (OPEN UNI) 2.0 op

Status:

This course unit is compulsory for all students undertaking a BA degree in Education, Subject Teacher Education, Primary Teacher Education, Technology Oriented Primary Teacher Education, Creative Arts Oriented Primary Teacher Education and Music Education.

Required proficiency level:

-

ECTS Credits:

2 credits

Language of instruction:

Finnish

Timing:

1st year of studies

Learning outcomes:

Upon completion of the course unit the student should be able to prepare a verbally and stylistically fluent scientific presentation. The student should be able to assess and revise his/her own texts and apply the conventions and practices of scientific writing to his/her own work, especially to his/her scientific theses or dissertations. The student should be able to recognise his/her strengths and weak points as a communicator.

Contents:

The basics and various types of scientific communication. The basic notions of grammatical correctness and the stylistic and formal conventions demanded by proper scientific discourse. Critical approach to source literature and the most common formal standards (referencing techniques, constructing bibliographies etc.). Throughout the course unit the student analyses and produces texts of various types.

Mode of delivery:

See Learning activities and teaching methods

Learning activities and teaching methods:

Contact lessons and group work 16 h. Independent study ca. 34 h.

Target group:

See Status

Prerequisites and co-requisites:

-

Recommended optional programme components:

-

Recommended or required reading:

Kempainen, T. & Latomaa, T. (2002). Ensi askelia tieteen tiellä. Also available on the Internet.

Assessment methods and criteria:

Active participation in teaching, independent study and completion of given assignments.

Grading:

pass / fail

Working life cooperation:

-

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

Voimassaolo: 01.08.1995 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Language Centre

Opintokohteen kielet: Swedish

Leikkaavuudet:

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

Proficiency level:

B1/B2/C1 (CEFR scale)

Status:

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

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

Required proficiency level:

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

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

ECTS Credits:

2 ECTS credits

Language of instruction:

Swedish

Timing:

autumn or spring term

Learning outcomes:

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

Contents:

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

Mode of delivery:

Contact teaching

Learning activities and teaching methods:

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

Target group:

Students of the Faculty of Education

Prerequisites and co-requisites:

See Required proficiency level

Recommended optional programme components:

-

Recommended or required reading:

The students will receive course material subject to a charge.

Assessment methods and criteria:

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

Grading:

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

Person responsible:

See Contact teachers from Languages and Communication's home page

Working life cooperation:

-

Other information:

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

Compulsory

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

Voimassaolo: 01.08.1995 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Language Centre

Opintokohteen kielet: Swedish

Leikkaavuudet:

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

Ei opintojaksokuvauksia.

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

Voimassaolo: 01.08.1995 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Language Centre

Opintokohteen kielet: Swedish

Leikkaavuudet:

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

Ei opintojaksokuvauksia.

900075Y: Speech Communication, 2 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Language Centre

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay900075Y Speech Communication (OPEN UNI) 2.0 op

Status:

This course unit is compulsory for all students undertaking a BA degree in Subject Teacher Education, Primary Teacher Education, Technology Oriented Teacher Education, Creative Arts Oriented Teacher Education and Music Education. If a student of Education has included this course unit in his/her Bachelor's Degree, he/she must include 900071Y Scientific Communication II in his/her Master's Degree.

ECTS Credits:

2 credits

Language of instruction:

Finnish

Timing:

1st or 2nd year of studies according to the curriculum of the education programme.

Learning outcomes:

Upon completion of the course unit the student should be able to prepare and give an illustrative and understandable oral presentation on a topic relating to his/her own field in a way that suits the audience and the situation. The student should be able to function purposefully in various situations where he/she is working by himself/herself or as a part of a group. He/she should be able to participate in scientific discourse with sound argumentation and analytical listening. He/she should be able to give, receive and process constructive criticism. The student should be able to critically evaluate his/her own oral communication skills and understand the significance of oral communication in university studies, scientific activity and as a part of professional interaction and communication.

Contents:

Presentation exercises, group work, communicator image and its significance, the speech communication situation and speech communication skills, structure of a speech, preparing a speech, goals and distinctive features of scientific interaction, communicating as an expert in scientific and professional contexts, discussion, negotiation and meeting procedures and practices, observation and analysis of speech communication situations.

Mode of delivery:

See Learning activities and teaching methods

Learning activities and teaching methods:

Contact teaching 20 h and independent study ca. 30 h.

Target group:

See Status

Recommended or required reading:

Material subject to a charge delivered by teacher.

Assessment methods and criteria:

Active participation in teaching, independent study and completion of given assignments.

Grading:

pass / fail

410014Y: Information and communication as a pedagogical tool, 3 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** General Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay410014Y Information and communication as a pedagogical tool (OPEN UNI) 3.0 op

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

After completing the course the student knows how to:

- make good use of the technical infrastructure of the university
- use ICT as a tool in teaching and learning
- use basic tools programmes and recognise their pedagogical applicability
- recognise the possibilities and limitations of the new technologies in teaching and learning
- take a critical attitude towards available ICT services

Contents:

- general development of ICT
- using ICT in teaching, pedagogical applications
- word processing as an academic tool
- digital image processing and making of presentations

- future prospects of ICT
- digital portfolio

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 10 h, small-group sessions 20 h, independent work

Target group:

All the students in the faculty

Prerequisites and co-requisites:

No

Recommended optional programme components:

No

Recommended or required reading:

Lectures. Other study materials will be confirmed at the beginning of the course.

Assessment methods and criteria:

Active participation in the lectures, completing assignments and learning diary.

Grading:

Pass/fail

Person responsible:

Asko Pekkarinen

Working life cooperation:

No

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:

After completing the course the student:

- recognises the basic concepts of multimedia
- has planned and implemented an educationally relevant multimedia product in a group
- knows how to use commonly available multimedia production software
- discovers opportunities to use multimedia in education

Contents:

- basic concepts in multimedia
- digital audio processing
- digital image processing
- digital video processing
- digistories

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 10h, small-group sessions 20h, independent study

Target group:

All the students in the faculty

Prerequisites and co-requisites:

No

Recommended optional programme components:

No

Recommended or required reading:

Lectures, groupwork. Study materials will be confirmed at the beginning of the course.

Assessment methods and criteria:

Active participation in contact teaching and practical exercises. A multimedia product.

Grading:

Pass/fail

Person responsible:

Asko Pekkarinen

Working life cooperation:

No

405018Y: Orientation to studies, 1 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

After completion the student is able to plan the course of their own studies both independently and in cooperation with their fellow students (small-group tutorials). Students gain perspective on the structure, content and study practices of their own education. During the course, students prepare a Personal Study Plan (PSP).

Contents:

- initiating studies
- study goals, progression, structure and content
- professional task areas, finding employment
- PSP

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small-group sessions 15 h, lectures 8 h

Target group:

New students

Prerequisites and co-requisites:

No

Recommended optional programme components:

No

Recommended or required reading:

TBC (handouts and online material)

Assessment methods and criteria:

Active participation in lectures and exercises, completion of PSP.

Grading:

pass/fail

Person responsible:

By programme.

- Katja Holtinkoski (LuKo)
- Tiina Kempainen (KaKo)
- Paula Loukkola (VaKa)
- Maija Fredrikson, Nina Jokela (Muko)

Working life cooperation:

No

405019Y: Social contexts and value basis of education and teacherhood, 3 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

Having completed the course, the student

- knows how to expound the social and ethical dimension of educational work
- is able to evaluate the challenges posed on educational work by sustainable development and equality
- knows how to analyse current and future educational environments

Contents:

The course gives perspective in scientific foundation, ethical and aesthetic sensitivity, active citizenship and pedagogical thinking and practical ability. The course helps students orientate themselves towards sustainable development and the challenges of equality in education, and builds their capacity to conceptualize present and future developmental and educational environments.

- Globalisation, school and teacherhood
- Sustainable development in education and teaching
- Active citizenship and interactive design processes
- Gender equality

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 24 h, lecture journal, essay

Target group:

Primary teacher students, broadly based; early childhood education students

Prerequisites and co-requisites:

No

Recommended optional programme components:

No

Recommended or required reading:

Literature to be agreed on at the start of the course

Assessment methods and criteria:

Active participation in the lectures, writing a lecture journal and essay

Grading:

Pass/fail

Person responsible:

Anu Alanko

Working life cooperation:

No

A250521: Education, Basic Studies (LO), 25 op

Voimassaolo: 01.08.2010 -

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

25 cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

Having completed the Basic Studies in Education, the student knows how to view and describe pedagogical phenomena using the basic concepts and theories of the classic subfields of education. S/he knows how to use different academic study and working methods and is capable of independent written work and is oriented to educational expertise.

Contents:

Consists of the following courses:

410067P	Basic Course in Education	4 credits
410068P	Didactics	4 credits
410069P	Educational Psychology	4 credits
410070P	Sociology of Education	4 credits
410071P	Educational Philosophy	4 credits
410074P	Pedagogical Seminar I	3 credits
410075P	Orientation to Work at School	2 credits

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Methods vary by course

Target group:

Primary teachers students

Prerequisites and co-requisites:

None

Recommended optional programme components:

The courses above constitute the module of Basic Studies in Education.

Recommended or required reading:

To be agreed on for each course

Assessment methods and criteria:

Vary by course

Grading:

pass/fail

Person responsible:

Sinikka Kaartinen

Working life cooperation:

Includes a 2-credit school work period ("Orientation to Work at School")

*e1***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 oppimateriaali:****Rinne, Risto (1)** , , 2004, pakollinen**Rinne, Risto** , , 2000, pakollinen**Siljander, Pauli** , , 2002, pakollinen**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay410067P Basic course in education (OPEN UNI) 4.0 op

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:

1st year

Secondary teacher students 3rd year spring term

Learning outcomes:

After completion of the course, the student

- identifies the most important features of education as a science
- has a basic understanding of the history of education and its main areas of study.
- knows how to use the basic concepts of education and pedagogy and is familiar with issues connected with them
- can relate different sectors of the educational sciences to each other
- is familiar with practical and professional tasks in the field of education and with issues connected to them.

Contents:

- education as a science, main areas and subareas
- basic concepts: development, bildung, teaching, pedagogical activity
- history and development of education in Finland
- basics of professional growth and development
- orientation to practical tasks in education, assumption of a professional identity as a teacher and in other educational tasks.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other contact teaching 18 h, independent work

Target group:

Students in all programmes pursuing basic studies in education

Prerequisites and co-requisites:

None

Recommended optional programme components:

This is the first course in the Basic Studies in Education (25 cr).

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:

Lecture or literature exam, or written assignments

Grading:

pass/fail

Person responsible:

Pauli Siljander

Subject teacher education: Katri Jokikokko

Working life cooperation:

None

410068P: Didactics, 4 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Hakkarainen, Kai , , 1999, pakollinen

Kansanen, Pertti , , 2004, pakollinen

Rauste-von Wright, Maijaliisa , , 2003, pakollinen

Rauste-von Wright, Maijaliisa , , 1994, pakollinen

Uusikylä, Kari , , 2005, pakollinen

Uusikylä, Kari , , 2000, pakollinen

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410068P Didactics: (OPEN UNI) 4.0 op

ECTS Credits:

4 ECTS

Language of instruction:

Finnish

Timing:

1st year

Secondary teacher students 3rd year spring term

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other contact teaching 18 h and independent studies

Target group:

Students in all programmes pursuing basic studies in education

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of the basic studies in education (25 cr).

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)

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

Working life cooperation:

No

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 cr

Language of instruction:

Finnish

Timing:

1st year

Secondary teacher students 3rd year spring term

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other teaching 18 h, independent studies

Target group:

Students in all programmes pursuing basic studies in education

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of the basic studies in education (25 cr).

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

Working life cooperation:

No

Other information:

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

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

Secondary teacher students 4th year autumn term

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.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other teaching 18 h and independent study.

Target group:

Students in all programmes pursuing basic studies in education.

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of the basic studies in education (25 cr).

Recommended or required reading:

Aittola, T. (toim.) 2012. Kasvatussosiologian suunnannäyttäjä.

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

Working life cooperation:

No

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 cr

Language of instruction:

Finnish

Timing:

1st year

Secondary teacher students 4th year autumn term

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.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other teaching 18 h and independent studies.

Target group:

Students in all programmes pursuing basic studies in education.

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of the basic studies in education (25 cr).

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:

Eetu Pikkarainen

Working life cooperation:

No

Other information:

For Early childhood education students this course is 3 ECTS; in addition to lectures they will complete Early Childhood Education - theoretical approaches, 2 ECTS worth of exercises.

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 oppimateriaali:

Gulliford, Ronald & Upton, Graham (eds.), , 1992

Corbett, Jenny , , 2001

Charlton, Tony & David, Kenneth (eds.), , 1990

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

Completion of Pedagogical Seminar I and final report. Intended learning outcomes and the assessment criteria for a successful pass are (max 25 pts):

Three student:

- knows how to gather observation data on social interaction in the classroom (3-5 pts)
- identifies issues underlying changing teachership (3-5 pts)
- knows how to apply awareness of the pupil in the teacher's pedagogical activity (3-5 pts)
- knows how to present her/his pedagogical theory-in-use (3-5 pts)
- knows how to prepare a report based on observation data in the classroom, in which s/he discusses her/his observations from theoretical and practical points of view (3-5 pts)

Subject teacher education

Having completed the course, the student knows how to

- evaluate the relationship between general studies in educational sciences and other content areas in pedagogical studies and with the experiences acquired in teaching practice (relationship between theory and practice).
- participate in pedagogical discussion with representatives of different subjects and other parties
- justify his/her own pedagogical action
- face different students and identify special education needs and participate in student care.
- understand the principles of inclusive teaching and the individual education plan (IEP)

Contents:

- educational 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
- observation data
- pedagogical portfolio: objectives and implementation

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small-group sessions 24 h, independent work 16 h, literature study 20 h, report 20 h

Target group:

Students pursuing Pedagogical Studies (primary teacher education and subject teacher education)

Prerequisites and co-requisites:

410067P Basic Course in Education, 4 credits, 410068P Didactics, 4 credits

Recommended optional programme components:

The seminar is a part of the umbrella course formed by 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 sociocultural phenomena.

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching. Report on a selected topic (pass/fail, a mark of 3 required to secure a pass).

Grading:

Pass/fail

Person responsible:

Sinikka Kaartinen (Primary Teacher Education)
Marko Kielinen and Sinikka Kaartinen (Pedagogical Studies for Teachers)

Working life cooperation:

None

Other information:

The course is different in content and implementation in the **Pedagogical Studies for Teachers**.
See <http://wwwedu oulu.fi/intra/?oid=59363> for more information.

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 of the course, the student is able to:

- report on the activities of a class
- critically describe his/her conception of teachership and education
- assess the activity of a class by means of observation
- understand the contents and significance of curricula in school education

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 principal theme of this practice period is the pupil as a member of the classroom community. The aim is for the students to build upon the themes and their individual levels of understanding of Pedagogical Seminar I by working in a concrete classroom context. In addition, this practice period introduces the students to the curriculum and its flexible implementation in teaching.

School experience orientation offers the students a guided opportunity to investigate child development and interaction in a classroom environment, as well as relevant socio-cultural phenomena, based on study assignments formulated in Pedagogical Seminar 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 (cells).

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Primary teacher education, 1st year students

Prerequisites and co-requisites:

410069P Educational psychology

Recommended optional programme components:

Participation in Pedagogical Seminar I.

Recommended or required reading:

Same as in Pedagogical Seminar I

Assessment methods and criteria:

Duration of the period: two calendar weeks

Description of the activities: During Orientation to School Work, the student works together with the staff of the Teacher Training School and his/her fellow students.

The student observes and monitors the activity in the class based on the learning assignments agreed on in Pedagogical Seminar I. The student gets to know school as a growth and learning environment and is familiarised with the school curriculum, especially its general part.

The period starts with a cell-specific joint planning session, discussing the course and supervision arrangements and agreeing on the working classes where the planning continues. The planning is attended by all the persons taking part in the school work period. During this period, the student gets to know the class and carries out the monitoring tasks given in Pedagogical Seminar I.

There are 40 hours of activities tied to a time and place in this period, consisting of the following:

- In cooperation with Liikenneturva, the students in each class give a traffic education lesson to the pupils. There is a two-hour lecture on the contents of this lesson at a time to be specified later.
- The students also give small-scale simultaneous teaching, small group teaching or a jointly implemented teaching episode or lesson.
- In addition to the above, the students also monitor the activities in their own and neighbouring classes for a total of 36 hours.

Ohjaus: Orientoivan koulutyöskentelyjakson yleisohjaajana toimii normaalikoulun perusasteen rehtori. Työskentelyluokan ja solun lähiohjaajina toimivat tehtävään nimetyt luokanlehtorit. Pääaineopintojen ohjaus keskittyy koulutyöskentelyjakson ohjaukseen pedagoginen seminaari I:ssä.

Grading:

Assessment: The class teacher assesses the student's performance on the scale pass/fail based on assessment discussions and the pedagogical portfolio. An entry on a "pass" is made in the practice card. The card is also signed by the staff member who delivered Seminar I. There are specific instructions available on the composition and contents of the pedagogical portfolio. Its composition is also discussed in Pedagogical Seminar I.

A fail may need to be retaken or supplemented. A failed school experience period can be retaken twice. There are specific instructions on supplementation or retakes. If a registration for the period is not cancelled, it is considered a fail.

Evaluation seminar: At the end of the Orientation to School Work, an evaluation seminar is organised at the Teacher Training School to analyse the fulfilment of the goals for the period and to discuss how the experiences can be utilised for future school experience periods. The seminar is attended by all the persons who contributed to the school experience period. A secretary chosen from among the students keeps minutes in the evaluation seminar, and the document is delivered to the members of the school experience team in electronic form within one week of the seminar.

Person responsible:

Vesa-Matti Sarenius, Auli Halme and Erkki Pekkala

Working life cooperation:

Yes. The school experience period is arranged at the Oulu Teacher Training School. For more information, see " Learning activities and teaching methods"

Other information:

Registration: Registration for the autumn period is by the end of September, and for the spring period by the end of previous November. The registration takes place via Weboodi. The registration form is available in the time interval mentioned in an e-mail message and on the practice website.

The school experience periods are organised in groups. The details on each group's dates are to be found on the teaching practice website for primary teacher education.

A registration that is not cancelled is considered a "fail".

Information seminar: School experience orientation will begin with an information meeting to be held in the canteen for the grades 0-6 at the Teacher Training School.

Voimassaolo: 01.08.2010 -

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

40 credits

Language of instruction:

Finnish

Timing:

2nd and 3th year

Learning outcomes:

Intermediate/subject studies in education (40 credits) (Primary teacher education)

Upon completion of the intermediate studies in education, the student knows how to apply and evaluate the approaches of educational research to pedagogical phenomena. S/he is capable of scientific data acquisition and argumentation and knows how to report scientific results.

Contents:

407040A	<i>Basic Course in Quantitative Research</i>	5 credits
407040A-01	<i>1. Basis of Research</i>	2
407040A-02	<i>2. Statistical Analysis</i>	2
407040A-03	<i>3. Exercises</i>	1
407041A	<i>Basic Course in Qualitative Research</i>	5 credits
407041A-01	<i>1. Lectures</i>	3
407041A-02	<i>2. Exercises</i>	2
407024A	Teacher as a Pedagogical Thinker and Agent	3 credits
407025A	Encountering Diversity	3 credits
407026A	Special Education	3 credits
407027A	Guidance of Learning, Planning and Evaluation of Teaching	3 credits
407028A	Pedagogical Seminar II	3 credits
407029A	Infant and Primary Education	3 credits
407030A	Bachelor's Thesis	9 credits
407030A -01	<i>1. Maturity Test</i>	0
407030A -02	<i>2. Bachelor's Thesis</i>	9
407037A	School Work in the Bachelor Phase I	3 credit

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Vary by course

Target group:

Primary teacher students

Prerequisites and co-requisites:

Basic Studies (25 credits) in Education

Recommended optional programme components:

Comprises the Intermediate Studies courses.

Recommended or required reading:

To be agreed on for each course.

Assessment methods and criteria:

Vary by course

Grading:

0 - 5

Person responsible:

Sanna Järvelä

Working life cooperation:

Yes. Includes a 3-credit school work period, School Work in the Bachelor Phase I.

407040A: Basic Course in Quantitative Research, 5 op**Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Peltonen, Jouni Aslak**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay407040A Basic course in quantitative research (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2. or 3. year

Learning outcomes:

Having completed the course, the student knows how to

- define the basic ideas in the approaches and methods of research in the human sciences from the viewpoint of different traditions of science
- plan and implement the main stages of a simple quantitative study
- evaluate and interpret quantitative studies conducted by others

Contents:

The course is divided into three parts:

407040A-01 Basis of research (2 cr.)

- basic features of empirico-analytical research
- role of theory in research
- main stages of the research process
- formulating and shaping the research question
- types of research
- data collection
- accountability/reliability analysis

407040A-02 Statistical analysis (2 cr.)

- description of one- and two-dimensional empirical distribution
- foundations of statistical deduction
- estimation
- statistical testing

407040A-03 Exercises (1 cr.)

- enhancing knowledge of content areas in 1 and 2

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

1. Lectures 18 h
2. Lectures 20 h
3. Exercises: Small group sessions 16 h

Target group:

Students in all programmes pursuing Intermediate Studies in Education (/Music Education)

Prerequisites and co-requisites:

None

Recommended optional programme components:

Thesis studies support the writing of a Bachelor's thesis

Recommended or required reading:

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

Assessment methods and criteria:

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

Grading:

0 - 5

Person responsible:

Jouni Peltonen

Working life cooperation:

None

Other information:

Education Programme: if Research Methods I has been completed in the major subject studies, the student will complete equivalent credits worth of intermediate level studies in minor subject literature instead.
Early Childhood Education Programme: Small groups of their own, with Hannele Karikoski and Asko Pekkarinen in charge.

Compulsory

407040A-01: Basis of research, 2 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407040A-01 Basis of Research (OPEN UNI) 2.0 op

Ei opintojaksokuvauksia.

407040A-02: Statistical analysis, lecture, 2 op

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407040A-02 Statistical analysis, lecture (OPEN UNI) 2.0 op

407040A-03: Exercises, 1 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407040A-03 Exercises (OPEN UNI) 1.0 op

Ei opintojaksokuvauksia.

407041A: Basic Course in Qualitative Research, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anu Alanko

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407041A Basic course in qualitative research (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2. or 3. year

Learning outcomes:

Having completed the course, the student knows how to

- define the basic ideas in the approaches and methods of research in the human sciences from the viewpoint of different traditions of science
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret qualitative studies conducted by others

Contents:

- formulating and shaping research questions
- approaches to qualitative research
- different approaches to qualitative research
- progression of the research process
- interviews and observation in qualitative research

407041A-01 Lectures 3 cr

407041A-02 Exercises 2 cr

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 20 h, small group sessions 16 h

Target group:

Students in all programmes pursuing Intermediate Studies in Education (/Music Education)

Prerequisites and co-requisites:

None

Recommended optional programme components:

Thesis studies support the writing of a Bachelor's thesis

Recommended or required reading:

Ruusuvuori, J. & Tiittula, L. (toim.)(2005). Haastattelu. Tutkimus, tilanteet ja vuorovaikutus. Course material availability can be checked [here](#).

Assessment methods and criteria:

Exam, active participation in small group sessions, an essay

Grading:

0 - 5

Person responsible:

Leena Syrjälä

Working life cooperation:

No

Other information:

Education Programme: if Research Methods I has been completed in the major subject studies, the student will complete equivalent credits worth of intermediate level studies in minor subject literature instead.

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

Compulsory

407041A-01: Basic course in qualitative research, lecture, 2 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407041A-01 Basic course in qualitative research, lectures (OPEN UNI) 2.0 op

Ei opintojaksokuvauksia.

407041A-02: Basic course in qualitative research, exercises, 3 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407041A-02 Basic course in qualitative research, exercises (AVOIN YO) 3.0 op

Ei opintojaksokuvauksia.

407024A: Teacher as a Pedagogical Thinker and Agent, 3 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Clark, Christopher M. , , 1995

Houston, W. Robert, Haberman, Martin & Sikula, John (eds.), , 1990

Sikula, John, Buttery, Thomas J. & Guyton, Edith (eds.), , 1996

Van Manen, Max , , 1991

Van Manen, Max , , 1991

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Upon completion of the course the student knows how to

- justify her/his pedagogical activity using the terminology of educational research
- analyse the theory on the pedagogical thinking of teachers and current research data
- apply knowledge on groups in her/his teaching

Contents:

During the course we learn about the nature of the teacher's knowledge and pedagogical thought, core concepts and recent research. We learn conceptual tools that help us examine pedagogical work especially in terms of learner management and communication. These themes also cover recent topics such as work space and peace, bullying and friendship in schools. In addition, we may look at various issues depending on student interest.

The following issues are discussed in this course:

- teacher knowledge, its nature and forms
- pedagogical relationship and tact
- recent issues: teacher's and school's educational practices

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 32 h, literature study 20 h, essay 28 h.

Target group:

Primary teacher students

Prerequisites and co-requisites:

School experience, Bachelor level

Recommended optional programme components:

None

Recommended or required reading:

Van Manen, M. (2002) The Tone of Teaching.

The availability of the literature can be checked in [this link](#).**Assessment methods and criteria:**

Participation in lectures and group discussions, an essay on the lectures and literature

Grading:

0 - 5

Person responsible:

Minna Uitto and Katri Jokikokko

Working life cooperation:

None

407025A: Encountering Diversity, 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:

The students are proficient in the core concepts and theories of multicultural education and intercultural pedagogy. They are able to identify unequal practices in working life and try to exert an influence on them. They evaluate their own intercultural competence and its development as a lifelong process.

Contents:

- dimensions of diversity and cultural identity
- human rights and equality at school
- global education: main approaches and concepts
- challenges of intercultural education and teachers' intercultural competence

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 16 h, small group sessions 10 h, independent study.

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

To be confirmed at the course start

Assessment methods and criteria:

Active participation, book exam or essay

Grading:

pass/fail

Person responsible:

Maria-Liisa Järvelä and Katri Jokikokko

Working life cooperation:

None

407026A: Special Education, 3 op**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen oppimateriaali:****Ahvenainen, Ossi** , , 2005**Ahvenainen, Ossi** , , 1999**Ikonen, Oiva** , , 2000**Jahnukainen, Markku (toim.)** , , 2001**Murto, Pentti, Naukkarinen, Aimo & Saloviita, Timo (toim.)** , , 2001**Hautamäki, Jarkko (toim.)** , , 2001**Ikonen, Oiva & Virtanen, Pirkko (toim.)** , , 2001**Pulkkinen, Lea** , , 2002**Räsänen, Pekka et al. (toim.)** , , 2004

Sinkkonen, Jari & Pihlaja, Päivi (toim.), , 1999
Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

- student knows how to observe and, based on documents, implement pedagogical evaluation
- student knows how to compose instructions for him/herself to encounter general, reinforced and special support as his/her own tool
- student knows how to search for more information and identifies the need for multiprofessional support
- student knows how to define inclusion and how to discuss the theme using relevant scientific terms and publications

Contents:

- ideologies, values and principles underlying special education
- general, special and reinforced support, and care, teaching and rehabilitation
- cooperation, multiprofessionalism and educational partnership
- familiarisation with the field, target groups and practice of special education
- responding by pedagogical means to the need for special support
- pupil welfare work at schools
- inclusive education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 16 h, small group sessions 10 h, independent work.

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Ahvenainen, O. & Holopainen, E. (2005) Lukemis- ja kirjoittamisvaikeudet. Teoreettista taustaa ja opetuksen perusteita.

Moberg, S, Hautamäki, J, Kivirauma, J & Lahtinen, U. (2009) Erityispedagogiikan perusteet.

Ikonen, O. & Virtanen, P. (toim.) (2007) Erilainen oppija- yhteiseen kouluun.

Loukusa, S & Paavola (toim.) (2009) Lapset kieltä käyttämässä.

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

Assessment methods and criteria:

Participation in face-to-face teaching and excursions, learning assignments, book and lecture exams.

Grading:

Pass/fail

Person responsible:

Marko Kielinen

Working life cooperation:

None

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Bransford, John D., Brown, Ann L. & Cocking, Rodney R. (eds.), , 2000

Bransford, John D., Brown, Ann L. & Cocking, Rodney R. (eds.), , 1998

Bransford, John D., Brown, Ann L. & Cocking, Rodney R. (eds.), , 2004

Järvelä, Sanna, Häkkinen, Päivi & Lehtinen, Erno (toim.), , 2006

McGilly, Kate (ed.), , 1994

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Having completed the course, the student knows how to plan a teaching module for the future school that supports the development of a skilled learner. S/he knows how to explain the main foundations of learning theory and integrate them with the planning, supervision and evaluation of teaching. S/he knows how to use ICT and justify its use in pedagogical terms. S/he knows how to work collaboratively.

Contents:

Planning of teaching and guidance

- self-regulated learning
- collaborative learning
- learning to be an expert
- ICT in support of learning

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

An initial exam, 12 hours of contact teaching, collaborative online and face-to-face work between the contact sessions

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

The course is part of the whole formed by "Pedagogical Seminar II" and "Bachelor-level School Experience".

Recommended or required reading:

See blog <http://oosa2012.wordpress.com> for the course material.

Assessment methods and criteria:

Participation in contact teaching and collaborative work.

Grading:

pass/fail

Person responsible:

Pirkko Hyvönen

Working life cooperation:

None

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:

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 ICT as a pedagogical tool.

(Intended assessment criteria for a successful pass are max 25 pts)

Pedagogical studies for secondary teachers

The students

- are familiar with the research field of school pedagogy
- gain perspective into the issues underlying changing teacherhood
- are 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

Pedagogical studies for secondary teachers

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small group sessions 24 h, independent work 16 h, literature study 20 h, plan/report 20 h

Target group:

Primary teacher students (broadly based) and students pursuing the Pedagogical Studies for Teachers

Prerequisites and co-requisites:

410074P Pedagogical Seminar I

Recommended optional programme components:

The seminar is a part of the umbrella course formed by the "Guidance of learning, planning and evaluation of teaching" 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.

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching. Design, implementation, evaluation and reporting on a pedagogical application derived from learning theory.

In the **Pedagogical studies for teachers** the methods of implementation are the same as in Pedagogical Seminar II and III.

Grading:

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

Person responsible:

Sinikka Kaartinen (primary teacher education)

Marko Kielinen and Sinikka Kaartinen (pedagogical studies for teachers)

Working life cooperation:

None

407029A: Infant and Primary Education, 3 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Högström, Barbro & Saloranta, Outi (toim.), , 2001

Järvinen, Heljä , , 1993

Opetushallitus , , 2000

Opetushallitus , , 2004

Saloranta, Outi (toim.), , 2002

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

The student

- is familiar with the theoretical foundations of infant and primary education
- is able to identify and adopt teaching principles and methods suitable for the targeted age-group
- is familiar with different methods in teaching reading and writing skills
- knows principles and practices of cooperation between the school and the home.

Contents:

Issues discussed in this course:

- main concepts of infant and primary education
- theoretical premises and practical applications: play, project work and learning to read and write
- cooperation between the home and the school

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 20 h, small group sessions 12 h and independent study.

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Esiopetuksen opetussuunnitelman perusteet.(2000)

Perusopetuksen opetussuunnitelman perusteet. (2004)

Saloranta, O. (toim.) (2002) Ensimmäiset kouluvuodet soveltuvin osin.

Högström, B. & Saloranta, O. (2001) Esiopetus tavoitteellisen oppimisen alkuna soveltuvin osin.

Järvinen. (1986) Lukemaan puheen perusteella.

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

Assessment methods and criteria:

Active participation in contact teaching and exam.

Grading:

0 - 5

Person responsible:

Riitta-Liisa Korkeamäki and Hannele Karikoski

Working life cooperation:

None

407030A: Bachelor's Thesis, 9 op

Voimassaolo: 01.08.2005 - 31.07.2015

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

442164A Bachelor's thesis 10.0 op

ECTS Credits:

9 cr

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

- the student knows how to formulate a research problem
- the student knows how to compose a research plan on her/his chosen educational topic
- the student can use relevant literature for a theoretical examination of her/his research topic
- the student is familiar with the basics of scientific writing and can use them to write a thesis
- the student prepares a Bachelor's thesis
- the student is able to act as an opponent for another student

Contents:

The course consists of the following:

- preparing a research plan
- conducting research
- writing a research report
- acting as peer opponent and assessor of a thesis
- writing the maturity test

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Faculty of Education students

Prerequisites and co-requisites:

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

Recommended optional programme components:

The course is part of the Intermediate Studies in Major Subject

Recommended or required reading:

Literature for the Bachelor's thesis, research guides

In **technologically oriented primary teacher education**, the course materials are the same as in Pedagogical Seminar I.

Assessment methods and criteria:

Construction and presentation of research plan, writing and presentation of thesis, participation in seminar sessions, acting as a peer opponent, writing of the maturity test

Grading:

0 - 5

Person responsible:

Minna Sääskilähti and the leaders of seminar groups

Working life cooperation:

None

Other information:

For details on current Bachelor's and Master's thesis groups, see www.oulu.fi/ktk/opinnaytetyot

407037A: School Work in the Bachelor Phase I, 3 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 + 3 credits (phases I and II)

Language of instruction:

Finnish

Timing:

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

Learning outcomes:

Having completed the course, the student

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

Contents:

Contents and themes:

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

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

School Work in the Bachelor phase offers the student a supervised opportunity to practice the basic skills, planning, implementing and evaluation of teaching. The student is familiarised with both collaborative and independent planning of lessons and larger teaching modules, with flexible situationally conditioned implementation of his/her own teaching and with critical evaluation.

Based on her/his own experience, the student has a good opportunity to study, together with peer students and his/her supervisors, the main phenomena and concepts of pedagogical activity, such as pedagogical relationship, pedagogical tact, encountering the child and teacher responsibility. The student also has an opportunity to observe and consider how educational research and its results are linked to the teacher's work.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

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

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

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

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

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

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

Target group:

2nd-year primary teacher students

Prerequisites and co-requisites:

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

Recommended optional programme components:

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

Recommended or required reading:

Study materials for Pedagogical Seminar II

Assessment methods and criteria:

Place: Oulu Teacher Training School, grades 0-6

Grading:

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

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

Person responsible:**Responsible persons:**

Vesa-Matti Sarenius, Auli Halme and Erkki Pekkala

Working life cooperation:

School work is a work placement period.

Other information:

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

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

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

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

Duration of the period: five calendar weeks

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

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

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

60 credits

Language of instruction:

Finnish and English

Timing:

1st, 2nd and 3th year

Learning outcomes:

Student

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

Contents:**Humanities Module**

ECTS: 15 cr.

assessment: 0-5

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

- 406020A Mother Tongue and Literature (7 credits)
- 406021A Drama Pedagogy (2 credits)
- 406022A History (3 credits)
- 406023A Religion OR
- 406024A Philosophy/Ethics (2 credit)
- 407038A School Work in the Bachelor Phase I (1 credit)

Science Module

ECTS: 15 cr.

assessment: 0-5

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

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

Courses:

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

Arts and Crafts Module

ECTS: 30 cr.

assessment: 0-5

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

Courses:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Vary by course

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education.

Recommended or required reading:

To be agreed on for each course

Assessment methods and criteria:

Vary by course

Grading:

0 - 5

Person responsible:

Matti Lindh

Working life cooperation:

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

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

7 credits

Language of instruction:

Finnish

Timing:

1st and 2nd year

Learning outcomes:

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

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

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

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

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

Contents:

Finnish Language and Literature comprises two parts:

406020A-01 Literature and Reading

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

406020A-02 Language and Writing

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

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

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

Grading:

0-5

Person responsible:

Minna Sääskilähti

Working life cooperation:

None

Other information:

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

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

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

1st study year

Learning outcomes:

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

Contents:

- genres of children's literature

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

Grading:

0 - 5

Person responsible:

Minna Sääskilähti

Working life cooperation:

None

406020A-02: Language and Writing, 4 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

Grading:

0 - 5

Person responsible:

Minna Sääskilähti

Working life cooperation:

None

406021A: Drama Education, 2 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 credits

Language of instruction:

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

Timing:

2nd year

Learning outcomes:

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small group sessions 24 h and independent work 30 h

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

Grading:

pass/fail

Person responsible:

Hannu Heikkinen

Working life cooperation:

None

406022A: History, 3 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Asunmaa, Martti , , 1994

Karlen, Arno , , 2000

Löfström, Jan (toim.), , 2002

Vahtola, Jouko , , 2003

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

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

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

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

Timing:

(1st or) 2nd year

Learning outcomes:

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

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

Assessment methods and criteria:

Active participation in the course, exam

Grading:

0 - 5

Person responsible:

Jari Honkanen

For ITE students, Gordon Roberts

Working life cooperation:

None

406025A: Mathematics Education: Part I, 3 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

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

Timing:

1st year

Learning outcomes:

After passing this course the student

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

- can explain some of theories about teaching and learning of mathematics

Contents:

The course includes the following:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

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

Recommended or required reading:

Told in the first lecture

Assessment methods and criteria:

Voluntary exam, reading and commenting some articles, calculation exercises

Grading:

0 - 5

Person responsible:

Vesa-Matti Sarenius

Working life cooperation:

None

406026A: Mathematics Education: part II, 2 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 credits

Language of instruction:

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

Timing:

2nd year

Learning outcomes:

After passing this course the student:

- is able to apply his/her knowledge of mathematics education and make a mathematics medium term plan and can evaluate the meaning of it in teaching mathematics

- can apply the central goals, contents, teaching methods and assessment to his/her teaching
- can critically evaluate the applicability of different mathematics manipulatives and other teaching materials for teaching
- can apply some theories about mathematics teaching and learning to his/her planning

Contents:

The course includes the following:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Primary teacher students

Prerequisites and co-requisites:

Mathematics Education: Part I

Recommended optional programme components:

Mathematics Education: Part I

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

Recommended or required reading:

Told in the first lecture

Assessment methods and criteria:

Voluntary exam, making the medium term plan, calculation exercises

Grading:

0 - 5

Person responsible:

Vesa-Matti Sarenius

Working life cooperation:

None

406027A: Physics and Chemistry, 4 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 credits

Language of instruction:

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

Timing:

2nd year

Learning outcomes:

Student

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

Contents:

The course includes the following:

- the significance of physics and chemistry to mankind and society
- environmental and natural studies and physics and chemistry in Finnish national core curriculum for basic education
- characteristics of natural scientific knowledge
- getting acquainted with teaching methods of natural science
- studying the phenomena, concepts and experimental working of the following topics from the viewpoint of didactics of physics and chemistry education: water, air, space, forms of energy, motion, light, sound, electricity, magnetism, intoxicants and structure of matter

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

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

Assessment methods and criteria:

Workshop, essay and voluntary exam

Grading:

0 - 5

Person responsible:

Emilia Manninen and Kaisa Hautala

Working life cooperation:

None

406028A: Biology, 2 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Ahtee, Maija , , 1994

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

Harlen, Wynne , , 1996

Opetushallitus , , 2004

Virtanen, Lyyli , , 1989

Wellington, Jerry , , 2000

Opintokohteen kielet: Finnish

ECTS Credits:

2 credits

Language of instruction:

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

Timing:

2nd year

Learning outcomes:

Student is able

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

Contents:

Introduction

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

Biological basis of life

- Energy flow
- Material cycle
- Photo- and chemosynthesis

Morphology and physiology of plants

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

Anatomy and physiology of animals

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

Genetics

- Genes and genotypes
- Phenotypes

Organisms and their environment

- Environmental factors
- Relationships between organisms and their environment

Biodiversity

- Biomes and ecosystems
- Phenology

Pollution

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and group work 16 h, independent work 38 h

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

AND

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

OR

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

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

Assessment methods and criteria:

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

Grading:

0 - 5

Person responsible:

Eila Jeronen

Working life cooperation:

None

406029A: Geography, 2 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Haubrich, Hartwig (Hrsg.), , 2006

Opetushallitus, , 2004

Rikkinen, Hannele, , 1997

Rikkinen, Hannele (toim.), , 1998

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

Wiegand, Patrick, , 1993

Opintokohteen kielet: Finnish

ECTS Credits:

2 credits

Language of instruction:

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

Timing:

1st year

Learning outcomes:

Student is able

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

Contents:

Introduction

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

Maps and teaching of maps

- Different maps
- Different approaches to teaching of maps

Space, climate and weather

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

Natural resources and livelihoods

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

Landscapes and land use

- Topography
- Types of landscapes
- Built environment

Interaction between human beings and the environment

- Environmental relationship between human being and nature
- Sustainable development

Multiculturalism as a thematic entity

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and group work 16 h, independent work 38 h

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

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

Assessment methods and criteria:

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

Grading:

0 - 5

Person responsible:

Eila Jeronen

Working life cooperation:

None

406030A: Health Education, 1 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

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

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

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

Opetushallitus, , 2004

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

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

Vertio, Harri, , 2003

Opintokohteen kielet: Finnish

ECTS Credits:

1 credit

Language of instruction:

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

Timing:

3rd year

Learning outcomes:

Student is able:

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

Contents:

Introduction

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

Basics of health education

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

Ways of life

- Physical, psychic and social health
- Determinants for health

Structure and functions of the body

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

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

Models of behaviour change

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures and group work 10 h, distance work 17 h

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

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

Assessment methods and criteria:

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

Grading:

0 - 5

Person responsible:

Eila Jeronen

Working life cooperation:

None

406031A: Music, 8 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Marja Ervasti

Opintokohteen oppimateriaali:

Alho, Eve, Hautsalo, Hilikka & Perkiö, Soili (toim.), , 1995

Alho, Eve, Hautsalo, Hilikka & Perkiö, Soili (toim.), , 1992

Ervasti, Marja, , 2003

Hyvönen, Leena (1) , , 1995

Opetushallitus, , 2004

Styng, Jorma , , 1998

Styng, Jorma , , 1997

Tenni, Jyrki , , 2004

Opintokohteen kielet: Finnish

ECTS Credits:

8 credits

Language of instruction:

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

Timing:

1st and 2nd year

Learning outcomes:

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

Contents:

Music education comprises the following courses:

1. **Pedagogical Applications of Music Education (3 cr.)** Students acquaint themselves with such pedagogical applications of music education as working with a large musical group and paying attention to different level students. They are also introduced to the contents and methods of the subject through a wide range of activities.

- Familiarize students with the pedagogical contents and uses of music in primary school through extensive music-making (singing, playing, music and rhythmic exercises as well as musical innovation)
 - Present basic techniques and pedagogical uses of school instruments (percussive instruments, percussion instruments, band instruments, self-made instruments, recorders and kantele (traditional Finnish harp))
 - Music education is a holistic arts and culture-based education which incorporates physical activities, drama, other arts and skills as well as extramusical themes.
2. **Voice and Singing (1 cr.)** Students learn effective use of voice together with various ways of teaching vocal expression and singing. They are also encouraged to use their voice for creative personal expression.
- Provide practice in the proper use and maintenance of voice, vocal expression and their pedagogical application through singing, speech and play-like exercises.
3. **Listening Education (1 cr.)** Students will be introduced to listening education as a natural ingredient of different ways of working with music. They also familiarize themselves with a range of music cultures, styles and stylistic periods and learn to adopt diverse approaches to music.
- consists of different music styles and genres
 - Listening education is an integral part of all musical activities and helps to put music in a time and place and to gain an appreciation for culturally different types of music
 - Music is approached by adding such elements to listening as enhance focusing on it (physical, verbal, visual or musical stimuli)
 - Music listening proceeds from experiences and emotions to concepts
4. **Music Theory in Practice (1 cr.)** Students learn to play accompaniment in diverse musical settings. Focusing mainly on free accompaniment, the course helps to advance creative self-expression and the ability to follow music by ear.
- To offer an introduction to musical notation, chord markings, keys and intervals
 - Practical competence is acquired through instrument playing (piano/guitar)
5. **Accompaniment Instrument / Piano or Guitar (2 cr.)** To familiarize students with different musical notation systems, real chord symbols, different styles of music and accompaniment as well as playing techniques. Group lessons involve directing and accompanying communal singing and music playing.
- To familiarize students with different musical notation systems, real chord symbols, different styles of music and accompaniment as well as playing techniques
 - Group lessons involve directing and accompanying communal singing and music playing

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

Detailed separately for each specific course.

Grading:

Detailed separately for each specific course.

Person responsible:

Module convener: Marja Ervasti

Course convener:

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

Working life cooperation:

None

*Compulsory***406031A-01: Pedagogical Applications of Music Education, 3 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Voidaan suorittaa useasti:** Kyllä**ECTS Credits:**

3 cr

Language of instruction:

Finnish and English

Timing:

1st and 2nd years

Learning outcomes:

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small group teaching 40 h and independent studies 41 h

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

Musiikki kuuluu kaikille. 2009. Koulujen Musiikinopettajat ry. Jyväskylä. Kopijyvä Oy.
 Hyvönen, L. (2002) Musiikin oppiminen taiteen oppimisen kehityksessä. In Outi Saloranta (Ed.)
 Ensimmäiset kouluvuodet. Perusopetuksen vuosiluokkien 1-2 opetus.

Ervasti, M. 2003. Lorutan laulun, sävellän sillan, piirrän partituurin, äänikuvitan kertomuksen -musiikillinen keksintä osana sovellettua orff-pedagogiikkaa. Licentiate thesis. Faculty of Education. University of Oulu. (Applicable parts)

Topical articles and web materials on music education (esim. MOVE, Teacher Training School curriculum, core curriculum issued by the National Board of Education)

Music textbooks by various publishers (eg. WSOY, Otava, Warner-Chappell) with supplementary materials.

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

Assessment methods and criteria:

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

Grading:

pass/fail

Person responsible:

Paula Rönkkö

Working life cooperation:

None

Other information:

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

406031A-02: Voice and Singing, 1 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 cr

Language of instruction:

Finnish and English

Timing:

1st year

Learning outcomes:

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small group teaching 14 h and independent work 13 h

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

Grading:

Pass/fail

Person responsible:

Paula Rönkkö

Working life cooperation:

None

406031A-03: Listening Education, 1 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 cr

Language of instruction:

Finnish/English

Timing:

2nd year

Learning outcomes:

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small group teaching 14 h and independent work 13 h

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

Sormunen (Ed.) *Musiikkikasvatuksen tutkimus*. Jyväskylän yliopiston musiikkitieteen laitoksen

julkaisusarja A: tutkielmia ja raportteja 15. 85-95.

Topical articles and online materials

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

Assessment methods and criteria:

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

Grading:

pass/fail

Person responsible:

Paula Rönkkö

Working life cooperation:

None

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

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 cr

Language of instruction:

Finnish/English

Timing:

1st year

Learning outcomes:

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Contact teaching 14 h and independent work 13 h

Target group:

Primary teacher students

Prerequisites and co-requisites:

No

Recommended optional programme components:

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

Recommended or required reading:

Handouts

Assessment methods and criteria:

Participation in contact teaching and exam

Grading:

0 - 5

Person responsible:

Markku Pehkonen and Anu Kemppainen

Working life cooperation:

None

406031A-05: Accompaniment Instrument, 2 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

2 cr

Language of instruction:

Finnish/English

Timing:

1st and 2nd years

Learning outcomes:

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Contact teaching 20 h and independent work 32 h

Target group:

Primary teacher students

Prerequisites and co-requisites:

See "Recommended optional programme components"

Recommended optional programme components:

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

Recommended or required reading:

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

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

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

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

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

Assessment methods and criteria:

Participation in accompaniment practice and the music playing party

Grading:

0 - 5

Person responsible:

Markku Pehkonen and Anu Kemppainen

Working life cooperation:

None

406032A: Art, 7 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Myllykangas Minna, Lukkari, Matti Ilmari

Opintokohteen oppimateriaali:

Hakkola, Kirsti , , 1991

Kaitavuori, Kaija , , 2004

Karppinen, Seija (1) , , 2001

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

Ojala, Anita , , 2004

Ojala, Anita , , 1999

Opetushallitus , , 2004

Saari, Pirjo , , 2004

Saari, Pirjo , , 2005

Tolonen, Marjatta , , 2006

Tolonen, Marjatta , , 1998

Töyssy, Seppo , , 1999

Wetzer, Hannele , , 2000

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

7 credits

Language of instruction:

Finnish / English

Timing:

1st and 2nd years

Learning outcomes:

The objectives of this study unit are that the student

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

Contents:

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

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

The course consists of the following parts

1. Drawing
2. Painting
3. Ceramics

4. Construction
5. School graphics
6. Environmental aesthetics
7. Media education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completing assignments and portfolio

Grading:

0 – 5

Person responsible:

Minna Myllykangas and Tapio Tenhu

Working life cooperation:

None

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

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

Ei opintojaksokuvauksia.

406032A-02: Painting, 1 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

Ei opintojaksokuvauksia.

406032A-03: Ceramics, 1 op

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

Ei opintojaksokuvauksia.

406032A-04: Building, 1 op

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

Ei opintojaksokuvauksia.

406032A-05: School graphic, 1 op

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

Ei opintojaksokuvauksia.

406032A-06: Environmental aesthetic, 1 op

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

Ei opintojaksokuvauksia.

406032A-07: Media education, 1 op

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

Ei opintojaksokuvauksia.

406035A: Physical Education, 7 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Niina Loukkola

Opintokohteen oppimateriaali:

Heikinaro-Johansson, Pilvikki, Huovinen, Terhi & Kytökorpi, Lea (toim.), , 2003

Opetushallitus, , 2004

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

7 cr

Language of instruction:

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

Timing:

1st and 2nd year

Learning outcomes:

The student

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

Contents:

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

Orientation Towards Didactics and Pedagogy in Physical Education

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

School Gym as a Physical Education Environment (46 h)

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

Snow, Ice, and Water as Physical Education Environments

- skiing
- skating
- swimming ability must be demonstrated

Immediate Environment of the School During the Autumn and Spring

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

Independent Work in Physical Education (LOTTO)

The student keeps a physical education diary

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

Peruskoulun opetussuunnitelman perusteet, liikunnan osuus.

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

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

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

Assessment methods and criteria:

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

Grading:

Pass/fail

Person responsible:

Ari Rahikkala and Susanna Takalo

Working life cooperation:

None

Compulsory

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

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Ei opintojaksokuvauksia.

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

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

Ei opintojaksokuvauksia.

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

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

Ei opintojaksokuvauksia.

406035A-07: Outdoor ball games, 1 op

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

Ei opintojaksokuvauksia.

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

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

Ei opintojaksokuvauksia.

406035A-09: Skating, swimming, 1 op

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

Ei opintojaksokuvauksia.

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

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

Ei opintojaksokuvauksia.

406023A: Religion, 2 op

Voimassaolo: 01.08.2005 -
Opiskelumuoto: Intermediate Studies
Laji: Course
Vastuuyksikkö: Faculty of Education
Arvostelu: 1 - 5, pass, fail
Opintokohteen oppimateriaali:
Kallioniemi, Arto & Luodeslampi, Juha (toim.), , 2005
Pyysiäinen, Markku & Seppälä, Jarkko (toim.), , 1998
Watson, Brenda , , 1993
Opintokohteen kielet: Finnish

ECTS Credits:

2 credits

Language of instruction:

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

Timing:

2nd year

Learning outcomes:

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

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Primary teacher students

Prerequisites and co-requisites:

No

Recommended optional programme components:

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

Recommended or required reading:

OPS 2004: www.edu.fi ,

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

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

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

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

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

Assessment methods and criteria:

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

Grading:

0 - 5

Person responsible:

Markku Salakka

Working life cooperation:

No

406024A: Ethics, 2 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Airaksinen, Timo , , 1987

Kamppinen, Matti (toim.) , , 1987

Laurila, Aarne (toim.) , , 1979

Niiniluoto, Ilkka , , 1984

Opintokohteen kielet: Finnish

ECTS Credits:

2 credits

Language of instruction:

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

Timing:

(1st or) 2nd year

Learning outcomes:

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

Grading:

0 - 5

Person responsible:

Markku Salakka

Working life cooperation:

None

Other information:

Philosophy of Life is mutually optional with religion.

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

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Marjut Sarkkinen

Opintokohteen oppimateriaali:

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

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

Pirjo Karhu, Maija Malmström, Tuula Mannila, , 2002

Kojonkoski-Rännäli, Seija , , 1998

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

Opetushallitus, , 2004

Suojanen, Ulla , , 1993

Tapaninen, Reino (toim.), , 2002

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

7 credits

Language of instruction:

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

Timing:

1st and 2nd years

Learning outcomes:

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

Contents:

Crafts/Textile Work and Technology studies comprise three courses:

1. **User-centered design and production in solving crafts and technology problems (2 cr)** This course familiarizes students with user-centered design and problem solving in crafts and technology.
2. **Material, sewing and clothing technology (3 cr)** In material technology, students consider textiles in terms of their fiber material and fabric structure and as products. They also study the basics of sewing and clothing technology.
3. **Pedagogical and didactic considerations (2 cr)** Product design, manufacture and evaluation processes are viewed within the framework of crafts, technology and art education.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Specified separately for each specific course.

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

Specified separately for each specific course.

Assessment methods and criteria:

Specified separately for each specific course.

Grading:

Specified separately for each specific course.

Person responsible:

Marjut Sarkkinen

Working life cooperation:

None

Compulsory

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

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 cr

Language of instruction:

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

Timing:

1st year

Learning outcomes:

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

Contents:

The following things are done in the course:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

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

Suojanen, U. (1993) Käsityökasvatuksen perusteet.

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

Leaening materials as applicable.

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

Assessment methods and criteria:

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

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

Grading:

0 - 5

Person responsible:

Marjut Sarkkinen

Working life cooperation:

None

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

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

Timing:

1st year

Learning outcomes:

The student knows how to

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Primary teacher students

Prerequisites and co-requisites:

No

Recommended optional programme components:

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

Recommended or required reading:

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

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

Suojanen, U. (1993) Käsityökasvatuksen perusteet.

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

Learning materials as applicable.

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

Assessment methods and criteria:

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

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

Grading:

0 - 5

Person responsible:

Marjut Sarkkinen

Working life cooperation:

None

406033A-03: Pedagogical and Didactic Questions, 2 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

2 cr

Language of instruction:

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

Timing:

2nd year

Learning outcomes:

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

Perusopetuksen opetussuunnitelman perusteet: Käsityö. 2004.

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

Learning materials as applicable.

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

Assessment methods and criteria:

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

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

Grading:

0 - 5

Person responsible:

Marjut Sarkkinen

Working life cooperation:

None

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

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

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

Bendix, Friedrich , , 1974

Gibilisco, Stan , , 2006

Grönman, Olavi et al. (toim.), , 1989

Häti-Korkeila, Marjatta , , 1985

Kemppainen, Taisto (toim.), , 1978

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

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

Lindh, Matti , , 1985

Lindh, Matti , , 1990

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

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

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

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

Saari, Jorma , , 1982

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

Scherz, Paul , , 2007

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

7 cr

Language of instruction:

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

Timing:

1st and 2nd years

Learning outcomes:

Having completed the studies student will know how to

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

Contents:

The studies comprise three courses:

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

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

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

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

To be agreed on at the beginning of the course.

Assessment methods and criteria:

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

Grading:

0 - 5

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

Person responsible:

Jaakko Nykänen

Working life cooperation:

None

Compulsory

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

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

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

Timing:

1st year

Learning outcomes:

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 8 h ja small group sessions 34 h

Target group:

Primary teacher students (apart from Technology Oriented)

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

Grading:

0 - 5

1) Mainly numerical assessment, partly pass/fail.

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

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

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

Person responsible:

Jaakko Nykänen and Janne Marjamaa

Working life cooperation:

No

406034A-02: Applications of mechatronics, 2 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 cr

Language of instruction:

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

Timing:

1st year

Learning outcomes:

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4 h ja small group sessions 24 h

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

Grading:

0 - 5

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

Person responsible:

Jaakko Nykänen and Janne Marjamaa

Working life cooperation:

None

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 cr

Language of instruction:

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

Timing:

2nd year

Learning outcomes:

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 6 h ja small group teaching 22 h

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

Grading:

0 - 5

1) Mainly numerical assessment, partly pass/fail.

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

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

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

Person responsible:

Jaakko Nykänen and Janne Marjamaa

Working life cooperation:

None

407038A: School Work in the Bachelor Phase II, 3 op**Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** Intermediate Studies**Laji:** Practical training**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 + 3 credits (phases I and II)

Language of instruction:

Finnish

Timing:

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

Learning outcomes:

Having completed the course, the student

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

Contents:**Contents and themes:**

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

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

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

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

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

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

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

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

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

Target group:

2nd-year primary teacher students

Prerequisites and co-requisites:

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

Recommended optional programme components:

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

Recommended or required reading:

Study materials for Pedagogical Seminar II

Assessment methods and criteria:

Place: Oulu Teacher Training School, grades 0-6

Grading:

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

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

Person responsible:

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

Working life cooperation:

Yes. School work is a work placement period.

Other information:

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

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

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

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

Duration of the period: five calendar weeks

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

407522A: Thematic practice II, 3 op

Voimassaolo: 01.01.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

English

Timing:

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

Learning outcomes:

Students

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

Contents:

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

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

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

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

The student shall be responsible for

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

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

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

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

A) Work Practice

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Target group:

Students in the Intercultural Teacher Education Programme

Prerequisites and co-requisites:

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

Recommended optional programme components:

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

Recommended or required reading:

Will be confirmed at the course start.

Assessment methods and criteria:

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

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

Grading:

Pass/fail

Person responsible:

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

Working life cooperation:

Yes

Other information:

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

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

900071Y: Scientific Communication II, 2 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Language Centre

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

Status:

This course unit is compulsory for all students undertaking a Master's degree in Subject Teacher Education, Primary Teacher Education, Technology Oriented Teacher Education, Creative Arts Oriented Teacher Education and Music Education. If a student of Education has included a Speech Communication course unit in his/her Bachelor's Degree, he/she must include this course unit in his/her Master's Degree.

ECTS Credits:

2 credits

Language of instruction:

Finnish

Timing:

4th year of studies

Learning outcomes:

Upon completion of the course unit the student should have a more in-depth understanding of scientific communication, especially scientific writing. He/she should be able to produce scientific text fitting for an MA thesis. The student should also be able to analyse and interpret the special field-specific conventions of scientific writing.

Contents:

The distinctive features of an MA thesis as a form of scientific communication. Writing as a process. Analysis of texts written for various scientific purposes. Popularised scientific discourse.

Mode of delivery:

See Learning activities and teaching methods

Learning activities and teaching methods:

Contact lessons and independent group work 16 h. Independent study ca. 34 h.

Target group:

See Satus

Prerequisites and co-requisites:

-

Recommended optional programme components:

-

Recommended or required reading:

To be agreed at the beginning of the course.

Assessment methods and criteria:

Active participation in teaching, independent study and completion of given assignments.

Grading:

pass / fail

A250541: Education, Advanced Studies (LO), 80 op

Voimassaolo: 01.08.2010 -

Opiskelumuoto: Advanced Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

80 credits

Language of instruction:

Finnish

Timing:

4th and 5th years

Learning outcomes:**Advanced studies in education (80 credits) (Primary teacher education)**

Upon completion of the advanced studies in education, the student knows how to evaluate critically the foundations of and approaches to educational research. S/he knows how to apply scientific data acquisition methods to the research of educational and teaching processes. S/he has a theoretically justified view of his/her expertise and a readiness to function as a teacher and in other expert positions in the field of education.

Contents:

	<i>Elective course (a or b):</i>	<i>Total 5 credits</i>
413030S	a) Advanced course in quantitative research	Total 5 credits

413030S-01	1) Lectures	3
413030S-02	2) Exercises	2
413031S	b) Advanced course in qualitative research	Total 5 credits
413031S-01	1) Lectures	2
413031S-02	2) Exercises	3
408013S	Master's thesis	40 credits
408014S	Optional Course	3 credits
	a) Literature course : <i>Ethical issues in education and multiculturalism</i>	3 credits
	b) Literature course : <i>Learning and supporting it</i>	3 credits
	c) Literature course: Environmental ethics and aesthetics	3 credits
	d) Literature course : <i>The child's voice and place</i>	3 credits
	e) Literature course : <i>Prevention of and intervention in school violence</i>	3 credits
	f) Literature course : <i>Teacher's work in terms of being in a relationship</i>	3 credits
	g) Other optional advanced course in education	min. 3 credits
408015S	Curriculum and School Development	5 credits
408016S	Education and Teachers' Work in Change	5 credits
408017S	Pedagogical Seminar III	3 credits
408020S	School Work in the Master Phase	11 credits
408021S	Thematic Practice	6 credits
408019S	Basics of educational administration	2 credits

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Vary by course

Target group:

Primary teacher students

Prerequisites and co-requisites:

Basic (26 credits) and Intermediate (40 credits) Studies in Education

Recommended optional programme components:

The module includes the courses listed above.

Recommended or required reading:

To be agreed on for each course

Assessment methods and criteria:

Vary by course

Grading:

0-5

Person responsible:

Leena Syrjälä

Working life cooperation:

Yes. Includes 11 credits of school work, School Work in the Master Phase, as well as 6 credits of other work placement, Thematic Practice

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408013S: Master's Thesis, 35 - 40 op**Voimassaolo:** 01.08.2005 - 31.07.2016**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

40 cr

Language of instruction:

Finnish or English

Timing:

Master's studies

Learning outcomes:

The student

- is able to write either alone or in pairs an educational thesis that proves familiarity with the thematic area of the thesis and shows an ability for scientific thinking,
- masters the research methods chosen by her/him and shows a readiness for scientific communication
- knows how to assess theses made by others, take part in scientific discussion and defend her/his own thesis

Contents:

The course includes the following:

- presentation of research plan and report
- acquisition and reading of research literature
- familiarisation with research methods
- writing a thesis on an educational topic
- active participation in seminar sessions

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Seminar sessions 40 h, independent work about 1000 h

Target group:

Students in the Faculty of Education

Prerequisites and co-requisites:

Bachelor's Thesis

Recommended optional programme components:

Advanced course in quantitative/qualitative research

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

Recommended or required reading:

Research and methodological literature: refereed publications

Assessment methods and criteria:

Participation in seminar sessions, writing a thesis and its presentation in a seminar session, acting as peer opponent and writing of the maturity test

Grading:

0 - 5

Person responsible:

Hannu Heikkinen and the leaders of seminar groups

Working life cooperation:

None

Other information:

For details on current Bachelor's and Master's thesis groups, see www oulu.fi/ktk/opinnaytetyot

408014S: Optional Course, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

4th and 5th years, spring/summer

Learning outcomes:

After completing their selected optional advanced level studies courses, students are able to justify their educational viewpoints with recent and diverse scientific knowledge.

Pedagogical challenges in research: literature course (3 credits)

- The student acquaints her/himself with research carried out in the various research groups of the faculty and with modern educational literature.
- The student is capable of deepening the topics of her/his Bachelor's or Master's thesis
- The student enhances her/his pedagogical skills to respond to the challenges offered by current themes.

Contents:

The literature packages familiarize the student with various pedagogical challenges in the field of education. The student can select advanced level courses from the faculty's yearly offered courses. The selection of courses is updated yearly and can be found on the department's internet pages as well as the notice-board. The student chooses one of the following literature packages, among others:

- a) Ethical issues in education and multiculturalism
- b) Learning and ways to support it
- c) Environmental ethics and aesthetics
- d) Child's voice and place
- e) Prevention of and intervention in school violence
- f) The teacher's work in terms of being in relationships

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

The literature course is carried through in the spring term, but the course ends at the start of the next autumn term. It is thus possible to study in the summer to complete the course. The student chooses one of the available literature packages. Each package has a responsible leader of its own representing one of the faculty's research groups. The course consists of independent work and includes 2-3 meetings in a small group. The course starts with an information meeting, after which registrations for the course are allowed: the students register for their chosen package on Weboodi.

The literature course comprises

- an information meeting 2 h
- small group sessions 6 h
- independent work 73 h

Target group:

Primary teacher students and students in the degree programme in education (final exam)

Prerequisites and co-requisites:

None

Recommended optional programme components:

You may utilise the course literature in your Master's thesis.

Recommended or required reading:

To be handed out/agreed on at the start of the course.

Assessment methods and criteria:

Participation in small group sessions and familiarisation with the chosen literature. Either a literature exam, or essays written on the literature.

Grading:

0 - 5

Person responsible:

Minna Uitto

Working life cooperation:

None

Other information:

The literature course offers one way to complete the Optional Course (advanced studies, primary teacher education) or Final Exam (advanced studies, education) or it can be included among other optional studies. Students in the Education Programme should note that the course is worth 3 credits. Arrangements should be made with the person in charge for a more comprehensive package.

408015S: Curriculum and School Development, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Cornbleth, Catherine , , 1990

Doll, William E. Jr. , , 1993

Stoll, Louise , , 1996

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

4th year, spring term

Learning outcomes:

The course provides students with the necessary capacities for curricular design at the school and municipal levels, and training for curricular evaluation at the local level. The course familiarises the students with curriculum theory - especially with the significance of the curriculum in the development of a school's activities - and discusses the connections of the curriculum with society and education policy. In addition, educational evaluation is looked at in terms of both theory and practice at local, national and international levels. As a whole, the course gives student teachers the capacity to function as committed, critical and responsible actors in the development of the curricular and its evaluation.

After the course the student is able to

- identifies the theoretical premises underlying different curricula
- identify and interpret the values and goals underlying curricula as well as their connections with society and education policy.
- identifies and is able to determine the different levels of educational evaluation (local, national, international; theory and practice)
- design a curriculum and manage/develop its basis of evaluation

Contents:

- concept of curriculum
- different curricular theories and approaches
- foundations, levels and methods of evaluation
- evaluation and education policy

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- lectures 20 h and small hroup sessions 12 h, as part of which a project plan is made in practice related to the field of curriculum or evaluation, or a project in progress in which you are involved is described and evaluated
- the planning or evaluation task can be integrated with teaching practice

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

Can be integrated with a teaching practice period.

Recommended or required reading:

Vitikka, E. 2009. Opetussuunnitelman mallin jäsenyys: sisältö ja pedagogiikka kokonaisuuden rakentajina. Helsinki: Suomen kasvatustieteellinen seura.

Articles from W. Pinar (Ed.) 2003. International Handbook of Curriculum Research. Mahwah, New Jersey: Lawrence Erlbaum Associates. E.g. Autto, T. Post-modern Paradoxes in Finland: The Confinements of Rationality in Curriculum Studies. p. 301-328 and Johansson, U. Frame Factors, Structures, and Meaning Making: Shifting Foci of Curriculum Research in Sweden, p. 575-594.

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

Assessment methods and criteria:

Based on an exam and report on the development or evaluation assignment. Both parts are assessed on the scale 0-5. The exam is based on the lectures and literature.

Grading:

0 - 5

Person responsible:

Leena Syrjälä

Working life cooperation:

None

408016S: Education and Teacher's Work in Change, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Day, Christopher & Sachs, Judyth (eds.), , 2004

Elbaz-Luwisch, Freema , , 2005

Sugrue, Ciaran & Day, Christopher (eds.), , 2002

Vandenbergh, Roland & Huberman, A. Michael (eds), , 1999

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

Having completed the course, the student

- knows how to analyze social and cultural factors that are connected with changes in education and teachers' work
- is able to function in changes actively and in cooperation with different parties
- knows how to describe forms of multiprofession cooperation in the school world and how to take measures to launch cooperation
- knows working methods of cooperation between the home and school and knows how to apply them in her/his work
- knows how to analyse the operation of work community and how to describe the characteristics related to the professional development of a teacher in early stages of her/his working career

Contents:

- school as a field of multiprofessional cooperation
- cooperation between schools and homes
- school as a work community
- identity of a newly qualified teacher

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and expert visits 22 h, small group sessions in the form of a reading circle 12 h.

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

The course is part of the whole formed by "Pedagogical Seminar III", "School Work in the Master's Phase" and "Thematic Practice".

Recommended or required reading:

To be agreed on at the beginning of the course.

Assessment methods and criteria:

Participation in the lectures and small group sessions, completion of the learning tasks and passing the literature exams.

Grading:

0 - 5

Person responsible:

Sari Manninen

Working life cooperation:

None

408017S: Pedagogical Seminar III: I as a Teacher, on My Own and Together, 3 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

Master's studies

Learning outcomes:

After completion the students are able to

- justify their own teacherhood and work as teachers through a dialogue between theory and practice (0-5)
- analyze their own teacherhood and the ethical dimensions of teaching (0-5)
- reflect on the teacher identity based on expertise, basing their reflection on professional literature and social interaction (0-5)
- understand the development of teacherhood as a self-guided process with criticality, reflection and collaboration as its cornerstones (0-5)

- classify the meaning of pedagogical content, such as arts and crafts education, in the pedagogical theory of a teacher (0-5)

(Criteria and intended outcomes max. 25 pts)

Contents:

- The teacher's pedagogical theory-in-use
- Pedagogical portfolio
- Personal theories in practical work
- Data related to practice situations

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Seminars 24 h (in conjunction with and supporting teaching practice at the Masters level). Independent study 24 h. Essay on "Pedagogical theory, its development and validation using experiential knowledge and theory" 32 h.

Target group:

Primary teacher students, broadly based

Prerequisites and co-requisites:

410074P Pedagogical Seminar I , 407028A Pedagogical Seminar II

Recommended optional programme components:

The seminar is part of the umbrella course formed by "Education and teacherhood in transition" (5 ECT) and Master's level school experience (11 ECT).

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in face-to-face teaching. Construction of a well-justified personal pedagogical theory-in-use, documentation of the theory.

Grading:

Essay 0 - 5

Person responsible:

Sinikka Kaartinen

Working life cooperation:

None

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 cr

Language of instruction:

Finnish

Timing:

The Teacher Training School provides an opportunity four times a year to participate in Master's Level School Experience. This practice period takes place in the 4th or 5th year of study. A master's school experience period is not scheduled for a group, and the student must allocate a time slot for it in her or his personal study plan.

Learning outcomes:

After completion, the students will

- have a clear idea of teaching and pedagogical perspectives
- understand the unique features of different subjects and cross-curricular themes and be able to apply this knowledge in practice
- be able to plan and carry out teaching based on the curriculum
- know how to apply what they have learnt to the assessment of learning
- be able to evaluate the different forms of cooperation between the school and home
- evaluate their own role as an educator
- create, use and evaluate teaching materials

Contents:**Contents and themes:**

The Master's level school experience is part of the Master's pedagogical studies and belongs to the whole formed by *Education and Teaching in Transition* (5 credits) and *Pedagogical Seminar III* (3 credits).

At the Masters level, the practice period follows the theme of viewing oneself as a teacher and educator (/, *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 Pedagogical Seminar 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 modules 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 assess their own teacherhood from different perspectives - teachers as influential actors in society, educational ethics and morality. The students also participate in collaboration between the school and home.

Based on their own practical experience, they investigate together with other students and their supervisors the core phenomena and concepts behind pedagogical activity, e.g. the pedagogical relationship, pedagogical tact, 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.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Students completing a 60-credit minor subject have the possibility of completing this practice period in grades 7-9 of the Teacher Training School. The practice period in the minor subject can also be completed at a different time from this period. If a student chooses to practice in a 60-credit minor subject in the grades 7-9, s/he shall contact the Faculty's practice coordinator immediately upon registration for the practice period.

Duration: seven calendar weeks

Description: The Masters level school practice period covers 295 h, with 135-145 h of work at tied to a specific time and place, observation of classes and guidance sessions. These include:

Giving lessons : The student gives 60 lessons during this practice period. The practical arrangements are as follows.

Subject blocks. In the first four weeks of the practice period, the student gives 30 lessons. These lessons constitute the subject blocks, i.e. mathematics or Finnish (mother tongue) and two taught minor or other subjects, each one of which shall be practiced for at least six hours during the period. The student will prepare period plans for the lessons together with the class teacher and lecturers in subject didactics. If the student is practicing in a 60-credit minor subject in grades 7-9, the lessons practiced there are deducted from the subject blocks.

Responsible weeks. The remaining 30 lessons of this practice period are given during the "responsible weeks". These are the last two weeks of the period, with the students practicing in a class taking together full responsibility for the class activities. These responsibilities include, in addition to planning and giving lessons, duties related to break and lunch supervision, cooperation between the home and the school, morning assemblies and cell events.

The students practicing in the same class plan the programme for the last two weeks together. In addition to other school work, the students agree on how the lessons will be given in such a way that both students have a workload of 30 lessons. The lessons can consist of individual lessons given by the students,

simultaneous teaching or teaching taking place in two places at the same time (such as special education). In their plan the students shall indicate clearly the role that both of them will be having in the lessons. Practicing in the minor subject of special education can also be performed in the responsible weeks. The students plan the responsibilities for the last two weeks together, and divide them among themselves, yet in such a way that the class teacher checks for the division of responsibilities before the weeks begin. If a student is practicing along in a class, s/he plans and gives all the 30 lessons on her or his own.

Pupil welfare. The practice period includes an 8-hour module in pupil welfare which will be **Other forms of work within a school**. This practice period also contains a total of 40-50 h of work related to teaching, the school world or practical applications of education, such as project work, as well as active observation of lessons. A project could be:

- data collection based on a research plan for the Master's or other thesis
- research group activities in subject didactics
- (assignment connected with) a specialisation course related to teaching practice.
- projects related to the operation of the Teacher Training School, e.g. celebrations, parents' evenings, exhibitions, UNESCO themes, school camps, art productions, collaboration projects with various cultural facilities, and other events.

Supervision. The practice period involves supervision by the teachers at the Teacher Training School and by the lecturers in subject didactics in the subjects taught in the subject block. The students therefore need to seek for supervision in subject didactics by three lecturers. These three lecturers also monitor a lesson given by the student.

The guidance sessions per student amount to 25-30 hours.

The student plans, implements and evaluates the lessons and teaching modules in a peer team consisting of the other students that may be practicing in the same class, the class teacher and lecturers in subject didactics depending on the nature of the practice lessons.

Target group:

Master's students

Prerequisites and co-requisites:

The student must have successfully completed: Orientations to School Work (2 credits), Bachelor level school experience (6 credits), and Multi-disciplinary Studies in the Subjects (MSS) and Cross-curricular Themes Taught in Basic Education (CT) (60 credits). In addition, the student must have a minimum of 10 credits of completed minor subject studies in subjects taught in schools at the start of this school experience period.

The right to do a practice period in the minor subject in grades 7-9 is gained when the above practice requirements are fulfilled and 25 out of the 60-credit minor subject taught in school have been completed. If a student wants to practice in a 60-credit minor subject in grades 7-9, s/he must get in touch with the Faculty's practice coordinator immediately upon registration for the practice period.

Please note that this requirement must be fulfilled by the *commencement* of the school practice period, not during registration. In unclear situations, the Faculty's practice coordinator will determine the right to participate after consultation with the persons responsible for the courses in question. The advanced minor subject school practice period can also be done in grades 0-6.

Recommended optional programme components:

The practice programme constitutes a part of the pedagogical studies at the Masters level, and falls under the entity formed by Education and Teaching in Transition (5 credits) and Pedagogical Seminar III (3 credits).

Recommended or required reading:

Materials for Pedagogical Seminar III

Assessment methods and criteria:

Description: The Masters level school practice period covers 295 h, with 135-145 h of work at tied to a specific time and place, observation of classes and guidance sessions. These include:

Giving lessons: The student gives 60 lessons during this practice period. The practical arrangements are as follows.

Subject blocks. In the first four weeks of the practice period, the student gives 30 lessons. These lessons constitute the subject blocks, i.e. mathematics or Finnish (mother tongue) and two taught minor or other subjects, each one of which shall be practiced for at least six hours during the period. The student will prepare period plans for the lessons together with the class teacher and lecturers in subject didactics. If the student is practicing in a 60-credit minor subject in grades 7-9, the lessons practiced there are deducted from the subject blocks.

Responsible weeks. The remaining 30 lessons of this practice period are given during the "responsible weeks". These are the last two weeks of the period, with the students practicing in a class taking together full responsibility for the class activities. These responsibilities include, in addition to planning and giving

lessons, duties related to break and lunch supervision, cooperation between the home and the school, morning assemblies and cell events.

The students practicing in the same class plan the programme for the last two weeks together. In addition to other school work, the students agree on how the lessons will be given in such a way that both students have a workload of 30 lessons. The lessons can consist of individual lessons given by the students, simultaneous teaching or teaching taking place in two places at the same time (such as special education). In their plan the students shall indicate clearly the role that both of them will be having in the lessons. Practicing in the minor subject of special education can also be performed in the responsible weeks. The students plan the responsibilities for the last two weeks together, and divide them among themselves, yet in such a way that the class teacher checks for the division of responsibilities before the weeks begin. If a student is practicing along in a class, s/he plans and gives all the 30 lessons on her or his own.

Pupil welfare. The practice period includes an 8-hour module in pupil welfare which consists of lectures and exercises during the period.

Other forms of work within a school . This practice period also contains a total of 40-50 h of work related to teaching, the school world or practical applications of education, such as project work, as well as active observation of lessons. A project could be:

- data collection based on a research plan for the Master's or other thesis
- research group activities in subject didactics
- (assignment connected with) a specialisation course related to teaching practice.
- projects related to the operation of the Teacher Training School, e.g. celebrations, parents' evenings, exhibitions, UNESCO themes, school camps, art productions, collaboration projects with various cultural facilities, and other events.

Supervision. The practice period involves supervision by the teachers at the Teacher Training School and by the lecturers in subject didactics in the subjects taught in the subject block. The students therefore need to seek for supervision in subject didactics by three lecturers. These three lecturers also monitor a lesson given by the student.

The guidance sessions per student amount to 25-30 hours.

The student plans, implements and evaluates the lessons and teaching modules in a peer team consisting of the other students that may be practicing in the same class, the class teacher and lecturers in subject didactics depending on the nature of the practice lessons.

Grading:

Based on assessment discussions and the pedagogical portfolio, the class teacher and other supervisors assess the student's performance on the scale pass/fail. An entry on a pass is made on the practice card. The card is also signed by three lecturers in subject didactics, and the student shall sign hier/his confirmation of the completion of supervision in subject didactics. There are specific instructions on the composition and contents of the pedagogical portfolio.

A fail may need to be retaken or supplemented. In case of a fail, a school experience period can be retaken twice. There are specific instructions on supplementing or retaking the period. A registration that is not cancelled is considered a fail.

Person responsible:

Vesa-Matti Sarenius, Auli Halme und Erkki Pekkala

Working life cooperation:

Yes. The practice period takes place at the Oulu Teacher Training School. For more information, see "Learning activities and teaching methods".

Other information:

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 on Weboodi. The registration form is available online for a limited time interval that will be specified by e-mail and on the practice website. The registration form must be filled in carefully.

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 of the period: seven calendar weeks

Information meetings: The School Experience Masters Level practice period will commence with an information meeting in the canteen for the grades 0-6 at the Oulu Teacher Training School.

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 cr

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.

Learning outcomes:

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.

In 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 in general or vocational education, or in an educational organization or project outside grades 0-6 of basic education. In this form of practical experience, the student plans, carries out and evaluates teaching and gets to know the position of the practice place as part of the educational system. The subjects, cross-curricular themes or research topics are decided between the student and the supervisor.

Focusing on a particular field in education provides the students with a chance to deepen their working knowledge of the various themes that arise in their previous and current studies. Thematic practice involves either educational, guidance, or teaching work.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

As the name implies, the practice period bears a theme of the student's own choice based on her/his previous pedagogical studies and/or research studies. The theme could, for example, be based on a focal area of her/his education, a minor subject or some other studies, such as the Master's thesis. During this practice period, the students can gather data for their Masters theses.

One of the main features of Thematic Practice is the student's individual responsibility.

The student is responsible for

- planning and implementing the thematic practice
- seeking guidance and arranging for a supervisor
- finding a practice place and a host supervisor there
- planning and implementing practice evaluation

Implementation of this particular practice period will be negotiated with the relevant supervisors.

Primary teacher students will complete their thematic practice irrespective of their previous work experience.

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

The practice place must be a public or third sector organization, whose line of business is education, training or teaching. The internship can take place in Finland or abroad. It can also take place at a teacher training school.

In the Creative Arts primary teacher programme in particular, Thematic Practice can take place in cooperation with the Oulu City Cultural Department, involving e.g. project planning and implementation or provision of education for special student groups.

Different types of practice periods and their durations: The practice period can be completed in either one place or be divided into 2-3 parts (at least 2 credits 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 activities of the many parties to the multiprofessional cooperation in which primary teachers are involved, OR work in an educational organization.

Multi-dimensional teacherhood: kindergarten teacher, special needs teacher, special class teacher, subject teacher, vocational teacher, general studies teacher, liberal adult education teacher, guidance councillor.

Multiprofessional cooperation: e.g. social services in child protection, school curator, school healthcare, speech therapy, school psychologist.

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 sector: work with children, youth, participation in pedagogical organisations.

Qualification for these sectors is 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 hours of work corresponds to 2 credits, depending on how demanding the work is. In addition, the student shall reserve time for planning and evaluation (including the writing of a report).

B) Research and development activity. E.g. projects; experimental educational projects; development of expertise for the Master's thesis.

30-40 hours of work corresponds to 2 credits, depending on how demanding the work is. In addition, the student shall reserve time for planning and evaluation (including the writing of a report).

C) School experience practice. E.g. special education schools, special care units, student groups in small rural schools, supervising groups of integrated students, field schools, teacher training school, kindergartens, student groups within schools, after school activities, student club activities, arts classes (also arts programme classes), educational/training in organisations.

In this kind of school experience, the students give 12-15 lessons and observe actively, possibly working as teachers' aides, another 12-15 lessons, amounting to a total of 2 credits. In addition, the students shall reserve time for planning and writing a report on their work experience period.

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

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

Planning and reporting

The practice period begins with the design of a working plan and ends with the completion of a work experience report.

Working Plan:

This plan is a pedagogically justified free-form description of the intended work practice period, which shall be approved by the supervisor assigned for the practice period. It should include the following:

- the theme of the practice period
- place and timing
- the studies or issues in the student's education to which the practice and its theme are connected
- activities included in the practice
- personal objectives for the practice period
- supervision arrangements
- 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 working plan by the student advisor at the university. The length of the report depends on the progress of the work experience period in general. Thematic Practice is an advanced course and the report must therefore also contain theoretical aspects based on scientific literature, and also explain how the latter relate to the theme and activities in 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 cumulative length of written work shall correspond to the general length of the documents for the entire period.

A Master's thesis cannot be accepted as a report in the above sense. However, you can make use of the report for your Master's thesis.

Supervision:

The students shall independently arrange for an advisor from the Faculty 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 working plan for the practice period is discussed and then approved by the supervisor. During the post-work experience guidance session, the work experience itself is discussed retrospectively with reference to the objectives outlined in the pre-work session.

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

Target group:

Primary teacher students

Prerequisites and co-requisites:

Student may begin this practice period after successful completion of the following: Orientation to School Work (2 credits), Bachelor Level School Experience (6 credits), a minimum of 20 credits of basic studies in the major subject in the teacher education programme, and a minimum of 20 credits of intermediate studies in the major subject in the teacher education programme.

Students who have completed the intermediate studies in general education are also required to have completed at least one course of advanced studies in education for teacher students.

Recommended optional programme components:

The practice belongs to the major subject studies in the Master's Degree and is a part of the Pedagogical Studies for Teachers.

Recommended or required reading:

To be agreed on personally.

Assessment methods and criteria:

The evaluation is based on the student's self-assessment and on assessment feedback collected by the student in the practice environment or on evaluative materials illustrative of the progress of teaching or educational work. In her/his working plan, the student reports the grounds and practices of assessment to the advisor in charge of the practice period.

The practice period is assessed by the Faculty's student advisor in charge of Thematic Practice.

Grading:

fail/pass/pass with distinction

Person responsible:

Vesa-Matti Sarenus

Working life cooperation:

Yes. The practice is carried out in an educational field task.

Other information:**Registration:**

The student delivers a letter signed by the Faculty to the practice place, requesting permission for the work experience. Consent is signed by both the hosting supervisor and a Faculty representative, 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 Faculty representative's date of signature is the date of registration for this particular practice period. The Faculty's student advisor will keep the consent letter for the duration of the practice period (at a minimum).

408019S: Basics of educational administration, 2 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 cr

Language of instruction:

Finnish

Timing:

4th or 5th year

Learning outcomes:

Upon completion of the study module, the student

- knows the main acts and decrees governing educational administration as well as their contents
- knows how to apply educational administration legislation into practice at their own level of education
- knows how to use the Finlex software.

Contents:

The course aims to give the student a mastery of the basic legislation governing school administration and teaching as well as work as a civil servant in public administration. In addition, the student will gain an understanding of her/his rights in the teaching profession and knows how to seek for more information if necessary. During the course, the student is introduced to the administration system and work as a civil servant within the framework of the duties and functional possibilities set by current legislation and standards.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and exam 16 h, small-group work and an assignment 4 h.

Target group:

Primary teacher students, early childhood education students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

To be announced at the start of the course

Assessment methods and criteria:

Face-to-face teaching and individual tasks if any

Grading:

pass/fail

Person responsible:

Leena Syrjäjä

Working life cooperation:

None

413030S: Advanced course in quantitative research, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Peltonen, Jouni Aslak

Opintokohteen kielet: Finnish

Leikkaavuudet:

408517S-01 Quantitative Methodology 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

Having completed the course, the student

- knows how to analyse and interpret typical educational and psychological research data
- knows how to assess the credibility, reliability and ethicality of her/his own research and research done by others

Contents:

Course is divided into two parts:

413030S-01 1.1 Lectures, 3 credits

413030S-02 1.2 Exercises, 2 credits

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 22 h, small group sessions 16 h

Target group:

Students pursuing Advanced Studies in the Faculty of Education

Prerequisites and co-requisites:

Basic course in quantitative research 5 cr.

Recommended optional programme components:

Master's Thesis

Recommended or required reading:

Metsämuuronen, J. (2003) Tutkimuksen tekemisen perusteet ihmistieteissä (sivut 273-764)

OR

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

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

Assignments, active participation in small group sessions

Grading:

0 - 5

Person responsible:

Jouni Peltonen

Working life cooperation:

None

*Compulsory***413030S-01: Advanced course in quantitative research, lectures and literature, 2 op****Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** Advanced Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish

413030S-02: Advanced course in quantitative research, exercises, 3 op**Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** Advanced Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**413031S: Advanced course in qualitative research, 5 op****Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Anu Alanko**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

408517S-02 Qualitative Methodology 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

Having completed the course, the student

- knows how to analyse and interpret typical educational and psychological research data
- knows how to assess the credibility, reliability and ethicality of her/his own research and research done by others

Contents:

Course is divided into two parts:

413031S-01 2.1 Lectures, 2 credits

413031S-02 2.2 Exercises, 3 credits

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 22 h, small group sessions 16 h

Target group:

Students pursuing Advanced Studies in Education/ Music Education

Prerequisites and co-requisites:

Basic course in qualitative research 5 cr.

Recommended optional programme components:

Master's Thesis

Recommended or required reading:

Heikkinen, H. L. T., Rovio, E. & Syrjälä, L. (toim.) (2007) Toiminnasta tietoon. Toimintatutkimuksen menetelmät ja lähestymistavat.

OR

Lappalainen, S. Hynninen, P. Kankkunen, T. Lahelma, E. & Tolonen. T. (2007) Etnografia metodologiana. Lähtökohtana koulutuksen tutkimus.

OR

Lichtman, M. (2012) Qualitative Research in Education. A User's Guide.

OR

Creswell, J. W. (ed.) (2006) Qualitative Inquiry and Research Design: Choosing Among Five Approaches (revised edition)

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

Assessment methods and criteria:

Exam, active participation in small group sessions, an essay

Grading:

0 - 5

Person responsible:

Leena Syrjälä

Working life cooperation:

No

*Compulsory***413031S-01: Advanced course in qualitative research, lectures and literature, 2 op**

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Advanced Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

413031S-02: Advanced course in qualitative research, exercises, 3 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Advanced Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset**A200051: Orientation-based studies (LO-Bachelor), 10 op**

Voimassaolo: 01.08.2010 -

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

10 credits

Language of instruction:

Finnish

Timing:

1st, 2nd and 3rd years

Learning outcomes:

The student recognizes the special features of group processes and is able to explain the importance of collaboration in constructive interaction.

The student can analyze the different manifestations of interaction from the perspective of safety and caring.

Contents:

405033A	Interaction in Studies and Teachers' Work	3 credits
405034A	Group as a Learning and Educational Environment	3 credits
405035A	Safe and caring Interaction in the Educational Environment	4 credits

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Vary by course.

Target group:

Student in the Broadly-Based Primary Teacher Education Programme.

Prerequisites and co-requisites:

None

Recommended optional programme components:

The Bachelor-level study module in Orientation Specific Studies consists of the the above courses.

Recommended or required reading:

To be agreed on a course by course basis.

Assessment methods and criteria:

Vary by course.

Grading:

pass/fail

Person responsible:

Minna Sääskilähti

Working life cooperation:

None

e1

405033A: Interaction in Studies and Teachers' Work, 3 op

Voimassaolo: 01.08.2011 -

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:

1st year, autumn

Learning outcomes:

Having completed the course, the student

- understands the theoretical basics of collaborative learning
- knows how to evaluate the meaning of collaborative learning and shared expertise for the teacher's work in the 21st century and its relationship to her his own studies
- knows how to work collaboratively making use of the application of social media

Contents:

- theoretical principles of collaborative learning
- changes in the school world and studies: distributed expertise, teacher networks and communities, collaborative knowledge construction
- social media and ICT applications enriching interaction

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures 4 h, online group sessions 10 h, seminar 6 h, independent work

Target group:

Primary teacher students, especially broadly based

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Assessment methods and criteria:

Active participation in the course and completion of course assignments

Grading:

pass/fail

Person responsible:

Jari Laru

Working life cooperation:

None

405034A: Group as a Learning and Educational Environment, 3 op

Voimassaolo: 01.08.2011 -

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:

- The student knows how to interpret group formation in the framework of reference of collaboration
- The student identifies group formation and an individual's action as a group member from the viewpoints of both the learner and the teacher
- The student knows how to explicate the meaning of collaboration in relationships of constructive interaction

Contents:

- group processes
- the meaning of the group as an educative community
- social construction of roles in a group
- group and identity

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 8 h, small group sessions 20 h

Target group:

Primary teacher students, especially the broadly-based group

Prerequisites and co-requisites:

410074P Pedagogical seminar I and 410075P Orientation to Work at School

Recommended optional programme components:

410074P Pedagogical seminar I and 410075P Orientation to Work at School

Recommended or required reading:

To be agreed on at the start of the course

Assessment methods and criteria:

Active participation in the group's work and completion of learning assignments

Grading:

pass/fail

Person responsible:

Sinikka Kaartinen

Working life cooperation:

None

405035A: Safe and Caring Interaction in the Educational Environment, 4 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Having completed the course, the student

- knows how to analyse different manifestations of interaction from the viewpoint of safety and caring, promoting gender equality
- knows how to reflect on her/his own activity from the above points of view
- knows how to define and analyse different manifestations of violence, bullying and torture in different educational environments and analyse violence in a gender sensitive manner taking into account the various dimensions of secondarisation
- knows how to apply the above in practice.

Contents:

During the course the student is familiarised with interaction in educational environments from the viewpoints of individual and communal welfare and safety. The student learns to understand the conceptualisations related to safe and caring forms of interaction, and different means to support gender sensitive, non-violent and non-secondarising interaction between people, and to apply what s/he has learnt in practice. The student learns to reflect on her/his own teachership, activity and interaction in schools and other educational environments from the perspective of safety and caring.

The course also familiarises the student with violence, bullying and torture as challenges to educational environments. The course gives the student theoretical and practical tools needed in the teaching profession to identify and intervene in violence, to support the development of the skills of non-secondarising and caring interaction, and to promote gender equality in the everyday work of educational communities. Violence taking place in schools and educational environments during the course is discussed with due consideration of gender sensitivity and the various dimensions of secondarisation.

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

The course is scheduled to be taken close and in connection to a school work period. Before this school work period, the student completes within four weeks a tutored online section of the course. During the school work period, in the course of one week, s/he undertakes a practical investigative assignment related to the course topics, and writes a report on it.

Target group:

Primary teacher students, especially the broadly-based group

Prerequisites and co-requisites:

None

Recommended optional programme components:

School Work in the Bachelor Phase

Recommended or required reading:

To be agreed on at the start of the course

Assessment methods and criteria:

Both online and practically oriented studies are assessed. Both have the same emphasis in the assessment.

Grading:

0 - 5

Person responsible:

Vappu Sunnari

Working life cooperation:

Not directly. Closely connected with a practice period.

A200052: Orientation-based studies (LO-Master), 10 op

Voimassaolo: 01.08.2010 -

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

10 credits

Language of instruction:

Finnish

Timing:

4th and 5th years

Learning outcomes:

The student can analyze his/her conception of the child and is able to estimate cultural and social presumptions of childhood.

The student is able to apply different methods and theories to the study of interaction.

Contents:

405036S	Interaction as a Research Object	3 credits
405037S	Childhood, Its Research and Interaction	3 credits
405038S	Working Methods in the Tutoring of Adult groups	4 credits

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Vary by course.

Target group:

Student in the Broadly-Based Primary Teacher Education Programme.

Prerequisites and co-requisites:

None

Recommended optional programme components:

The Master-level module of Orientation Specific Studies comprises the above courses.

Recommended or required reading:

To be agreed on course by course basis.

Assessment methods and criteria:

Vary by course.

Grading:

pass/fail

Person responsible:

Minna Sääskilähti

Working life cooperation:

None

e1

405036S: Interaction as a Research Object, 3 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

4th or 5th year

Learning outcomes:

Having completed the course, the student

- understands the diversity of interaction in different contexts of learning and training
- knows how to interpret interaction from different theoretical points of view
- identifies different research methods for analysis of interaction

Contents:

- Research examples from different interaction situations (e.g. classroom interaction, informal learning situations, technology-mediated interaction)
- Different theoretical viewpoints on the interpretation of interaction (e.g. nonverbal communication, knowledge construction and learning, tutorial and peer interaction, group dynamics)
- Examples related to learning and interaction situations in school, interpretation of these examples

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other contact teaching 18 h and independent work

Target group:

Primary teacher students (broadly based)

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

To be agreed on at the start of the course

Assessment methods and criteria:

Active participation in the course and completion of course assignment

Grading:

Pass/fail

Person responsible:

Pirkko Hyvönen and Arttu Mykkänen

Working life cooperation:

None

405037S: Childhood, Its Research and Interaction, 3 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

4th or 5th year

Learning outcomes:

After the course, student will be able to:

- analyze her/his concept of child
- identify and critically evaluate societal and cultural assumptions on childhood
- analyze the historical roots of childhood research
- evaluate the ethical and methodological challenges of childhood research

Contents:

- Childhood as narratives and narratives about childhood
- "New" childhood research
- Methodological and ethical issues in childhood research
- Institutions constructing childhood

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 12 h, small group sessions 14 h, independent work 54 h

Target group:

Primary teacher students (broadly based)

Prerequisites and co-requisites:

None

Recommended optional programme components:

The course is one of the specialisation-specific courses for Master's level students

Recommended or required reading:

To be agreed on at the start of the course

Assessment methods and criteria:

Active participation, completion of assignments, learning diary

Grading:

0 - 5

Person responsible:

Anna-Maija Puroila

Working life cooperation:

None

405038S: Working Methods for the Guidance of Adult Groups, 4 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 cr

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

After the course the student

- knows how to describe the dynamics of an adult group's activities and analyse the stages of such groups
- knows how to use various working methods designed for adult group activities in different adult groups
- knows how to function as a group member and tutor in different adult groups

Contents:

- Principles of adult group activities and dynamics
- Functional and narrative methods of group guidance: e.g. peer groups, mentoring
- Activities of multiprofessional groups
- Working with parents and guardians

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 6 h, small group sessions 24 h, independent work

Target group:

Primary teacher students (broadly based)

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Lectures and literature:

Estola, Kaunisto, Keski-Filppula, Syrjälä & Uitto: Lupa puhua Verme- teos

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

Active participation in the course, completion of course assignments

Grading:

pass/fail

Person responsible:

Eila Estola

Working life cooperation:

None

410015Y: Philosophy of science, 3 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** General Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 cr

Language of instruction:

Finnish

Timing:

Master's level

Learning outcomes:

After completion, the student

- will be knowledgeable of the core factions and traditions in the philosophy of science and scientific research
- understands the special nature of scientific work and the role of education as one of the sciences.
- is able to justify, philosophically, the different alternatives in scientific research.

Contents:

The following topics are covered:

- overview of the history of philosophy
- introduction to philosophical thought
- different classes in philosophical science

Mode of delivery:

Face-to-face or web-based teaching

Learning activities and teaching methods:Note: Student in VAKA and MUKO complete this course online. See http://cc.oulu.fi/~epikkara/opetus/tf/jtf_1.htm for further information.

KAKO: book exam.

In English see <http://cc.oulu.fi/~epikkara/opetus/philsoci.htm>**Target group:**

All students in the faculty

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the Master's level language, communication and orientation studies, mutually optional with "Professional growth" and "Knowledge work as a pedagogical challenge" (for primary teacher, music teacher and early childhood education students)

Recommended or required reading:

Kiikeri, M. (2004) Tiede tutkimuskohteena. Filosofinen johdatus tieteen tutkimukseen.

Raatikainen, P. (2004) Ihmistieteet ja filosofia.

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

Assessment methods and criteria:

Book exam or online course. In the case of the online course, either an online exam and essay.

Grading:

Pass/fail

Person responsible:

By programme:

- Ari Kivelä (KAKO)
- Eetu Pikkarainen (VAKA, MUKA, LUKO)

Working life cooperation:

None

Other information:

Education students: The course is compulsory if it was not already completed in the Bachelor's programme. If it was completed, another optional communications/orientation studies course that was not taken at the Bachelor's level must be taken in its place.

410018Y: Professional growth, 3 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

Masters level (autumn)

Learning outcomes:

The students

- identify their competence from the perspective of working life.
- construct their professional identity together with other students
- strengthen their self-knowledge
- learn about the teaching profession and obtain the tools that are necessary for coping in daily work life
- familiarize themselves with other professions in the field of education and with working life in general
- know how to find employment and are encouraged to enter working life.

Contents:

- self-knowledge and ways to support it
- identifying one's own skills
- opportunities in education and working life (thesis, minor subjects, jobs, etc.)
- the teaching profession
- transitional elements in working life (skills, employment, coping)
- building a professional identity

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small-group work, seminars, visiting lecturers.

Target group:

Master-level primary teacher students (especially the broadly-based and creative arts groups), music education students and early childhood education students

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the Master-level language, communication and orientation studies, mutually optional with "Knowledge work as a pedagogical challenge" and "Philosophy of science".

Recommended or required reading:

To be announced at the start of the course

Assessment methods and criteria:

Active participation, completion of assignments

Grading:

Pass/fail

Person responsible:

Katja Holtinkoski (primary teacher education programmes)

Paula Loukkola (early childhood education programme)

Working life cooperation:

None

Other information:

The course is organised as allowed by resources.