

# Opasraportti

## Primary teacher education (2015 - 2016)

### Primary Teacher Education

The degree programme in primary teacher education aims primarily at functions in the learning and educational environments of basic education grades 0-6. The programme gives the student a versatile competence in pedagogy, didactics and subject mastery to encounter educational challenges in the future school.

The studies offer ingredients for the construction of a student's own pedagogical ideology and activity, and the student is guided to an awareness of the social significance of a primary teacher's work. In addition to the courses offered by the Faculty of Education, a student can also apply for a right to pursue studies in the study modules of five different faculties.

### Learning Outcomes (BA):

- 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 can analyse interaction from the perspective of safety and caring.

### Learning Outcomes (MA):

- 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 shows empathy, ethicalness and pedagogical tact and knows how to assess his/her actions in varying situations.
- 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.

Primary teacher education course structure diagram you can find from [here](#). Choose Bachelor of Arts (Education) 180 ECTS or Master of Arts (Education) 120 ECTS -> Choose Course structure diagram from the list.

## Tutkintorakenteet

### Primary Teacher Education, Bachelor's Degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2015-16

Lukuvuoden alkamispäivämäärä: 01.08.2015

#### Orientation studies (6 ECTS cr)

- 410017Y: Digital Media in Teaching and Learning, 2 op
- 410014Y: Information and communication as a pedagogical tool, 3 op
- 405023Y: Orientation to studies, 1 op

#### Language and communication studies (9 ECTS cr)

- 902130Y: Foreign Language (English), 3 op
- 900070Y: Scientific Communication I, 2 op
- 901033Y: Second Official Language (Swedish), Oral Skills, 1 op
- 901032Y: Second Official Language (Swedish), Written Skills, 1 op
- 900075Y: Speech Communication, 2 op

#### Basic Studies in Education (25 ECTS cr)

Primary Teacher Students choose from Pedagogical Research Seminar's courses the following: Orientation to Work at School 410072P-03 and Pedagogical Seminar I: Knowing the Pupils and Interaction.

A250504: Education, Basic Studies (Oulu), 25 op

##### *Compulsory*

- 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
- 410072P: Pedagogical Research Seminar, 5 op

##### *Alternative*

- 410072P-01: Research areas and basics of early childhood education, 3 op
- 410072P-02: Orientating Practice in a day care center, 2 op
- 410072P-03: Orientation to Work at School, 2 op
- 410072P-04: Pedagogical Seminar I: Knowing the Pupils and Interaction, 3 op
- 410072P-05: Pedagogical Seminar in Technology Education I, 3 op
- 410072P-06: Research Seminar, Education, 5 op

#### Intermediate studies in education (45 ECTS cr)

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

*Intermediate Studies include the following mandatory courses:*

407042A: Encounters and Interaction at School, 15 op

*Compulsory*

407042A-01: Intercultural Education, 3 op

407042A-02: Special Education, 3 op

407042A-03: Pre and Primary Education, 3 op

407042A-04: Encounters and Interaction by Means of Art, 5 op

407042A-05: Seminar Day, 1 op

407043A: Curriculum, School Development and Evaluation, 5 op

407044A: Caring and Prevention of Violence in Educational Environments, 2 op

407028A: Pedagogical Seminar II: Teacher as a Learning Guide, 3 op

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

442164A: Bachelor's thesis, 10 op

*Compulsory*

442164A-01: Bachelor's thesis, 8 op

442164A-02: Seminar, 2 op

442164A-03: Maturity Test, 0 op

## **Multidisciplinary Studies in the Subjects and Cross-Cullicular Themes Taught in Basic Education (63 ECTS cr)**

A256402: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education (LO, TAIKA, ITE), 65 op

*Multidisciplinary Studies include the following mandatory courses:*

406041A: Mother Tongue (Finnish) and Literature, 9 op

*Compulsory*

406041A-01: Literacy, 4 op

406041A-02: Children's and Youth Literature at School, 3 op

406041A-03: Teaching Language Knowledge, 2 op

406021A: Drama Education, 2 op

406022A: History, 3 op

406042A: Mathematics, 7 op

*Compulsory*

406042A-01: Mathematics Education, part I, 3 op

406042A-02: Mathematics Education, part II, 4 op

406043A: Environmental Studies, 9 op

*Compulsory*

406043A-01: Man and the Environment, 4 op

406043A-02: Basic Phenomena in Nature, 5 op

406044A: Music, 7 op

*Compulsory*

406044A-01: Basics of Music Education, 1 op

406044A-02: Pedagogy of Vocal Expression and Singing, 1 op

406044A-03: Listening Education, 1 op

406044A-04: Making Music Together, 1 op

406044A-05: Music Theory in Practice, 1 op

406044A-06: Accompaniment Instrument, part I, 1 op

406044A-07: Accompaniment Instrument. part II, 1 op

406045A: Art, 6 op

*Compulsory*

406045A-01: Basics of Art Teaching 1, 3 op

406045A-02: Basics of Art Teaching 2, 3 op

406046A: Physical Education, 6 op

*Compulsory*

- 406046A-01: Lectures, Basic Exercise and Gymnastics, 1 op
- 406046A-02: Indoor Ball Games, 1 op
- 406046A-03: Skiing and Apparatus Gymnastics, 1 op
- 406046A-04: Orienteering and Outdoor Ball Games, 1 op
- 406046A-05: Skating and Swimming Skills, 1 op
- 406046A-06: Application of Physical Education at School and an Integrative Assignment, 1 op
- 406046A-07: Examination, 0 op

*Student must also choose either Religion or Ethics and Textile Work or Technical Work*

- 406023A: Religion, 2 op
- 406024A: Ethics, 2 op
- 406047A: Crafts/Textile Work and Technology, 6 op

*Compulsory*

- 406047A-01: School Handicrafts Before and Now, 1 op
- 406047A-02: User Centredness as a Starting Point for Handicrafts: from Fibre to a Product, 2 op
- 406047A-03: User Centredness as a Starting Point for Handicrafts: Techniques in Textile Work, 2 op
- 406047A-04: Pedagogy and Didactics of Textile Work, 1 op
- 406048A: Crafts/Technical Work and Technology, 6 op

*Compulsory*

- 406048A-01: Basics of Technical Work, 3 op
- 406048A-02: Technology Applications, 3 op

*Student completes either School Experience II: Bachelor's Level 407032A (LO, TAIKA, TEKNO) or 407517A (ITE)*

- 407032A: School Experience II: Bachelor's Level, 6 op
- 407517A: School Experience II: Bachelor's Level, 6 op

## Minor studies (25 ECTS cr)

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.

## Optional Studies (7 ECTS cr)

The student can choose any higher education -level courses.

## Primary Teacher Education, Master's Degree 120cr

Tutkintorakenteen tila: archived

Lukuvuosi: 2015-16

Lukuvuoden alkamispäivämäärä: 01.08.2015

## Advances studies in education (70 ECTS cr)

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

*Advanced Studies include the following mandatory courses:*

- 408030S: Educational Co-operation at School, 5 op
- 408031S: Childhood as a Social and Cultural Phenomenon, 3 op
- 408017S: Pedagogical Seminar III: I as a Teacher, on My Own and Together, 3 op
- 408020S: School Experience III: Master's Level, 11 op
- 408021S: Theme-based Practice, 6 op
- 408019S: Basics of educational administration, 2 op
- 408043S: Master's Thesis, 30 op
- 408044S: Thesis Seminar, 5 op
- 408045S: Abstract / Maturity Test, 0 op

*Student must also choose either Advanced Course in Qualitative Research 5 ECTS cr or in Quantitative Research 5 ECTS cr*

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)**

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.

## **Optional Studies (25 ECTS cr)**

The student can choose any higher education-level courses, for example free minor studies or other optional courses.

A200090: Other Studies, 0 - 25 op

*Electives*

900071Y: Scientific Communication II, 2 op

410018Y: Professional growth, 3 op

405021Y: Knowledge Work as a Pedagogical Challenge, 3 op

410015Y: Philosophy of science, 3 op

407051A: Finnish as a Second Language, Optional, 5 op

410050Y: Educational research and information seeking systems I, 1 op

410051Y: Educational research and information seeking systems II, 1 op

408512S: Issues in globalisation, 5 op

408513S: Ethics and education, 5 op

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

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

408502S: Development and Education, 5 op

407054A: Current Issues in Special Education, 5 op

408014S: Pedagogical Challenges in Research: Literature Course, 5 op

411007A: Educational systems I, 5 op

413003S: Educational systems II, 5 op

408015S: Curriculum and School Development, 5 op

402751P: Cultural Bases of Early Childhood, 5 op

*Compulsory*

402751P-01: Childhood as a cultural and societal phenomenon, 3 op

402751P-02: Childhood as narratives, narratives about childhood, 2 op

418021P: Designing Technology-Enhanced Learning, 7 op

418019P: Introduction to Learning and Educational Technology, 5 op

418020P: Learning Theory and Pedagogical use of ICT, 7 op

407056A: How to Design and Use Complete Learning Environments, 5 op

407055A: New Facilities, New Technology and Learning, 1 op

407033A: Science Culture and Technology, 2 op

405039A: Basics of Entrepreneurship Education, 2 op

404008S: Robotics Applications, 4 op

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

404012A: Crazy about Felting, 2 op

404009S: Pedagogical Challenges of Knowledge Work, 4 op

404018A: Safety Product by Textile Means, 2 op

407052A: Educational Games as Teaching Tools, 2 op

407057A: First steps of the skill, 2 op

404017A: Story in a Textile, 2 op

404013A: School Graphics, 3 op

404014A: Media Education, 3 op

404019A: Alternative Photography, 3 op  
 407053A: SensoArt Laboratory: Comprehensive, Well-Rounded and Insightful Teacher, 3 op  
 407061A: Open workshop, 5 op  
 407060A: Learning Materials Project, 5 op

## Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

404021A: Contributing to the University Community, 1 - 10 op  
 407059A: New Technology and 21st Century Core Skills, 5 op  
 407063A: On the Way to a Mobile School, 1 op  
 407062A: Programming in Basic Education, 5 op  
 407058A: Puppet Show and Multiculturalism, 5 op  
 407065A: Utilisation of Technology in Physical Education, 2 op

## Opintojaksojen kuvaukset

### Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

#### 410017Y: Digital Media in Teaching and Learning, 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:**

2 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Bachelor's Level, spring, see Course Structure Diagram

**Learning outcomes:**

After completing the course the student

- recognises the basic concepts of interactive digital media
- understands the role of copyrights in educational digital media projects
- knows how to use commonly available digital media production software and hardware
- has planned and implemented an educationally relevant digital product in a group
- Student is able to discover opportunities to use digital media in education

**Contents:**

- basic concepts in digital media
- copyrights in digital media
- planning digital media project: synopsis and treatment
- digital audio-, image-, and video processing

- digital animations and cartoons
- added reality, games and coding

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

Lectures 6 hrs, small-group practical exercises 12 hrs, independent work 18 hrs, collaborative group work 20 hrs

**Target group:**

All the students in the faculty

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

410014Y ICT as a Pedagogical Tool

**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, reflective blog journal about lecture topics, A digital media product.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Jari Laru

**Working life cooperation:**

None

**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 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1st year, autumn term

**Learning outcomes:**

After completing the course the student knows how to

- understands how technology is integrated with wider framework of instructional and learning activities in theory and practise.
- make good use of the social media, roomware and productivity programs in teaching and learning.
- can use technology as tool for supporting both individual and collaborative learning.
- Understands basic principles of instructional design of technology enhanced learning course/lesson.

**Contents:**

- Theoretical foundations and pedagogical models
- Societal issues
- Instructional design of the ICT in education
- Learning environments (learning management systems, social media, mobile social media)
- Roomware (interactive whiteboards, document cameras etc)
- Productivity programs and academic infrastructure

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 10 h, small-group sessions 20 h, independent work 25 h, group work 25 h

**Target group:**

All the students in the faculty of education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

410017Y Digital Media in Teaching and Learning and 405021Y/ [404010S](#) Pedagogical Challenges of Knowledge Work

**Recommended or required reading:**

Lectures, assignments, students own material. Other study materials will be confirmed at the beginning of the course and in the www-pages.

**Assessment methods and criteria:**

Active participation in contact teaching and practical exercises.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Jari Laru

**Working life cooperation:**

None

**Other information:**

<http://wiki oulu.fi/display/ktktvt/Etusivu>

## 405023Y: Orientation to studies, 1 op

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** General Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay405023Y Orientation to studies (OPEN UNI) 1.0 op

**ECTS Credits:**

1 ECTS cr

**Language of instruction:**

Finnish/ English

**Timing:**

1st year, autumn term

**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.
- gain perspective on the structure, content and study practices of their own education.
- becomes a member of his/hers student group.

**Contents:**

- initiating studies
- study goals, progression, structure and content
- ethical principles of studying and the studying culture
- personal study plan (PSP)

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures, teacher tutor and student tutor sessions 20 h

**Target group:**

New students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

Study Guide and other handout materials.

**Assessment methods and criteria:**



Active participation and construction of a personal study plan (PSP).  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Student counsellors and teacher tutors

**Working life cooperation:**

None

**Other information:**

During th 1st year Autumn the thematic lectures on studying are highly recommended:

- lecture 1: Time management and planning of the studies 2 h
- lecture 2: Skillful learning 2 h

**902130Y: Foreign Language (English), 3 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

**Vastuuyksikkö:** Negotiated Education

**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 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 second part of the course**.

**ECTS Credits:**

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

**Language of instruction:**

English

**Timing:**

See the study guide of your study programme.

**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 will be provided by the teacher.

**Assessment methods and criteria:**

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

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass / fail

**Person responsible:**

See [contact teachers](#)

**Working life cooperation:**

-

**Other information:**

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

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

## 900070Y: Scientific Communication I, 2 op

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

**Vastuuyksikkö:** Negotiated Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay900070Y Scientific Communication I (OPEN UNI) 2.0 op

**Proficiency level:**

-

**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 ECTS 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:**

contact teaching

**Learning activities and teaching methods:**

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

**Target group:**

Students of the Faculty of Education

**Prerequisites and co-requisites:**

-

**Recommended optional programme components:**

-

**Recommended or required reading:**

the Material in the Optima learning environment,

Hirsjärvi, S., Remes, P. &amp; Sajavaara, P. (2009). Tutki ja kirjoita. Helsinki: Tammi.

Kempainen, T. &amp; Latomaa, T. (2002). Ensi askelia tieteen tiellä. Oulun yliopisto. Teos on saatavilla myös internetissä.

Lonka, I., Lonka, K., Karvonen, P. &amp; Leino, P. (2006). Taitava kirjoittaja. Opiskelijan opas. Helsinki: Yliopistopaino.

**Assessment methods and criteria:**

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

Read more about [assessment criteria](#) at the University of Oulu webpage.**Grading:**

pass / fail

**Person responsible:**

Toropainen, Outi

**Working life cooperation:**

-

**Other information:**

-

**901033Y: Second Official Language (Swedish), Oral Skills, 1 op****Voimassaolo:** 01.08.2014 -**Opiskelumuoto:** Language and Communication Studies**Laji:** Course**Vastuuyksikkö:** Negotiated Education**Opintokohteen kielet:** Swedish**Leikkaavuudet:**

901061Y Second Official Language (Swedish), Oral Skills 1.0 op

ay901033Y Second Official Language (Swedish), Oral Skills (OPEN UNI) 1.0 op

**901032Y: Second Official Language (Swedish), Written Skills, 1 op****Voimassaolo:** 01.08.2014 -**Opiskelumuoto:** Language and Communication Studies**Laji:** Course**Vastuuyksikkö:** Negotiated Education**Opintokohteen kielet:** Swedish**Leikkaavuudet:**

901060Y Second Official Language (Swedish), Written Skills 1.0 op

ay901032Y Second Official Language (Swedish), Written Skills (OPEN UNI) 1.0 op

**900075Y: Speech Communication, 2 op****Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** Language and Communication Studies**Laji:** Course**Vastuuyksikkö:** Negotiated Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay900075Y Speech Communication (OPEN UNI) 2.0 op

**Proficiency level:**

-

**Status:**

According to the old curriculum this course 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. According to the new curriculum (2013 - 2014) this course is compulsory to all students.

**Required proficiency level:**

-

**ECTS Credits:**

2 ECTS 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:**

Contact teaching

**Learning activities and teaching methods:**

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

**Target group:**

the students of the Faculty of Education

**Prerequisites and co-requisites:**

-

**Recommended or required reading:**

material in the Optima learning environment

**Assessment methods and criteria:**

Active participation in teaching, independent study and completion of given assignments. Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass / fail

**Person responsible:**

See the Languages and Communication webpages for contact teachers

**Working life cooperation:**

-

**Other information:**

-

## **A250504: Education, Basic Studies (Oulu), 25 op**

**Opiskelumuoto:** Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

**ECTS Credits:**

25 ECTS credits

**Language of instruction:**

Finnish or English

**Timing:**

At the start of studies in education (in most programmes, 1st year, in secondary teacher education, 3rd and 4th years)

**Learning outcomes:**

At the end of the module, the student is expected to be able to analytically understand and describe pedagogical phenomena connected with the various stages and situations in a human being's growth as well as pedagogical interaction in different areas of the educational field. To understand and describe these phenomena, s/he knows how to use the basic concepts and theories in the classic fields of education and knowledge on the historical development of educational activity and thinking. The student also knows how to use various academic study and working methods and is able to conduct independent literary work and is getting oriented to educational expertise and research.

**Contents:**

Consists of the following courses:

[410067P](#) Basic Course in Education: Phenomenon, Theories and Practices of Education, 4 credits[410068P](#) Didactics: Basics of Learning and Teaching, 4 credits[410069P](#) Educational Psychology: Growth, Development and Learning, 4 credits[410070P](#) Sociology of Education: Society, Educational Institutions and Social Interaction, 4 credits[410071P](#) Educational Philosophy: Education as a Philosophical and Ethical Issue, 4 credits[410072P](#) Pedagogical Research Seminar, 5 credits

The courses are divided into the following areas:

1. The study module is started with an orientation in "Basic Course in Education: Phenomenon, Theories and Practices of Education".
2. The next four courses comprise the content areas of the module, and the student can freely choose the order in which s/he studies them.
3. The applied course entitled "Pedagogical Research Seminar" is delivered differently in the various degree programmes. The student applies what s/he has learnt in the content courses, assuming a particular orientation depending on her/his educational and personal interests.

**Mode of delivery:**

Face-to-face and mixed teaching

**Learning activities and teaching methods:**

Lectures and seminar sessions

**Target group:**

Students pursuing major or minor studies in education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be announced in connection with the courses

**Assessment methods and criteria:**

Exams, written assignments (a variety of individual or group assignments can be used depending on the situation)

Read more about [assessment criteria](#) at the University of Oulu webpage.**Grading:**

pass/fail

**Person responsible:**

Veli-Matti Ulvinen

**Working life cooperation:**

Depending on the degree programme, possibly included in the "Pedagogical Research Seminar".

**Other information:**

None

*Compulsory***410067P: Basic course in education, 4 op****Voimassaolo:** 01.08.2005 -**Opiskelumoto:** 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 or English

**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:**

- basic concepts: development, bildung, teaching, pedagogical activity
- the status of scientific and practical theory in education and pedagogy
- education as a science, main areas and subareas
- history and development of education
- 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 89 h

**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 credits).

**Recommended or required reading:**

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

Siljander, P. (2014) Systemaattinen johdatus kasvatustieteeseen. Peruskäsitteet ja pääsuuntauokset. Vastapaino.

Availability can be checked [here](#).

**Assessment methods and criteria:**

Exam or written assignments

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass/fail

**Person responsible:**

Pauli Siljander

**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 credits

**Language of instruction:**

Finnish or English

**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 models of teaching
- are able to analyse the characteristics of a good learner in theory and practice and are aware of how learning skills can be taught.

**Contents:**

- basic concepts of learning and teaching, their theoretical foundations and significance in practice
- basic processes of learning, their cognitive, motivational and social features
- theoretical foundations of learning guidance: the teacher's role as a director of learning, models of teaching
- principles of curriculum design and planning of teaching entities
- the characteristics of a good learner in theory and in practice: how learning skills can be taught

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and other contact teaching 18 h, independent studies 89 h

**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 or 2001) Tutkiva oppiminen. järki, tunteet ja kulttuuri oppimisen sytyttäjinä.
- and supplementary literature to be announced during the course.

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

**Assessment methods and criteria:**

Exam or written assignments

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass/fail

**Person responsible:**

Sanna Järvelä

Tuija Anttila

**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 credits

**Language of instruction:**

Finnish

**Timing:**

1st year

Secondary teacher students 3rd year spring term

**Learning outcomes:**

Having completed the course, the student

- knows how to use the central concepts and identifies the main research areas and topics in educational psychology
- knows how to analyse the special nature of knowledge on educational psychology and estimate the opportunities and limitations in the application of this knowledge to educational work

**Contents:**

- the relationship of educational psychology to psychology and other subareas of education
- research object and basic concepts: growth, development and learning
- professional practice in educational psychology and its application to issues of growth and development at different ages

**Mode of delivery:**

Face-to-face teaching



**Learning activities and teaching methods:**

Lectures and other teaching 18 h, independent studies 89 h

**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:

- Lehtinen, E., Kuusinen, J. & Vauras, M. (2007) Kasvatuspsykologia
- Soini (2013) Johdatusta kasvatuspsykologian kysymyksiin. Opintomoniste, available in Optima.
- and additional literature to be announced during the course.

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

**Assessment methods and criteria:**

Exam or written assignments

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass/fail

**Person responsible:**

Teemu Suorsa

**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 or English

**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, independent study 89 h.

**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.

[OR 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 or written assignments.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**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 oppimateriaali:**

**Atjonen, Päivi** , , 2004, pakollinen

Lisätiedot:

**Pitkänen, Pirkko** , , 1996, pakollinen

Lisätiedot:

**Puolimatka, Tapio** , , 1996, pakollinen

Lisätiedot:

**Puolimatka, Tapio** , , 1995, pakollinen

Lisätiedot:

**Vestergaard, Ebbe** , , 1987, pakollinen

Lisätiedot:

**Vestergaard, Ebbe** , , 1985, pakollinen

Lisätiedot:

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay410071P Educational philosophy: (OPEN UNI) 4.0 op

**ECTS Credits:**

4 credits

**Language of instruction:**

Finnish or English

**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 know how to analyse and solve ethical and philosophical problems in education and teaching 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
- Ethical nature of education, training and teaching, and ethical issues in pedagogical activity

**Mode of delivery:**

Lectures and other face-to-face teaching 18 h, independent work 89 h

**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 (25 credits).

**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:

- Atjonen, P. (2004) Pedagoginen etiikka koulukasvatuksen karttana ja kompassina.
- Ojakangas, M. (2001) Pietas - Kasvatuksen mahdollisuus.
- Puolimatka, T. (1995) Kasvatus ja filosofia. (Primary reading)
- Etiikka koulun arjessa. (2002)

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

**Assessment methods and criteria:**

Exam or written assignments.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass/fail

**Person responsible:**

Eetu Pikkarainen

**Working life cooperation:**

No

**410072P: Pedagogical Research Seminar, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay410072P Pedagogical Research Seminar (OPEN UNI) 5.0 op

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

Varies depending on the programme: during or at the end of the basic studies in education

**Learning outcomes:**

After the course, the student

- perceives the various areas of education and the relations between them
- is familiar with educational research and the basics of scientific writing
- has an understanding of the relationship between pedagogical theory and practice

In addition, students in the primary teacher education programmes in particular

- know how to gather observation data on social interaction in the classroom
- identify issues underlying changes in teachership
- know how to apply knowledge of the pupils in pedagogical activity as a teacher
- know how to present their pedagogical theories-in-use
- know how to compose a report based on observation data to discuss classroom observations from theoretical and practical viewpoints
- see the goals for the course Orientation to Practice 410072P-2 (formerly 410075P), 2 credits

In addition, students in the early childhood education programme in particular know how to

- explain the nature of the area of early childhood education research in the field of different sciences
- specify and evaluate different theoretical trends in early childhood education
- identify and assess the ethical basis of early childhood education research
- face different children and identify and assess the need for three-tier support in early childhood education
- summarise scientific text and discuss current research themes in early childhood education

**Contents:**

Research being carried out in the Faculty, expertise based on it, contents of a seminar paper based on the student's own interests, feedback and discussions related to it.

**Mode of delivery:**

Face-to-face and blended teaching, seminar sessions

**Learning activities and teaching methods:**

Varies by the degree programme. See the subcodes.

**Target group:**

Students in all programmes pursuing the Basic Studies in Education (25 credits).

**Prerequisites and co-requisites:**

Basic course in education

**Recommended optional programme components:**

The course is the final course in the Basic Studies in Education (25 credits), and in the primary teacher education programmes it is closely linked to Orientation to School Work and to studies in educational psychology and, in secondary teacher education, in special education.

**Recommended or required reading:**

E.g. Siljander, P. & Kivelä, A. (Eds) (2008). *Kasvatustieteen tila ja tutkimuskäytännöt: paradigmat katosivat, mitä jäljellä?* (applicable parts).

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

**Assessment methods and criteria:**

Varies by programme. See the subcodes.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass/fail

**Person responsible:**

Varies by programme

**Working life cooperation:**

There is teaching practice in the primary teacher education programmes.

**Other information:**

Courses vary by programme:

Early childhood education:

- 410072P-01 Research areas and basics of early childhood education 3 ECTS cr
- 410072P-02 Orientating Practice in a day care center 2 ECTS cr

Teacher education programmes:

- 410072P-03 Orientation to Work at School 2 ECTS cr
- 410072P-04 Pedagogical Seminar I: Knowing the Pupils and Interaction 3 ECTS cr (TEKNO: 410072P-05 Pedagogical Seminar in Technology Education I 3 ECTS cr)

Educational Sciences programme:

- 410072P-06 Research Seminar, Education 5 ECTS

*Alternative***410072P-01: Research areas and basics of early childhood education, 3 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Basic Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1st year (autumn)

**Learning outcomes:**

- Student knows the basic concepts and special scientific features of early childhood education
- Student knows how to describe the historical development of early childhood education
- Student knows the principles of early childhood education planning and pedagogical activities

**Contents:**

- Basic concepts, research objects and methods of early childhood education
- Historical development of early childhood education
- Basics of planning and pedagogy in early childhood education

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

- Lectures and work in small groups 30 hours
- Independent work 50 hours

**Target group:**

Students in the Early Childhood Education Programme

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

- National Curriculum Guidelines on Early Childhood Education and Care in Finland (2005)
- Miller, L. & Pound, L. (Eds.) (2011) Theories and Approaches to Learning in the Early Years. Sage Publications.

**Assessment methods and criteria:**

- Active participation in lectures and work in small groups
- Completion of assignments

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass/fail

**Person responsible:**

Eila Estola, Satu Karjalainen

**Working life cooperation:**

None

**Other information:**

None

**410072P-02: Orientating Practice in a day care center, 2 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Basic Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 credits

**Language of instruction:**

Finnish

**Timing:**

1st year (autumn)

**Learning outcomes:**

- Student knows how to describe the day care center as a child's growth environment and as a work community
- Student is familiar with pedagogical planning and practical implementations in early childhood education
- Student knows how to observe children, children's activities and play

**Contents:**

- The day care centre as a child's growth environment and as a work community
- Pedagogical planning and implementation
- Observation of children and their activities

**Mode of delivery:**

Supervised practice in a day care center

**Learning activities and teaching methods:**

Work in a day care center 50 h

Practicum 4h

**Target group:**

Students of early childhood education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

None

**Assessment methods and criteria:**

Active completion of the practice period, participation in the practicum

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass/fail

**Person responsible:**

Satu Karjalainen

**Working life cooperation:**

2 ECTS cr

**Other information:**

None

**410072P-03: Orientation to Work at School, 2 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Basic Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

First year, Bachelor level

**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).

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

**Duration of the period:** two calendar weeks

**Mode of delivery:**

School Work

**Learning activities and teaching methods:**

**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 students 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.

**Supervision:** General supervision in Orientation to School Work is provided by the primary school principal at the Teacher Training School. Tutoring in a student's class or for a group of students is provided by specifically appointed class teachers. Tutoring in the major subject studies focuses on supervision of the practice period in Pedagogical Seminar I.

**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.

**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.

**Target group:**

Primary teacher education (not ITE-students)  
Special Education

**Prerequisites and co-requisites:**

Participation in Orientation to School Work also requires participation in Pedagogical Seminar I.

**Recommended optional programme components:**



Pedagogical Seminar I

**Recommended or required reading:**

None

**Assessment methods and criteria:**

Work placement

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/ fail

**Person responsible:**

Vesa-Matti Sarenius, Auli Halme, Erkki Pekkala, Markku Juopperi, Outi Takalo

**Working life cooperation:**

Yes.

**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.

University student must show **extract from their criminal record**, if studies involve practice with minor children. **Please take care that you have shown extract from criminal record before the practice begins.**

**410072P-04: Pedagogical Seminar I: Knowing the Pupils and Interaction, 3 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Basic Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

Upon completion of the course, the student

- identifies knowledge of pupils as learners as a dialogical relationship and as a continuous process
- identifies the most important group phenomena in the classroom and knows how to observe interaction between pupils
- knows how to describe his/her pedagogical theory-in-use and how to critically describe and reflect on his/her views on teaching and education
- knows how to apply his/her pedagogical expertise in a diversified, attentive and pupil-centred manner in different interaction situations
- is familiar with research on classroom interaction

**Contents:**

- changing knowledge in educational and development psychology, especially the traits of the growth and development of children at school age, but also the theories in which these traits are seen as socially produced
- familiarisation with classical sociological studies that apply or develop theories by observing classroom situations

- pedagogical portfolio as a tool for reflection on the development of your own teachership: aims of the portfolio and starting to compile one

Taika-students: The seminar focuses on the arts and crafts education perspective in learner growth and development and the study of interactive and socio-cultural phenomena in the classroom. We learn how to identify the opportunities provided by the arts in deepening the teacher-student relationship.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group teaching 24 h/ self-study 56 h

The student works on her/his portfolio also in a blog environment between the face-to-face meetings

**Target group:**

Primary Teacher Ed and Special Ed Students

**Prerequisites and co-requisites:**

Basic Course in Education, Didactics

**Recommended optional programme components:**

Pedagogical Seminar I is part of a module formed by "Educational Psychology", "Sociology of Education" and "Orientation to School Work". Integrating the themes of these courses, students focus on studying the pupils' growth and development as well as interaction and sociocultural phenomena in the classroom. The pedagogical seminars I-III form a continuum in which the essential viewpoint is the student's comprehensive professional growth into a critical, reflective and inquiring teacher.

**Recommended or required reading:**

Sovitaan opintojakson alussa

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments and pedagogical portfolio  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Maija Lanas

**Working life cooperation:**

None

**410072P-05: Pedagogical Seminar in Technology Education I, 3 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Basic Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

After the course the student knows how to plan and carry out teaching episodes based on research on technology education. The students knows hwo to analyse and evaluate teaching situations and

reflect on the phenomena and issues taking place in them from the viewpoint of technology education.

**Contents:**

Familiarisation with technology learning with a focus on educational psychology. The inquiring teacher and significance of awareness of pupil needs in primary school.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group sessions 20 h, individual teaching 16 h, work placement 2 h.

The seminar focuses on the technology learning process when the pupils are supposed to learn some technological entity. Making use of a self-made assembly kit, a teaching episode is planned and carried out, with literature produced on technology education research providing the theoretical basis. The teaching episode is analysed based on this, and the results of the analysis are presented in the form of a learning diary.

**Target group:**

Technology oriented primary teacher education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

405024Y Introduction to Theoretical Foundations and Practics in Technology Education, 407034A Pedagogical Seminar in Technology Education II, 408023S Pedagogical Seminar in Technology Education III, 406040A Crafts / Technical Work and Technology

**Recommended or required reading:**

Technology Education literature, self-produced educational materials

**Assessment methods and criteria:**

Literature, production and testing of learning materials at school, preparation of a pedagogical portfolio.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/ fail

**Person responsible:**

Matti Lindh

**Working life cooperation:**

Yes. The course includes giving a teaching session at school (2 h).

**410072P-06: Research Seminar, Education, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Basic Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Learning outcomes:**

Having completed the course, the student

- has an understanding of the contents of and mutual relations between the courses in the Basic Studies in Education.

- has familiarised him/herself with current educational research especially in his/her own faculty.
- knows how to design, produce and evaluate scientific texts.

**Contents:**

Current educational research

**Mode of delivery:**

*In the Education Programme*, face-to-face teaching scheduled to last an entire study year. E.g. lectures on current research themes by researchers in the research group *Theory and Philosophy of Education* followed by discussion based on the lectures and production of a learning portfolio. *In the Open University*, lectures and seminar.

**Learning activities and teaching methods:**

Lectures and seminar sessions, 20 h. In the Education Programme, to be implemented as a 2-hour lecture session at the end of each basic studies course, with 10 hours of seminar sessions at the end of the course in which the students present their learning portfolios.

**Target group:**

Students pursuing the Basic Studies in Education

**Prerequisites and co-requisites:**

no

**Recommended optional programme components:**

The course links together the various courses in the Basic Studies in Education (25 credits).

**Recommended or required reading:**

As applicable Siljander, P & Kivelä, A. (toim.) (2008). *Kasvatustieteen tila ja tutkimuskäytännöt. Paradigmat katosivat, mitä jäljellä?*

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

**Assessment methods and criteria:**

Active attendance in lectures is recommended, while a 80% class attendance is required in the seminars. The student composes a learning portfolio to study the core contents of the courses in the basic studies based on the 2-hour lectures arranged at the end of each basic studies course. In the portfolio written on the basis of these lectures given by researchers, the student shows that s/he has understood the main contents of the basic studies course, and also outlines his/her own research interests and specific educational viewpoints. The student is expected to discover for him/herself a meaningful and topical theme for further educational research. The portfolios are presented, discussed and assessed in the seminar groups. The portfolios are based on the researchers' lectures, the course materials in the basic studies, and supplementary literature as agreed individually based on the focus of each student's portfolio. There is more information on the [grading of studies](#) in the university's website.

In the Open University, the course is implemented as a lecture providing an introduction to seminar work, in which the student composes a report for a research plan, on the basis of which the course grade is given.

**Grading:**

pass/fail

**Person responsible:**

NN

**Working life cooperation:**

No

**Other information:**

See full description at the main code.

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

45 credits

**Language of instruction:**

Finnish

**Timing:**

2nd and 3th year

**Learning outcomes:**

**Intermediate/subject studies in education (45 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:**

[407042A](#) Encounters and Interaction at School 15 ECTS cr

[407042A-01](#) 1. Intercultural education 3 ECTS cr

[407042A-02](#) 2. Special Education 3 ECTS cr

[407042A-03](#) 3. Pre and Primary Education 3 ECTS cr

[407042A-04](#) 4. Encounters and Interaction by Means of Art 5 ECTS cr

[407042A-05](#) 5. Seminar Day 1 ECTS cr

[407043A](#) Curriculum, School Development and Evaluation 5 ECTS cr

[407044A](#) Caring and Prevention of Violence in Educational Environments 2 ECTS cr

[407028A](#) Pedagogical Seminar II: Teacher as a Learning Guide 3 ECTS cr

[407040A](#) Basic Course in Quantitative Research 5 ECTS cr

[407040A-01](#) 1. Basis of Research 2 ECTS cr

[407040A-02](#) 2. Statistical Analysis, Lecture 2 ECTS cr

[407040A-03](#) 3. Exercises 1 ECTS cr

[407041A](#) Basic Course in Qualitative Research 5 ECTS cr

[407041A-01](#) 1. Lecture 3 ECTS cr

[407041A-02](#) 2. Exercises 2 ECTS cr

[442164A](#) Bachelor's Thesis 10 ECTS cr

[442164A-01](#) 1. Bachelor's Thesis 8 ECTS cr

[442164A-02](#) 2. Seminar 2 ECTS cr

[442164A-03](#) 3. Maturity Test 0 ECTS cr

**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

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Sanna Järvelä

**Working life cooperation:**

Yes. For further information see course Encounters and Interaction at School 15 ECTS cr.

*Intermediate Studies include the following mandatory courses:*

**407042A: Encounters and Interaction at School, 15 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

15 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2nd and 3rd years

**Learning outcomes:**

Having completed the course

- the student knows how to identify various factors with an impact on learning and interaction and knows how to modify his or her pedagogical action based on this on different learning environments
- the student knows how to apply the theoretical and practical contents of a study module to guide and support a child's process of growth and learning
- the student knows how to apply the contents of a study module in a project implemented at school or in preprimary education

**Contents:**

The course consists of the following parts:

- 407042A-01 Intercultural Education
- 407042A-02 Special Education
- 407042A-03 Pre and Primary Education
- 407042A-04 Encounters and Interaction by Means of Art
- 407042A-05 Seminar Day

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

See the descriptions of subcodes (407042A-0X).

**Target group:**

Students in primary teacher education programmes

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Individual parts of the course have connections with certain courses in the curriculum for 2012-2013. For more details, consult the study advisors.

**Assessment methods and criteria:**

For more on the grading of courses, see the university website.

**Grading:**

0-5

**Person responsible:**

Pia Leppänen-Keränen ja Niina Loukkola

**Working life cooperation:**

Yes.

*Compulsory***407042A-01: Intercultural Education, 3 op****Voimassaolo:** 01.08.2013 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2nd-3rd year

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 20h, small group sessions 10 h and independent work.

**Target group:**

Primary Teacher Education Students

**Prerequisites and co-requisites:**

None

**Recommended or required reading:**You can check the availability of the course books [via this link](#)**Assessment methods and criteria:**

Active participation in contact teaching, exam or essay

**Grading:**

1-5

**Person responsible:**

Maija Lanas ja Katri Jokikokko

**407042A-02: Special Education, 3 op****Voimassaolo:** 01.08.2013 -**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

**Timing:**

2.year 1st and 2nd period

**Learning outcomes:**

**Student**

- understands the uniqueness and diversity of teachers' work, student assessment, pedagogical choices, and communication.
- understands the equality and non-discrimination, as well as barrier-free learning environment requirements for education and teaching.
- understands the principles of inclusive education and meaning.
- recognizes co-operation and realize their corporate responsibility, as well as the importance of the legislation on the basis of teacher's work.
- acquires skills to identify a variety of psychological well-being and to change pedagogical approaches based on them.
- learns about the education of children, young people and adults in a variety of language and cultural backgrounds, and see them as individuals, communities, also in multicultural situations.
- becomes familiar with various forms of assistance and related documents and is able to act according to them

**Contents:**

Special education and ideologies, values and principles behind

- The general, special, and enhanced support as well as treatment, education and rehabilitation
- Co-operation, multi-professionalism and the educational partnership
- Special Education field, target groups and to know the practice
  - the need for special support and pedagogical approaches
  - the school's student welfare
  - inclusive education

**Mode of delivery:**

Face-to-face- teaching

**Learning activities and teaching methods:**

Contact teaching 20 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The Encounter and Interaction at School 15 cr

**Recommended or required reading:**

Ahvenainen, O. & Holopainen, E. (2014 preferably, also 2005) Lukemis- ja kirjoittamisvaikeudet. Teoreettista taustaa ja opetuksen perusteita.

TAI

Lukivaikeudesta lukitaitoon. (2006). Takala, M. & Kontu, E. Yliopistopaino Kustannus. Palmeniasarja. 250 s.

Moberg, S, Hautamäki, J, Kivirauma, J; Lahtinen, U. ; Savolainen, H. & Vehmas, S. (2009) Erityispedagogiikan perusteet.

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

Farrell, M: 2009. Foundations of Special Education. John Wiley & Sons.

Lindh, R. & Sinkkonen, H-M. 2009. Koulusta selviytyminen. Gaudeamus. s. 209.

You can check the availability of the course books [via this link](#)

**Assessment methods and criteria:**

Active participation in lessons, the learning task or reflective essay or exam

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Marko Kielinen

**Working life cooperation:**

None



**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2.year´s 1.and 2. period

**Learning outcomes:**

A student

- can describe the meaning of play on a child´s social growth, development and learning in the preschool and lower primary education contexts.
- identifies a change of a child´s role and growth environment in the transition process to school and is able to co-operate with the professionals in the different growth environments.
- knows the continuum of a child´s growth- and learning process from the preschool education to the primary school education
- knows the theoretical and practical basis and methods of the child´s teaching and learning to read and write.
- understands a learning to read and write as a part of linguistic development, communication and interaction

**Contents:**

- Preschool education and lower primary education as a child´s growth and learning contexts
- Child´s learning process as a continuum from early childhood education to preschool and lower primary education
- The meaning of a play of a preschool and lower primary school child in his social growth, development and learning
- A child´s transition process to school with a co-operation between home, preschool and school
- A child´s learning to read and write as a part of linguistic development, communication and interaction

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Contact lessons 30h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Encounters and Interaction at School 15 ECTS cr

**Recommended or required reading:**

Esiopetuksen opetussuunnitelman perusteet (2014)

Perusopetuksen opetussuunnitelman perusteet ( 2014), luokat 1-2.

Hujala Eeva ja Turja Leena (toim.) 2011. Varhaiskasvatuksen käsikirja. PS-kustannus (suitable parts).

Lerkkanen Marja- Liisa (2008). Lukemaan oppiminen ja opettaminen esi- ja alkuopetuksessa. SanomaPro.

You can check the availability of the course books [via this link](#)

**Assessment methods and criteria:**

Active participating in contact lessons

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Virpi Louhela-Risteelä

**Working life cooperation:**

None

**407042A-04: Encounters and Interaction by Means of Art, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

3rd year, 1st period

**Learning outcomes:**

- Student understands the possibilities of interplay by the means of Arts Education
- Is able to apply the means of Arts Education within the frames of interaction
- Has the competence of plan and run a project, that uses the themes of the course based on bodylines
- Can examine and document the progress of the project chosen
- Is able to evaluate the project as a part of one's own development towards becoming a teacher
- Knows variety of ways in different Art forms on emotional approaches and interaction in order to create a positive learning atmosphere
- Knows the importance on interaction and the importance of one's own behavior within the framework of the Finnish legislation for teaching

**Contents:**

- The course will deal encounters and interaction by the means of Arts Education
- A Art project will be executed in the appropriate working place
- Applied part, workshops
- Themes that have been dealt during lectures will be taken into action: such as playfulness, multicultural issues, interaction, activity, community, participation, emotions etc.
- Practicing emotional and interplaying relationships in action (empathetic listening, clear expression and the ability the solve conflicts)

**Mode of delivery:**

Lecture/face-to-face teaching

**Learning activities and teaching methods:**

Lectures 18 h, workshops 30 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**Encounters and Interaction at School 15 cr  
Seminar Day 1cr**Recommended or required reading:**

Halonen, Katja. 2009. Musiikki hyvinvoinnin edistäjänä. Kolme tapausesimerkkiä musiikin innovatiivisesta käytöstä. Musiikkialan toimintaympäristöt ja osaamistarve - Toive Osaraportti 2 Metropolia Ammattikorkeakoulu. Kulttuuri ja luova ala. Helsinki. Ladattavissa sivustolta [http://www.metropolia.fi/fileadmin/user\\_upload/Kulttuuri/Kehittaevae\\_hanketoiminta/56DC3279d01.pdf](http://www.metropolia.fi/fileadmin/user_upload/Kulttuuri/Kehittaevae_hanketoiminta/56DC3279d01.pdf) Osittain.

Karppinen, S. 2005. "Mitä taide tekee käsityöstä?" Käsityötaiteen perusopetuksen käsitteellinen analyysi. Väitöskirja. Helsingin yliopisto.

Kataja, J., Jaakkola, T. & Liukkonen, J. 2011. Ryhmä liikkeelle. Juva: PS-kustannus  
Kuusela, M. 2005. Sosioemotionaalisten taitojen harjaannuttaminen, oppiminen ja käyttäminen perusopetuksen kahdeksannen luokan tyttöjen liikuntatunneilla. Väitöskirja. Liikunnan ja kansanterveyden edistämissäätiö. Jyväskylä.  
Klemola, U. 2008. Opettajaksi opiskelevien vuorovaikutustaitojen kehittäminen liikunnan aineenopettajakoulutuksessa. Väitöskirja. Jyväskylän yliopisto.

Manninen S. 2010. Iso, vahva, rohkee - kaikenlaista. Maskuliinisuudet, poikien valtahierarkiat ja väkivalta koulussa". Acta Universitatis Ouluensis 112. Juvenes Print  
Numminen, Ava. 2005. Laulutaidottomasta kehittyväksi laulajaksi. Sibelius-Akatemia Studia Musica 25. Ladattavissa sivustolta [http://ethesis.siba.fi/ethesis/files/isbn9525531171\\_copy.pdf](http://ethesis.siba.fi/ethesis/files/isbn9525531171_copy.pdf). Osittain.  
Vartiainen, L. 2010. Yhteisöllinen käsityö. Verkostoja, taitoja ja yhteisiä elämyksiä. Väitöskirja. Itä-Suomen yliopisto. Joensuu.

You can check the availability of the course books [via this link](#)

**Assessment methods and criteria:**

Active participation to lectures and face-to-face teaching  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass / fail

**Person responsible:**

Pia Leppänen-Keränen ja Niina Loukkola

**Working life cooperation:**

None

**407042A-05: Seminar Day, 1 op****Voimassaolo:** 01.08.2013 -**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

**Timing:**

3rd year

**Learning outcomes:**

- Student is able to analyze and evaluate his/her own actions in the arts projects
- Is able to reflect and report the progress and the end results of the project
- Has the ability to give oral presentation, make a poster or a multimedia performance on the themes of the course

**Contents:**

Students will plan and execute a seminar, during which, the projects will be presented and evaluated

**Mode of delivery:**

Seminar

**Learning activities and teaching methods:**

A poster, Power Point presentation, video, performance or something else

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

Encounters and interaction by the means of Arts Education 5 cr

**Recommended optional programme components:**

Special Education 3 cr

Intercultural education 3 cr

Pre and Primary Education 3 cr

**Recommended or required reading:**

None

**Assessment methods and criteria:**

Active participation to lectures and face-to-face teaching

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

hyväksytty/ hylätty

**Person responsible:**

Pia Leppänen-Keränen ja Niina Loukkola

**Working life cooperation:**

None

**407043A: Curriculum, School Development and Evaluation, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

3rd year, spring term

**Learning outcomes:**

Upon completion of the course, the student

- is familiar with the basics of the construction of the national basic education core curriculum and school-specific curricula.

- knows how to analyse the values and goals underlying the curriculum and their connections to society and education policy.
- identifies and knows how to define the various levels and meanings of educational assessment (local, national and international levels; theoretical and practical levels).
- knows how to design a curricular entity and derive/develop the principles of assessment related to it.
- knows how to analyse curriculum development as a collaborative process that develops the entire school community

**Contents:**

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

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 20 h, small group teaching 12 h, self-study 102 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the educational studies in primary teacher education.

**Recommended or required reading:**

Pinar, William F. What is curriculum theory? 2004

Rinne, Simola, Mäkinen-Streng, Silmäri-Salo & Varjo Arvioidinnin arvo: Suomalaisen perusopetuksen laadunarviointi rehtoreiden ja opettajien kokemana 2011

Vitikka, Erja Opetussuunnitelman mallin jäsenitys. Sisältö ja pedagogiikka kokonaisuuden rakentajina 2009

To be agreed on at the beginning of the course.

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

**Assessment methods and criteria:**

Active participation in face-to-face teaching, completion of assignments and exam

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Jyrki Komulainen

**Working life cooperation:**

None

**407044A: Caring and Prevention of Violence in Educational Environments, 2 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2nd year, spring term

**Learning outcomes:**

Upon completion of the course, the student knows how to

- define and distinguish manifestations of violence, bullying and corporal punishment as well as power relations and usage of power in educational environments
- define conceptualizations bound up with safe and caring forms of interaction from the point of views of individual and communal wellbeing; different ways to support gendersensitive, non-violence and equal interaction
- intervene into violence and bullying in educational environments
- prevent violence and bullying with holistic approach

**Contents:**

- definitions and manifestations of violence and bullying and mechanisms of power in school
- holistic prevention of violence and bullying from the viewpoint of caring and equity
- caring in interactional relationships
- corporal punishment and power as a part of interactional relationship

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 12h/ Self-study

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is a part of the intermediate studies in education.

**Recommended or required reading:**

- Huuki Tuija 2010: Koulupoikien statustyö väkivallan ja välittämisen valokiilassa
- Cantell Hannele 2010: Ratkaiseva vuorovaikutus : kasvatuksellisia kohtaamisia lasten kanssa

Supplementary reading:

- Älä lyö lasta! Kansallinen lapsiin kohdistuvan kuritusväkivallan vähentämisen toimintaohjelma 2010-2015
- Manninen Sari 2010:”Iso, vahva, rohke – kaikenlaista”. Maskuliinisuudet, poikien valtahierarkiat ja väkivalta koulussa
- Rosenberg, Marshall: Non-violent communication
- Pikas, Anatol 1990: Irti kouluväkivallasta
- Hamarus Päivi 2012: Haukku haavan tekee
- Salmivalli Christina 2005: Koulukiusaamiseen puuttuminen. Kohti tehokkaita toimintamalleja

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

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments and exam

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass/ fail

**Person responsible:**

Vappu Sunnari

**Working life cooperation:**

None

**407028A: Pedagogical Seminar II: Teacher as a Learning Guide, 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:**

Upon completion of the course, the student knows how to

- explain the essential foundations of learning theory and integrate them into the planning and supervision of teaching
- design teaching based on different pedagogical approaches to implement individual and collaborative learning
- make use of technology as a tool in pedagogical activity
- support growth into a skilled learner

Taika-students: S/he is also able to tell about her/his own educational ideas in the school's art education on a broad basis. S/he identifies different pedagogical models as a basis for teaching and knows how to apply different ways to guide learning.

**Contents:**

- directing the learning of individuals and groups
- planning and assessment of teaching
- instructional use of technology
- pedagogical portfolio as a tool for the development of the student's own teachership: work on the portfolio is continued

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group teaching 24 h and self-study 56 h

The Faculty's Leaf research infrastructure is utilised in teaching as a collaborative space for learning and interaction. Between the face-to-face meetings, the student works on his/her pedagogical portfolio also in a blog environment.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

Pedagogical Seminar I

**Recommended optional programme components:**

Pedagogical Seminar I is part of a module formed by "Curriculum, School Development and Assessment" and "Bachelor Level School Experience". Based on theoretical approaches, it familiarizes the students with the practical design of different teaching and learning models and learning environments. The goal of the design of practices grounded in learning theory is to support teaching practice and learning to be a teacher. The pedagogical seminars I-III form a continuum in which the essential viewpoint is the student's comprehensive professional growth into a critical, reflective and inquiring teacher

**Recommended or required reading:**

To be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments and pedagogical portfolio  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Timo Pinola (primary teacher education)

**Working life cooperation:**

None

**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 18 h
3. Exercises: Small group sessions 14 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:**

Metsämuuronen, J. (2003). Tutkimuksen tekemisen perusteet ihmistieteissä (s. 1-146).  
Holma, K. & Mälkki, K. (toim.) (2011) Tutkimusmatkalla. Metodologia, teoria ja filosofia kasvatustutkimuksessa.

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

**Assessment methods and criteria:**

1. Learning assignments
  2. Learning assignments given at exercises
  3. Active participation in small group sessions, an essay
- Read more about [assessment criteria](#) at the University of Oulu webpage.

**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 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

**ECTS Credits:**

2 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

2. or 3. year

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 18 h

**Prerequisites and co-requisites:**

No

**Recommended or required reading:**

Metsämuuronen, J. (2003). Tutkimuksen tekemisen perusteet ihmistieteissä (s. 1-146).  
Holma, K. & Mälkki, K. (toim.) (2011) Tutkimusmatkalla. Metodologia, teoria ja filosofia kasvatustutkimuksessa.

Check the availability [here](#)

**Assessment methods and criteria:**

Learning assignments

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Jouni Peltonen

**Working life cooperation:**

No

**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

**ECTS Credits:**

2 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

2. or 3. year

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 18 h

**Prerequisites and co-requisites:**

No

**Recommended or required reading:**

See Main code

**Assessment methods and criteria:**

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Jouni Peltonen

**Working life cooperation:**

No

**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

**ECTS Credits:**

1 ECTS credit

**Language of instruction:**

Finnish

**Timing:**

2. or 3. year

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small groups 14 h

**Recommended or required reading:**

See main code

**Assessment methods and criteria:**

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Jouni Peltonen

**Working life cooperation:**

No

#### 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 ECTS 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 2 cr

407041A-02 Exercises 3 cr

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 18 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:**

Alasuutari, P. (2011). Laadullinen tutkimus 2.0 (4. uud. p.)

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

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Anu Alanko

**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, or participates in research group work.

*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

**ECTS Credits:**

2 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

2. or 3. year

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 18 h

**Recommended or required reading:**

Alasuutari, P. (2011). Laadullinen tutkimus 2.0 (4. uud. p.) Tampere: Vastapaino.  
 Ruusuvoori, J. & Tiittula, L. (toim.)(2005). Haastattelu. Tutkimus, tilanteet ja vuorovaikutus.  
 Check the availability [here](#)

**Assessment methods and criteria:**Read more about [assessment criteria](#) at the University of Oulu webpage.**Grading:**

0-5

**Person responsible:**

Raimo Kaasila

**Working life cooperation:**

No

**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

**ECTS Credits:**

3

**Language of instruction:**

Finnish

**Timing:**

2. or 3. year

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small groups 16 h

**Recommended or required reading:**

See main code

**Assessment methods and criteria:**Read more about [assessment criteria](#) at the University of Oulu webpage.**Grading:**

0-5

**Person responsible:**

Raimo Kaasila

**Working life cooperation:**

No

**442164A: Bachelor's thesis, 10 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

407030A Bachelor's Thesis 9.0 op

**ECTS Credits:**

10 ECTS credits

**Language of instruction:**

Finnish/English

**Timing:**

3rd year

**Learning outcomes:**

Upon completion of the course,

- the student knows how to formulate a research problem
- the student knows how to compose a research plan on the topic of his/her thesis
- the student knows how to 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 composes a Bachelor's thesis
- the student knows how to act as opponent to a Bachelor's thesis written by another student

**Contents:**

The course consists of the following:

- composing a research plan
- carrying out research
- writing a research report
- acting as peer opponent and assessor of a thesis
- writing amaturity test

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Seminar sessions about 30 h, self-study 240 h

**Target group:**

Students in the Faculty of Education

**Prerequisites and co-requisites:**

Basic Studies (25 credits) in Major Subject, Scientific Communication I and Basic courses in qualitative and quantitative research (must have at least been started)

**Recommended optional programme components:**

The course is part of the Intermediate Studies in Major Subject

**Recommended or required reading:**

Hirsjärvi, S., Remes, P. & Sajavaara, P. Tutki ja kirjoita.

APA guide: <http://cc oulu.fi/~sarenius/apatyyl/>

**Assessment methods and criteria:**

Writing and presentation of research plan, writing and presentation of a thesis, participation in seminar sessions, acting as peer opponent, writing a maturity test  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Jyrki Komulainen and supervisors 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](http://www oulu fi/ktk/opinnaytetyot)

*Compulsory*

**442164A-01: Bachelor's thesis, 8 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:**

10 credits

**Language of instruction:**

Finnish/ English

**Learning outcomes:**

Upon completion of the course,

- the student knows how to formulate a research problem
- the student knows how to compose a research plan on the topic of his/her thesis
- 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
- information skills training at the library

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Seminar sessions 30 h, information skills training at the library 10 – 12 t, and self-study 227 h

**Target group:**

All the students in the Faculty of Education

**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:**

Hirsjärvi, S., Remes, P. & Sajavaara, P. Tutki ja kirjoita.  
APA-opas: <http://cc.oulu.fi/~sarenius/apatyyl/>

**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  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0–5

**Person responsible:**

Minna Sääskilähti and the leaders of seminar groups

**Working life cooperation:**

None

**442164A-02: Seminar, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**442164A-03: Maturity Test, 0 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**A256402: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education (LO, TAIKA, ITE), 65 op**

**Opiskelumuoto:** Intermediate Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

63 credits

**Language of instruction:**

Finnish and English

**Timing:**

1st and 2nd 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:* 16 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.

#### Science Module

*ECTS:* 16 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.

#### Arts and Crafts Module

*ECTS:* 25 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.

#### Humanities Module 16 ECTS cr

[406041A](#)

Mother Tongue (Finnish) Literature 9 ECTS cr

[406041A-01](#)

1. Literacy 4 ECTS cr

[406041A-02](#)

2. Children's and Youth Literature at School 3 ECTS cr

[406041A-03](#)

3. Teaching Language Knowledge 2 ECTS cr

[406021A](#)

Drama Education 2 ECTS cr

[406022A](#)

History 3 ECTS cr

*Alternative Study Module (a or b)*

[406023A](#)

a) Religion 2 ECTS cr

[406024A](#)

b) Ethics 2 ECTS cr

#### Science Module 16 ECTS cr

[406042A](#)

Mathematics 7 ECTS cr

[406042A-01](#)

1. Mathematics Education, Part I 3 ECTS cr

[406042A-02](#)

2. Mathematics Education, Part II 4 ECTS cr

[406043A](#)

Environmental Studies 9 ECTS cr

[406043A-01](#)

1. Man and the Environment 4 ECTS cr

[406043A-02](#)

2. Basic Phenomena in Nature 5 ECTS cr

#### Art Module 25 ECTS cr

[406044A](#)

Music 7 ECTS cr

[406044A-01](#)

1. Basics of Music Education 1 ECTS cr

[406044A-02](#)

2. Pedagogy of Vocal Expression and Singing 1 ECTS cr

[406044A-03](#)

3. Listening Education 1 ECTS cr

[406044A-04](#)

4. Making Music Together 1 ECTS cr

<a href="#">406044A-05</a>	5. <i>Music Theory in Practice 1 ECTS cr</i>
<a href="#">406044A-06</a>	6. <i>Accompaniment Instrument 2 ECTS cr</i>
<a href="#">406045A</a>	Art 6 ECTS cr
<a href="#">406045A-01</a>	1. <i>Basics of Art Teaching 1 3 ECTS cr</i>
<a href="#">406045A-02</a>	2. <i>Basics of Art Teaching 2 3 ECTS cr</i>
<a href="#">406046A</a>	Physical Education 6 ECTS cr
<a href="#">406046A-01</a>	1. <i>Lectures, Basic Exercise and Gymnastics 1 ECTS cr</i>
<a href="#">406046A-02</a>	2. <i>Indoor Ball Games 1 ECTS cr</i>
<a href="#">406046A-03</a>	3. <i>Skiing and Apparatus Gymnastics 1 ECTS cr</i>
<a href="#">406046A-04</a>	4. <i>Orienteering and Out Door Ball Games 1 ECTS cr</i>
<a href="#">406046A-05</a>	5. <i>Skating and Swimming Skills 1 ECTS cr</i>
<a href="#">406046A-06</a>	6. <i>Application of physical Education at School and an Integrative Assignment 1 ECTS cr</i>
<a href="#">406046A-07</a>	7. <i>Examination 0 ECTS cr</i>
	<i>Alternative Study Module (a or b)</i>
<a href="#">406047A</a>	a.) <i>Crafts/Textile Work and Technology 6 ECTS cr</i>
<a href="#">406047A-01</a>	1. <i>School Handicrafts Before and Now 1 ECTS cr</i>
<a href="#">406047A-02</a>	2. <i>User Centredness as a Starting Point for Handicrafts: From Fibre to a Product 2 ECTS cr</i>
<a href="#">406047A-03</a>	3. <i>User Centredness as a Starting Point for Handicrafts: Techniques in Textile Work 2 ECTS cr</i>
<a href="#">406047A-04</a>	4. <i>Pedagogy and Didactics of Textile Work 1 ECTS cr</i>
<a href="#">406048A</a>	Crafts/Technical Work and Technology 6 ECTS cr
<a href="#">406034A-01</a>	1. <i>Basics Of Technical Work 3 ECTS cr</i>
<a href="#">406034A-02</a>	2. <i>Technology Applications 3 ECTS cr</i>

[407032A/ 407517A](#) School Experience II: Bachelor's level 6 ECTS cr

**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

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Minna Sääsikiähti

**Working life cooperation:**

Yes (practice with teaching relevant subjects in the School Experience II: Bachelor's Level 6 ECTS cr)

*Multidisciplinary Studies include the following mandatory courses:*

**406041A: Mother Tongue (Finnish) and Literature, 9 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

9 ECTS cr

**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 subject, together with the contents, methods and background theories of communication teaching, primary level reading and literature.

**Contents:**

The course consists of three parts:

1. Literacy 4 ECTS cr
2. Children's literature at school 3 ECTS cr
3. Teaching of language knowledge 2 ECTS cr

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

See 406041A-01, 406041A-02, 406041A-03

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

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

**Recommended or required reading:**

- Alho, Irja & Kauppinen, Anneli. Käyttökielioppi 2008
- Gru#nthal, Satu & Pentikäinen, Johanna (toim.) Kulmakivi: luokanopettajan äidinkieli ja kirjallisuus 2006
- Harmanen, Minna & Siirainen, Mari (toim.) Kielioppi koulussa 2006
- Huhtala, Liisi (toim.) Pieni suuri maailma suomalaisen lasten- ja nuortenkirjallisuuden historia
- Suojala, Marja & Karjalainen, Maija (toim.) Avaa lastenkirja! johdatus lastenkirjallisuuden lajeihin ja käyttöön 2001

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

See 406041A-01, 406041A-02, 406041A-03

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Minna Sääsilahti

**Working life cooperation:**

None

*Compulsory*

**406041A-01: Literacy, 4 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

4 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

Having completed the course, the student

- is able to describe the special features and challenges of children's language development
- is able to support and evaluate the development of pupils' literacy skills so that s/he takes into consideration the age-specific developmental level of the child and the national core curriculum.
- is able to apply different teaching methods and learning environments in developing pupils' literacy skills
- knows how to guide the children's reading and writing processes

**Contents:**

- literacy
- average features and challenges of children's language development
- development and evaluation of reading and writing skills
- genre pedagogy
- reading comprehension
- process reading and writing

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 12 h/ Small group teaching 28 h/ Self-study 67 x h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Children's literature at school, Teaching of language knowledge

**Recommended or required reading:**

To be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching, and completion of assignments  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Minna Sääsilahti

**Working life cooperation:**

None

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

Having completed the course, the student

- is able to analyse children's literature and evaluate suitability of children's books for different learners
- knows how to apply and evaluate the learning outcomes, contents and teaching methods of literature teaching
- is able to describe the role of literature in childhood development
- is able to explain the role of literature in intercultural education

**Contents:**

- genres of children's literature
- teaching methods of literature
- supporting the child's literary interests
- folklore
- media education

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 10 h/Small group teaching 20 h/ Self-study 50 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Literacy, Teaching of language knowledge

**Recommended or required reading:**

To be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching, and completion of assignments  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Minna Sääskilahti

**Working life cooperation:**

None

**Voimassaolo:** 01.08.2013 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1st or 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
- is able to describe the premises of teaching Finnish as a second language

**Contents:**

- grammar of Finnish language
- methods and practices of teaching language knowledge
- teaching Finnish as a second language

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 6 h/Small group teaching 14 h/ Self-study 33 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Children's literature at school, Literacy

**Recommended or required reading:**

Alho, Irja & Kauppinen, Anneli. 2008. Käyttökielioppi

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments and exam

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Minna Sääsilahti

**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 ECTS cr

**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 20 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.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**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 ECTS cr

**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 plan and 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. The student knows what goals and contents the national core curriculum for basic education places on the history teaching.

**Contents:**

The special characteristics of the history subject 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 10h, and small group sessions 20 h.  
 For ITE-students 20 h seminars.

**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:**

Asunmaa, M. (1994) Kotiseutu tutuksi. Paikalliskulttuurin tutkiminen koulussa.

**TAI**

Löfström, Jan (toim.). Kohti tulevaa menneisyyttä. 2002.

**SEKÄ**

Maailmanhistorian pikkujättiläinen. 2005. s. 1-220.

Suomen historian pikkujättiläinen (uudistettu laitos), 2003. s.1-220.

for ITE-students

- James, A. & Phillips, R. (Eds.) (2000) Issues in History Teaching.(e-Book)
- Pendry, A. (1998) History teachers in the making.
- The core curriculum for pre-primary and basic education

**Assessment methods and criteria:**

Active participation in the course, exam

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Jari Honkanen

For ITE students, Gordon Roberts



**Working life cooperation:**

None

**406042A: Mathematics, 7 op****Voimassaolo:** 01.08.2013 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 + 4 ECTS cr

**Language of instruction:**

Finnish/English

**Timing:**

1st and 2nd year

**Learning outcomes:**

After passing the Mathematics Education courses the student:

- is able to plan and teach mathematics learning which is based on the curriculums and different learning theories and takes different learners into consideration
- can explain and evaluate the key goals, contents, teaching methods and assessment of primary mathematics and apply this knowledge to his/her teaching
- can critically evaluate how different learning aids can be applied to teaching at school
- is able to develop his/her mathematics teaching according to the life long learning principles

**Contents:**

Matematiikan didaktiikan kokonaisuudessa käsitellään seuraavia asioita:

- Eri matematiikan sisältöjen oppimista ja opetusta sekä oppimisen arviointia
- Matematiikan oppimisvaikeuksia
- Affekteja, asenteita ja uskomuksia matematiikan oppimisessa

Kokonaisuus antaa lähtökohdan itsenäiselle matematiikan opetuksen suunnittelulle ja toteutukselle sekä tiedonhauille matematiikan oppimisesta ja opetuksesta. Kokonaisuuden tarkoituksena on myöskin pohtia opiskelijan omia asenteita matematiikkaa kohtaan ja opettajan asenteiden vaikutusta oppilaiden matematiikan oppimiseen.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

The course consists of two parts:

- Mathematics Education, part I
- Mathematics Education, part II

**Target group:**

Primary teacher education 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:**

Van de Walle, John A., Elementary and middle school mathematics : teaching developmentally / John A. Van de Walle, Karen S. Karp ; Jennifer M. Bay-Williams ; with contributions by Jonathan Wray. 8th ed. Boston: Pearson, cop. 2013.

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

See 406042A-01 and 406042A-02

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Vesa-Matti Sarenius

**Working life cooperation:**

None

*Compulsory***406042A-01: Mathematics Education, part I, 3 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 ECTS cr

**Language of instruction:**

Finnish/English

**Timing:**

1st year, whole semester (Autumn or Spring)

**Learning outcomes:**

After passing this course the student

- is able to plan mathematics teaching which is based on the curriculums and takes different learners into consideration
- can critically evaluate how different learning aids can be applied to teaching at school
- is able to use different manipulatives
- is able to show positive attitudes towards mathematics
- can describe different learning theories which apply to mathematics teaching
- can apply different learning theories when planning mathematics teaching

**Contents:**

The course includes the following:

- Mathematics in the primary education core curriculum
- Mathematics learning theories and mathematics as a discipline
- Number concept and calculation with integers
- Teaching the base ten system
- Geometry, measurement and spatial thinking
- Rational numbers, fractions and decimal fractions
- Mathematics learning difficulties and the model of three stage support
- Affects, attitudes and beliefs towards mathematics

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group teaching 28 h and self and group study 52 h

**Target group:**

Primary teacher education students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

Van de Walle, John A., Elementary and middle school mathematics : teaching developmentally / John A. Van de Walle, Karen S. Karp ; Jennifer M. Bay-Williams ; with contributions by Jonathan Wray. 8th ed. Boston: Pearson, cop. 2013.

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Voluntary Exam, reading and commenting articles, calculation exercises  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Vesa-Matti Sarenius

**Working life cooperation:**

None

**406042A-02: Mathematics Education, part II, 4 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

4 ECTS cr

**Language of instruction:**

Finnish/English

**Timing:**

(1st or) 2nd year, after Mathematics Education, part I. Whole semester.

**Learning outcomes:**

After passing this course the student

- can explain and evaluate the key goals, contents, teaching methods and assessment of primary mathematics and apply this knowledge to his/her teaching
- is able to apply his/her knowledge of mathematics education when making a medium term plan
- can apply the knowledge about differentiation and integration in his/her teaching
- can critically evaluate different learning aids and their applicability for teaching

**Contents:**

The course includes the following:

- Teaching percentage
- Teaching algebra
- Teaching statistics and graphs
- Teaching estimation
- Problem solving and its teaching
- The semantic classification of word problems
- Mathematical knowledge: conceptual and procedural knowledge
- Assessing mathematical knowledge, differentiation and integration

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group teaching 28 h and self and group study 79 h

**Target group:**

Primary teacher education students

**Prerequisites and co-requisites:**

Mathematics Education, part I

**Recommended optional programme components:**

Mathematics Education, part I

**Recommended or required reading:**

Van de Walle, John A., Elementary and middle school mathematics : teaching developmentally / John A. Van de Walle, Karen S. Karp ; Jennifer M. Bay-Williams ; with contributions by Jonathan Wray. 8th ed. Boston: Pearson, cop. 2013.

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Voluntary Exam, group work, reading and commenting articles, calculation exercises

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Vesa-Matti Sarenius

**Working life cooperation:**

None

**406043A: Environmental Studies, 9 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 + 4 ECTS cr

**Language of instruction:**

Finnish/English

**Timing:**

1st and 2nd year

**Learning outcomes:**

Upon completion of the course, the student knows how to

- evaluate the central goals, subject knowledge, teaching methods and assessing of elementary level natural sciences
- interpret environment from the scientific point of view
- evaluate his/her own growth as a teacher of natural sciences
- contribute positive attitudes towards natural sciences

**Contents:**

Ympäristöopin sisällöt muodostuvat fysiikan, kemian, biologian, maantiedon ja terveystiedon aihealueista.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

The course consists of two parts:

1. Human and environment 4 ECTS cr
2. Elementary Phenomena of Nature 5 ECTS cr

**Target group:**

Primary teacher education students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the 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:**

See 406043A-01 and 406043A-02

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Emilia Manninen and Anne Pellikka

**Working life cooperation:**

None

*Compulsory***406043A-01: Man and the Environment, 4 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

4 ECTS cr

**Language of instruction:**

Finnish/English

**Timing:**

1st or 2nd year

**Learning outcomes:**

Natural sciences includes topics of physics, chemistry, biology, geography and health education. After passing this course the student

- is able to explain the aims and contents of primary school natural sciences on the basis of national curriculum.
- is able to compare different kind of teaching and learning viewpoints in natural sciences.
- is able to create a lesson plan and execute and evaluate teaching and learning.
- is able to evaluate his/her own growth and development as a teacher of natural sciences and is able to improve his/her teaching skills from the viewpoint of sustainable development.
- is able to interpret biological and geographical information related to natural, built and cultural environment.
- is able to distinguish his/her attitudes towards natural sciences and remodel new point of views towards natural sciences.

**Contents:**

The course includes the following:

- Natural sciences, especially biology, geography and health education in the primary education core curriculum
- Methods and evaluation of natural sciences
- Key concepts of biology and geography through following entities i.a.
  - life's biological bases, structure and functions of organisms, relevance of genetics
  - maps, planetary system, biomes, natural resources and human-environment interaction

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Exercises and lectures 40 h and self and group study about 60 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the 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.*
- Eloranta, V., Jeronen, E. & Palmberg, I. (toim.) 2005. *Biologia eläväksi. Biologian didaktiikka.*
- Jeronen, E., Välimaa, R., Tyrväinen, H. & Maijala, H. (toim.) 2009. *Terveystietoa oppimaan ja opettamaan.*
- Harlen, W. & Qualter, A. 2004. *The Teaching of Science in Primary Schools.*
- Tilbury, D. & Williams, M. 1997. *Teaching and Learning Geography.*

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments and exam/literary work. Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Anne Pellikka

**Working life cooperation:**

None

**406043A-02: Basic Phenomena in Nature, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish/English

**Timing:**

(1st. or) 2nd year, whole semester (Autumn or Spring)

**Learning outcomes:**

Natural sciences includes topics of physics, chemistry, biology, geography and health education. Upon completion of the course, the student knows how to

- critically judge the applicability of teaching materials of science education
- evaluate the central goals, subject knowledge, teaching methods and assessing of elementary level physics and chemistry
- plan teaching and evaluation of natural sciences on elementary school grades 0-6 and taking different kind of learners, experimental working, safety issues and integration between different subjects into consideration
- explain simple everyday phenomena according to physics and chemistry
- show positive attitudes towards physics and chemistry education

**Contents:**

The course includes the following:

- natural sciences, specially physics and chemistry in Finnish national core curriculum for basic education
- teaching materials of natural science
- safety issues
- 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:**

Small group teaching 40 h and self and group study 95h.

**Target group:**

Primary teacher education students

**Prerequisites and co-requisites:**

Natural sciences II Human and Environment

**Recommended optional programme components:**

The course is part of the 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 -kemialla, fysiikkaa ja tähtitiedettä.

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Active participation in contact teaching, group work and voluntary exam  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Emilia Manninen and Kaisa Hautala

**Working life cooperation:**

None

**406044A: Music, 7 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opettajat:** Paula Rönkkö

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

7 ECTS cr

**Language of instruction:**

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

**Timing:**

1st and 2nd year

**Learning outcomes:**

The student is familiarised with music education as part of broader cultural and art education. The student plays actively music as a group member and acquires abilities in music education for subject mastery and pedagogical issues in basic education.

**Contents:**

The share of music in the studies in subjects and cross-curricular themes taught in basic education comprises the following courses:

- Basics of Music Education (1 credit)
- Pedagogy of Vocal Expression and Singing (1 credit)
- Listening Education (1 credit)
- Making Music Together (1 credit)
- Music Theory in Practice (1 credit) The student learns to use and understand music concepts and notations in connection with listening to and making music.
- Accompaniment Instrument (2 op) The course enables the student to perform accompaniment in various practical situations where music is played.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group teaching 70 h, self study 112 h

**Target group:**

Students in the primary teacher education programmes

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

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

**Recommended or required reading:**

- Musiikki kuuluu kaikille. 2009. Koulujen Musiikinopettajat ry. Jyväskylä. Kopijyvä Oy.
- Hyvönen, L. (2002) Musiikin oppiminen taiteen oppimisen kehyksessä. Teoksessa Outi Saloranta (toim.) Ensimmäiset kouluvuodet. Perusopetuksen vuosiluokkien 1-2 opetus.
- Ervasti, Marja Lorutan laulun, sävellän sillan, piirrän partituurin, äänikuvitan kertomuksen - musiikillinen keksintä osana sovellettua Orff-pedagogiikkaa.
- Hyvönen, Leena (1) Ala-asteen oppilas musiikin kuuntelijana
- Opetushallitus Perusopetuksen opetussuunnitelman perusteet 2004 oppivelvollisille tarkoitetun perusopetuksen opetus
- Styng, Jorma Pop/jazz-improvisaatio kitaralla ja muilla G-klaavin soittimilla Nuottijulkaisu
- Styng, Jorma Vapaa säestys ja melodiasoitto kitaralla akustiselle ja sähkökitaralle
- Tenni, Jyrki Vapaa säestys ja improvisointi

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

To be indicated in the description of each individual course (406044A-0X).

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

To be indicated in the description of each individual course.

**Person responsible:**



Paula Rönkkö

**Working life cooperation:**

None

*Compulsory*

**406044A-01: Basics of Music Education, 1 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 ECTS cr

**Language of instruction:**

Finnish and English

**Timing:**

1st year, autumn

**Learning outcomes:**

The student knows how to make plans for and implement creative musical activities, with a variety of working methods in music providing a basis for consistently accumulating musical experiences, knowledge of music and unforgettable highlights. The student knows how to encourage children to work together and be creative, taking into account the children's individual skills.

**Contents:**

- Through pedagogical applications, students are familiarised with the development of children's musical expression using a variety of working methods in music (singing, playing, music and movement, and musical invention in connection with them).
- Students are familiarised with the various pedagogical uses of instruments used in schools.
- Students are familiarised with the concepts and educational contents of music education.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group sessions 10 h, independent study 16 h

**Target group:**

Students in the primary teacher education programmes

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the study module Music 406044A (7 credits).

**Recommended or required reading:**

- Musiikki kuuluu kaikille. 2009. Koulujen Musiikinopettajat ry. Jyväskylä. Kopijyvä Oy
- Hyvönen, L. (2002) Musiikin oppiminen taiteen oppimisen kehityksessä. Teoksessa Outi Saloranta (toim.) Ensimmäiset kouluvuodet. Perusopetuksen vuosiluokkien 1-2 opetus
- Ervasti, M. 2003. Lorutan laulun, sävellän sillan, piirrän partituurin, äänikuvitan kertomuksen - musiikillinen keksintä osana sovellettua Orff-pedagogiikkaa. Lisensiaatintutkimus. Kasvatustieteiden tiedekunta. Oulun yliopisto. (Applicable parts)
- Current articles and online materials on music education (e.g. MOVE, the Teacher Training School curriculum, core curriculum issued by the National Board of Education)
- Music text books for basic education by various publishers (e.g. WSOY, Otava, Warner-Chappell) and relevant supplementary materials

[Click here](#) for the availability of course books.

**Assessment methods and criteria:**

Active participation in face-to-face teaching, assignments given during the course.  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass / fail

**Person responsible:**

Paula Rönkkö

**Working life cooperation:**

None

**406044A-02: Pedagogy of Vocal Expression and Singing, 1 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 ECTS cr

**Language of instruction:**

Finnish and English

**Timing:**

1st year, spring term

**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 10 h and independent work 16 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 406044A (7 credits).

**Recommended or required reading:**

Koistinen, M. Tunne kehosi, vapauta äänesi: äänitimpurin käsikirja (2003) Sulasol  
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

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

**Assessment methods and criteria:**

Active participation in small group sessions and independent assignments given during the course  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/ fail

**Person responsible:**

Paula Rönkkö

**Working life cooperation:**

None

**406044A-03: Listening Education, 1 op****Voimassaolo:** 01.08.2013 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

1 ECTS 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 10 h and independent work 16 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 406044A (7 credits).

**Recommended or required reading:**

- Hyvönen, Leena (1995) Ala-asteen oppilas musiikin kuuntelijana
- Alho, Eve, Hautsalo, Hilikka & Perkiö, Soili (toim.) Kuuntelun aika Hyvönen, L. (1996)
- Yksilönkehityksen varhaisvaiheet musiikin kokemisen perustana. *Musiikkikasvatus* 1(1): 66–69.
- Hyvönen, L. (1997) Onko musiikin kuuntelukasvatus musiikin historian opetusta? *Musiikkikasvatus* 2(2): 19–33.
- Sormunen (toim) *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 and completing assignments.  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/ fail

**Person responsible:**

Paula Rönkkö

**Working life cooperation:**

None

**406044A-04: Making Music Together, 1 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 ECTS cr

**Language of instruction:**

Finnish and English

**Timing:**

1st year spring term OR 2nd year autumn term

**Learning outcomes:**

The student knows how to play music with different combinations of instruments. The student knows how to design and implement pedagogical applications related to playing school instruments.

**Contents:**

- The students are familiarised with the basic techniques and pedagogical uses of instruments used in schools (Orff instruments, various percussions, self-made instruments, recorder, kantele and band instruments).
- After the course, the student knows how to take into account in her/his own teaching the division of work in a large music group, paying attention to pupils of different levels.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group sessions 10 h, independent study 16 h

**Target group:**

Students in the primary teacher education programmes

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the study module Music 406044A (7 credits).

**Recommended or required reading:**

Materials by various publishers (e.g. WSOY, Otava, Warner-Chappell), music textbooks for basic education and relevant supplementary materials.

**Assessment methods and criteria:**

Active participation in face-to-face teaching and assignments given during the course.  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/ fail

**Person responsible:**

Paula Rönkkö

**Working life cooperation:**

None

**406044A-05: Music Theory in Practice, 1 op****Voimassaolo:** 01.08.2013 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

1 ECTS cr

**Language of instruction:**

Finnish/English

**Timing:**

1st year, autumn term

**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 10 h and independent work 16 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the study module Music 406044A (7 credits). It has a special connection to 406044A-06 Accompaniment Instrument.

**Recommended or required reading:**

Handouts

**Assessment methods and criteria:**

Participation in contact teaching and exam

Read more about [assessment criteria](#) at the University of Oulu webpage.**Grading:**

0 - 5

**Person responsible:**

Markku Pehkonen and Paula Rönkkö

**Working life cooperation:**

None

**406044A-06: Accompaniment Instrument, part I, 1 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 ECTS cr

**Language of instruction:**

Finnish/English

**Timing:**

1st ja 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, pair teaching

**Learning activities and teaching methods:**

Contact teaching 10 h and independent work 15 h (/1 cr)

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

See "Recommended optional programme components"

**Recommended optional programme components:**

The course 406044A-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 the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Participation in accompaniment practice and the music playing party  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass/fail

**Person responsible:**

Markku Pehkonen and Anu Kemppainen

**Working life cooperation:**

None

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 ECTS cr

**Language of instruction:**

Finnish/English

**Timing:**

2nd year

**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, pair teaching

**Learning activities and teaching methods:**

Contact teaching 10 h and independent work 16 h (/1 cr)

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

See "Recommended optional programme components"

**Recommended optional programme components:**

The course 406044A-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 the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Participation in accompaniment practice and the music playing party

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Markku Pehkonen and Anu Kemppainen

**Working life cooperation:**

None

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opettajat:** Lukkari, Matti Ilmari

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

6 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1st and 2nd years

**Learning outcomes:**

The objectives of this course are that the student knows how to

- design and implement art education in grades 0 - 6
- apply working, data acquisition, interpretation and assessment skills that are typical of visual arts
- knows how to evaluate curricula
- analyse didactic and pedagogical methods in art

**Contents:**

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

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

The course includes the following themes

1. Drawing
2. Painting
3. Ceramics
4. Construction
5. School graphics

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and small group sessions 60 h, independent work 102 h

**Target group:**

Primary teacher students at the Faculty of Education

**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:**

Kuvien kirja. Kuvataideopetuksen käsikirja perusopetukseen: Ann-Chistina Forsman & Liisa Piironen  
You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Tapio Tenhu, Minna Myllykangas, Matti Lukkari



**Working life cooperation:**

None

*Compulsory***406045A-01: Basics of Art Teaching 1, 3 op****Voimassaolo:** 01.08.2013 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

The objectives of this course are that the student

- knows how to apply the basic techniques of drawing and painting in her/his work
- knows how to evaluate and analyse the starting points for planning art education
- understands the starting-points of learning processes in visual arts

**Contents:**

Teaching in the course is based on the content areas of the Core Curriculum for Basic Education 2004.

In the Art course the student develops her/his visual, didactic and pedagogical thinking by applying the means of visual expression.

The course includes the following contents: drawing and painting, basics of visual construction and design

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and small group sessions 30 h, independent work 51 h

**Target group:**

Primary teacher students at the Faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the Multidisciplinary Studies in primary teacher education.

**Recommended or required reading:**

Kuvien kirja. Kuvataideopetuksen käsikirja perusopetukseen: Ann-Chistina Forsman & Liisa Piironen

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Tapio Tenhu, Minna Myllykangas, Matti Lukkari

**Working life cooperation:**

None

**406045A-02: Basics of Art Teaching 2, 3 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1st and 2nd year

**Learning outcomes:**

The objective of the course is that the student knows how to

- apply the techniques and materials of graphics and three-dimensional work in her/his own work
- plan and implement teaching in visual arts in grades 0 - 6.
- evaluate curricula
- analyse didactic and pedagogical methods in visual arts

**Contents:**

Teaching in the course is based on the Core Curriculum for Basic Education 2004.

In the Visual Arts course the student develops her/his visual, didactic and pedagogical thinking by applying the means of visual expression.

The course includes the following contents: ceramics, construction and school graphics

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and small group sessions 30 h, independent work 51 h

**Target group:**

Primary teacher students at the Faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The studies are part of the "Multidisciplinary Studies in Subjects and Cross-Curricular Themes Taught in Basic Education"

**Recommended or required reading:**

Kuvien kirja. Kuvataideopetuksen käsikirja perusopetukseen: Ann-Chistina Forsman & Liisa Piironen  
You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Active participation in contact teaching, assignments

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Tapio Tenhu, Minna Myllykangas, Matti Lukkari

**Working life cooperation:**

None

**406046A: Physical Education, 6 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opettajat:** Niina Loukkola

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

6 ECTS 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
- knows how to plan, carry out and evaluate supervised sport
- is able to name key factors in physical education:
  - motor development and motor learning
  - cognitive learning
  - socio-emotional learning

**Contents:**

- Lectures, track and field, gymnastics (1st year, autumn)
- Indoor ball games (1st year, spring)
- Cross-country skiing and artistic gymnastics (1st year, spring)
- Orienteering and outdoor ball games (2nd year, autumn)
- Skating, swimming (2nd year, autumn and spring)
- Application of physical education at school and written essay (2nd year, spring)
- Exam

Lectures: Orientation Towards Didactics and Pedagogy in Physical Education (6h)

- 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

School Gym as a Physical Education Environment (32 h)

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

Snow, Ice, and Water as Physical Education Environments (9h)

- cross-country skiing
- skating
- swimming ability must be demonstrated

Immediate Environment of the School During the Autumn and Spring (14 h)

- athletics
- outdoor ball games, including football and Finnish baseball
- orienteering, hiking

Independent Work in Physical Education (LOTTO) (102 h)

- advance assignments in physical education (6-10 h)
- summaries of actual lessons (10 h)
- planning of teaching practice for their own group (4 h)
- preparing for the exam (20 h)
- "sportfolio" (30 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 school (8-20 h)

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures, practical exercises, 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. ym. (toim) 2007 Näkökulmia Liikuntapedagogiikkaan.
- Peruskoulun opetussuunnitelman perusteet, liikunnan osuus. ( [http://www.oph.fi/saadokset\\_ja\\_ohjeet/](http://www.oph.fi/saadokset_ja_ohjeet/opetussuunnitelmien_ja_tutkintojen_perusteet/perusopetus)  
[/opetussuunnitelmien\\_ja\\_tutkintojen\\_perusteet/perusopetus](http://www.oph.fi/saadokset_ja_ohjeet/opetussuunnitelmien_ja_tutkintojen_perusteet/perusopetus))
- Opetushallitus ja NuoriSuomi 2008 Fyysisen aktiivisuuden suositus kouluikäisille 7-18 vuotiaalle. ( [http://www.nuorisuomi.fi/fyysisen\\_aktiivisuuden\\_suosituksset](http://www.nuorisuomi.fi/fyysisen_aktiivisuuden_suosituksset))
- Ojanaho M., ym. 2003 Sportfolio - liikunnan opetuksen aapinen.( <http://ktk.ulapland.fi/sportfolio/>)
- Syväoja H. ym 2012 Liikunta ja Oppiminen.( [http://www.oph.fi/julkaisut/2012/liikunta\\_ja\\_oppiminen](http://www.oph.fi/julkaisut/2012/liikunta_ja_oppiminen))
- Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.
- Harjoituksissa jaettava materiaali.

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Active participation in the small groups, examination, individual tasks

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Niina Loukkola

**Working life cooperation:**

None

*Compulsory*

**406046A-01: Lectures, Basic Exercise and Gymnastics, 1 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 ECTS cr

**Language of instruction:**

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

**Timing:**

1st year, autumn

**Learning outcomes:**

The student

- is able to name the objectives and contents of physical education
- is able to name the core elements of track and field and gymnastics
- is able to describe different methods of teaching physical education

**Contents:**

Lectures: Orientation Towards Didactics and Pedagogy in Physical Education (6h)

- 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

Track and field (4 h)

- Basics of jumping, throwing and running

Gymnastics (including basic gymnastics and rhythmic gymnastics) ( 10h)

- learning the parts of the body, improving the body awareness
- body control and muscle training, wrestling for the children
- music and movement
- gymnastics with traditional and modern equipment

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures, practical exercises, independent work

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of 6 ECTS cr Physical education studies.

**Recommended or required reading:**

- Heikinaro-Johansson P. ym. (toim) 2007 Näkökulmia Liikuntapedagogiikkaan.
- Peruskoulun opetussuunnitelman perusteet, liikunnan osuus. ( [http://www.oph.fi/saadokset\\_ja\\_ohjeet/opetussuunnitelmien\\_ja\\_tutkintojen\\_perusteet/perusopetus](http://www.oph.fi/saadokset_ja_ohjeet/opetussuunnitelmien_ja_tutkintojen_perusteet/perusopetus))
- Opetushallitus ja NuoriSuomi 2008 Fyysisen aktiivisuuden suositus kouluikäisille 7-18 vuotiaille. ( [http://www.nuorisuomi.fi/fyysisen\\_aktiivisuuden\\_suosituksset](http://www.nuorisuomi.fi/fyysisen_aktiivisuuden_suosituksset))
- Ojanaho M., ym. 2003 Sportfolio - liikunnan opetuksen aapinen.( <http://ktk.ulapland.fi/sportfolio/>)
- Syväoja H. ym 2012 Liikunta ja Oppiminen.( [http://www.oph.fi/julkaisut/2012/liikunta\\_ja\\_oppiminen](http://www.oph.fi/julkaisut/2012/liikunta_ja_oppiminen))
- Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.
- Material given during the course.

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Active participation in the small groups, individual tasks.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Niina Loukkola

**Working life cooperation:**

None

**406046A-02: Indoor Ball Games, 1 op****Voimassaolo:** 01.08.2013 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

1 ECTS cr

**Language of instruction:**

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

**Timing:**

1st year, spring

**Learning outcomes:**

The student

- is able to name the objectives and contents of indoor ball games
- is able to name the core elements of indoor ball games
- is able to describe different methods of teaching physical education

**Contents:**

- co-operative ball games
- basics of basketball, volleyball and floorball
- elementary playing

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures, practical exercises, independent work

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of 6 ECTS cr Physical education studies.

**Recommended or required reading:**

- Heikinaro-Johansson P. ym. (toim) 2007 Näkökulmia Liikuntapedagogiikkaan.
- Peruskoulun opetussuunnitelman perusteet, liikunnan osuus. ( [http://www.oph.fi/saadokset\\_ja\\_ohjeet/opetussuunnitelmien\\_ja\\_tutkintojen\\_perusteet/perusopetus](http://www.oph.fi/saadokset_ja_ohjeet/opetussuunnitelmien_ja_tutkintojen_perusteet/perusopetus))
- Opetushallitus ja NuoriSuomi 2008 Fyysisen aktiivisuuden suositus kouluikäisille 7-18 vuotiaille. ( [http://www.nuorisuomi.fi/fyysisen\\_aktiivisuuden\\_suosituksset](http://www.nuorisuomi.fi/fyysisen_aktiivisuuden_suosituksset))
- Ojanaho M., ym. 2003 Sportfolio - liikunnan opetuksen aapinen.( <http://ktk.ulapland.fi/sportfolio/>)
- Syväoja H. ym 2012 Liikunta ja Oppiminen.( [http://www.oph.fi/julkaisut/2012/liikunta\\_ja\\_oppiminen](http://www.oph.fi/julkaisut/2012/liikunta_ja_oppiminen))
- Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.
- Material given during the course.

You can check the availability of the course books via [this link](#).**Assessment methods and criteria:**

Active participation in the small groups, individual tasks.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Niina Loukkola

**Working life cooperation:**

None

**406046A-03: Skiing and Apparatus Gymnastics, 1 op****Voimassaolo:** 01.08.2013 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

1 ECTS cr

**Language of instruction:**

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

**Timing:**

1st year, spring

**Learning outcomes:**

The student

- is able to name the objectives and contents of cross-country skiing and artistic gymnastics
- is able to name the core elements of cross-country skiing and artistic gymnastics
- is able to describe different methods of teaching physical education

**Contents:**

Cross-country skiing (4h)

- Playing with skis
- main skiing techniques of classic and skating

Artistic gymnastics (6h)

- movements for the main floor, bench, rings and horizontal bar

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Practical exercises 10 h, independent work

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of 6 ECTS cr Physical education studies.

**Recommended or required reading:**

- Heikinaro-Johansson P. ym. (toim) 2007 Näkökulmia Liikuntapedagogiikkaan.
- Peruskoulun opetussuunnitelman perusteet, liikunnan osuus. ( [http://www.oph.fi/saadokset\\_ja\\_ohjeet/opetussuunnitelmien\\_ja\\_tutkintojen\\_perusteet/perusopetus](http://www.oph.fi/saadokset_ja_ohjeet/opetussuunnitelmien_ja_tutkintojen_perusteet/perusopetus))
- Opetushallitus ja NuoriSuomi 2008 Fyysisen aktiivisuuden suositus kouluikäisille 7-18 vuotiaille. ( [http://www.nuorisuomi.fi/fyysisen\\_aktiivisuuden\\_suosituksset](http://www.nuorisuomi.fi/fyysisen_aktiivisuuden_suosituksset))
- Ojanaho M., ym. 2003 Sportfolio - liikunnan opetuksen aapinen.( <http://ktk.ulapland.fi/sportfolio/>)

- Syväoja H. ym 2012 Liikunta ja Oppiminen.( [http://www.oph.fi/julkaisut/2012/liikunta\\_ja\\_oppiminen](http://www.oph.fi/julkaisut/2012/liikunta_ja_oppiminen))
- Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.
- Material given during the course.

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Active participation in the small groups, individual tasks.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Niina Loukkola

**Working life cooperation:**

None

**406046A-04: Orienteering and Outdoor Ball Games, 1 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 ECTS cr

**Language of instruction:**

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

**Timing:**

2nd year, autumn

**Learning outcomes:**

The student

- is able to name the objectives and contents of orienteering and outdoor ball games
- is able to name the core elements of orienteering and outdoor ball games
- is able to describe different methods of teaching physical education

**Contents:**

Orienteering (4h)

- the main skills of reading a map
- practical exercises of orienteering on basic education grades from 0 to 6

Outdoor ball games (6h)

- basics of Finnish baseball, football and
- elementary playing

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Practical exercises 10h, independent work

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of 6 ECTS cr Physical education studies.



**Recommended or required reading:**

- Heikinaro-Johansson P. ym. (toim) 2007 Näkökulmia Liikuntapedagogiikkaan.
- Peruskoulun opetussuunnitelman perusteet, liikunnan osuus. ( [http://www.oph.fi/saadokset\\_ja\\_ohjeet/opetussuunnitelmien\\_ja\\_tutkintojen\\_perusteet/perusopetus](http://www.oph.fi/saadokset_ja_ohjeet/opetussuunnitelmien_ja_tutkintojen_perusteet/perusopetus))
- Opetushallitus ja NuoriSuomi 2008 Fyysisen aktiivisuuden suositus kouluikäisille 7-18 vuotiaille. ( [http://www.nuorisuomi.fi/fyysisen\\_aktiivisuuden\\_suosituksset](http://www.nuorisuomi.fi/fyysisen_aktiivisuuden_suosituksset))
- Ojanaho M., ym. 2003 Sportfolio - liikunnan opetuksen aapinen.( <http://ktk.ulapland.fi/sportfolio/>)
- Syväoja H. ym 2012 Liikunta ja Oppiminen.( [http://www.oph.fi/julkaisut/2012/liikunta\\_ja\\_oppiminen](http://www.oph.fi/julkaisut/2012/liikunta_ja_oppiminen))
- Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.
- Material given during the course.

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Active participation in the small groups, individual tasks.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Niina Loukkola

**Working life cooperation:**

None

**406046A-05: Skating and Swimming Skills, 1 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 ECTS cr

**Language of instruction:**

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

**Timing:**

2nd year, autumn or spring

**Learning outcomes:**

The student

- is able to name the objectives and contents of skating
- is able to name the core elements of skating
- is able to describe different methods of teaching physical education
- is able to save themselves from the water

**Contents:**

Skating (4h)

- basics of skating, ice games, skating with music

Swimming

- skills will be proved according to the Nordic definition of swimming skills

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Practical exercises, independent work

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of 6 ECTS cr Physical education studies.

**Recommended or required reading:**

- Heikinaro-Johansson P. ym. (toim) 2007 Näkökulmia Liikuntapedagogiikkaan.
- Peruskoulun opetussuunnitelman perusteet, liikunnan osuus. ( [http://www.oph.fi/saadokset\\_ja\\_ohjeet/opetussuunnitelmien\\_ja\\_tutkintojen\\_perusteet/perusopetus](http://www.oph.fi/saadokset_ja_ohjeet/opetussuunnitelmien_ja_tutkintojen_perusteet/perusopetus))
- Opetushallitus ja NuoriSuomi 2008 Fyysisen aktiivisuuden suositus kouluikäisille 7-18 vuotiaille. ( [http://www.nuorisuomi.fi/fyysisen\\_aktiivisuuden\\_suosituksset](http://www.nuorisuomi.fi/fyysisen_aktiivisuuden_suosituksset))
- Ojanaho M., ym. 2003 Sportfolio - liikunnan opetuksen aapinen.( <http://ktk.ulapland.fi/sportfolio/>)
- Syväoja H. ym 2012 Liikunta ja Oppiminen.( [http://www.oph.fi/julkaisut/2012/liikunta\\_ja\\_oppiminen](http://www.oph.fi/julkaisut/2012/liikunta_ja_oppiminen))
- Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.
- Material given during the course.

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Active participation in the small groups, individual tasks.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Niina Loukkola

**Working life cooperation:**

None

**406046A-06: Application of Physical Education at School and an Integrative Assignment, 1 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 ECTS cr

**Language of instruction:**

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

**Timing:**

2nd year, spring

**Learning outcomes:**

The student

- is able to name the objectives and contents of physical education
- knows how to
- is able to describe different methods of teaching physical education

**Contents:**

Application of physical education at school (8h)

- getting familiar with curriculum of physical education
- planning, carrying out and evaluating physical education

Written essay of physical education

- reflection of students past, Multidisciplinary studies in the subjects and cross-curricular themes taught in basic education, and their own physical education principles

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Practical exercises: Application of physical education at school 8h and independent work

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of 6 ECTS cr Physical education studies.

**Recommended or required reading:**

- Heikinaro-Johansson P. ym. (toim) 2007 Näkökulmia Liikuntapedagogiikkaan.
- Peruskoulun opetussuunnitelman perusteet, liikunnan osuus. ( [http://www.oph.fi/saadokset\\_ja\\_ohjeet/opetussuunnitelmien\\_ja\\_tutkintojen\\_perusteet/perusopetus](http://www.oph.fi/saadokset_ja_ohjeet/opetussuunnitelmien_ja_tutkintojen_perusteet/perusopetus))
- Opetushallitus ja NuoriSuomi 2008 Fyysisen aktiivisuuden suositus kouluikäisille 7-18 vuotiaille. ( [http://www.nuorisuomi.fi/fyysisen\\_aktiivisuuden\\_suosituksset](http://www.nuorisuomi.fi/fyysisen_aktiivisuuden_suosituksset))
- Ojanaho M., ym. 2003 Sportfolio - liikunnan opetuksen aapinen.( <http://ktk.ulapland.fi/sportfolio/>)
- Syväoja H. ym 2012 Liikunta ja Oppiminen.( [http://www.oph.fi/julkaisut/2012/liikunta\\_ja\\_oppiminen](http://www.oph.fi/julkaisut/2012/liikunta_ja_oppiminen))
- Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.
- Material given during the course.

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Active participation in the small groups, individual tasks.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Niina Loukkola

**Working life cooperation:**

None

**406046A-07: Examination, 0 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Recommended or required reading:**

- Heikinaro-Johansson P. ym. (toim) 2007 Näkökulmia Liikuntapedagogiikkaan.
- Peruskoulun opetussuunnitelman perusteet, liikunnan osuus. ( [http://www.oph.fi/saadokset\\_ja\\_ohjeet/opetussuunnitelmien\\_ja\\_tutkintojen\\_perusteet/perusopetus](http://www.oph.fi/saadokset_ja_ohjeet/opetussuunnitelmien_ja_tutkintojen_perusteet/perusopetus))
- Opetushallitus ja NuoriSuomi 2008 Fyysisen aktiivisuuden suositus kouluikäisille 7-18 vuotiaille. ( [http://www.nuorisuomi.fi/fyysisen\\_aktiivisuuden\\_suosituksset](http://www.nuorisuomi.fi/fyysisen_aktiivisuuden_suosituksset))
- Ojanaho M., ym. 2003 Sportfolio - liikunnan opetuksen aapinen.( <http://ktk.ulapland.fi/sportfolio/>)

- Syväoja H. ym 2012 Liikunta ja Oppiminen.( [http://www.oph.fi/julkaisut/2012/liikunta\\_ja\\_oppiminen](http://www.oph.fi/julkaisut/2012/liikunta_ja_oppiminen))
- Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.
- Material given during the course.

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Read more about [assessment criteria](#) at the University of Oulu webpage.

*Student must also choose either Religion or Ethics and Textile Work or Technical Work*

**406023A: Religion, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumoto:** 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:**

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 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 12 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](http://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 1<sup>st</sup> 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

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Markku Salakka

**Working life cooperation:**

No

**Other information:**

Religion is alternative study module with Ethics.

**406024A: Ethics, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumoto:** 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 ECTS cr

**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 12 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](http://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  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Markku Salakka

**Working life cooperation:**

None

**Other information:**

Ethics is mutually optional with Religion.

**406047A: Crafts/Textile Work and Technology, 6 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

6 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1<sup>st</sup> and 2<sup>nd</sup> year

**Learning outcomes:**

The student achieves a basic ability to teach handicrafts in primary school grades 0-6 and understands the main characteristics of craft science and craft, art and technology education as the scientific basis of textile work.

For more details, see each course.

**Contents:**

The studies in Handicrafts/Textile Work are divided into four courses:

1. Handicrafts at School - Past and Present
  - students are familiarised with the historical development of school handicrafts and handicrafts education in Finland
2. User-Centeredness as a Basis of Handicrafts: From Fibre to Product
  - students collaborate to design and manufacture various product prototypes using the methods of handicrafts
  - theoretical contents, the practical process and the student's own learning are documented and analysed in a portfolio
3. User-Centeredness as a Basis of Handicrafts: Techniques in Handicrafts
  - familiarisation with fibres, yarns and fabrics
  - students design and manufacture a product using the methods of clothing technology
  - theoretical contents, the practical process and the student's own learning is documented and analysed in writing
4. Pedagogy and Didactics of Textile Work
  - outline problem-based learning and teaching in handicrafts
  - carry out collaborative exercises

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

To be announced for each individual course.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

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

**Recommended or required reading:**

To be detailed in course-specific descriptions.

**Assessment methods and criteria:**

The studies are implemented through small group sessions and independent/group work. Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Marjut Sarkkinen and Leena Hartikka

**Working life cooperation:**

None

*Compulsory*

**406047A-01: School Handicrafts Before and Now, 1 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1<sup>st</sup> year, autumn

**Learning outcomes:**

The student knows how to:

- identify the historical traits of school handicrafts
- introduce the historical and cultural periods of handicrafts as applied to the modern times that influence contemporary work
- demonstrate knowledge and skills by writing an essay or in an exam

**Contents:**

The students are familiarised with the timeline of school handicrafts and handicraft education in Finland

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Introductory lecture 2 h, independent work 25 h.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

User-Centeredness as a Basis of Handicrafts, Pedagogy and Didactics of Textile Work

**Recommended or required reading:**

- Suojanen, U. (1993) Käsityökasvatuksen perusteet.
- Ihatsu A-M. (2005). Käsityö suomalaisessa kulttuurissa. Käsityö – uusiutuva luonnonvara. Teoksessa L. Kaukinen & M. Collanus (toim.) Tekstejä ja kangastuksia. Puheenvuoroja käsityöstä ja sen tulevaisuudesta. Artefacta 17. Tampere: Juvenes Print.
- Karppinen, S. (2008). Craft-art as a basis for human activity. International journal of art and design education. Vol. 27.1 (p.83-90). Blackwell Publishing Ltd.
- Marjanen, P. (2012). Koulukäsityö vuosina 1866-2003. Kodin hyvinvointiin kasvattavista tavoitteista kohti elämänhallinnan taitoja. Turun yliopisto.
- Teoksessa Taide ja taito – kiinni elämässä! P. Seitamaa-Hakkarainen; Pohdintoja käsityön kuvasta. Opetushallitus: Taitai, taide- ja taitokasvatus.

Current literature and articles.

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

The studies are completed by taking part in the introductory lectures and by writing an essay /passing the exam.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Marjut Sarkkinen and Leena Hartikka

**Working life cooperation:**

None

**406047A-02: User Centredness as a Starting Point for Handicrafts: from Fibre to a Product, 2 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies



**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1<sup>st</sup> year, autumn or spring

**Learning outcomes:**

The student knows how to:

- apply and introduce user-centred design methods
- produce products appropriate for craftsmanship, technological problem solving and children's world of handicrafts
- document their progress in writing

**Contents:**

Contents:

- familiarisation with fibres, yarns and fabrics
- students design and manufacture a product using the methods of clothing technology
- theoretical contents, the practical process and the student's own learning is documented and analysed in writing

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and small group sessions 18 h, independent work 32 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Handicrafts at School - Past and Present, Techniques in Textile Work

**Recommended or required reading:**

- Black, S. (2011). Eco-chic The fashion paradox. Black dog publishing: London.
- Huovila, R., Hintsala, T. & Säilä, J. (2009). Kirja käsityöstä. Luokkien 3-6 käsityönopetus. WSOY: Porvoo.
- Karhu, P., Malmström, M. & Mannila, T. (2002) Hyvä sauma.
- Saramäki, R., Palmu, J. & Piippo, K. (2006 ja 2010). Joka tyypin kaavakirja I ja II. WSOY: Helsinki.
- Suojanen, U. (1993) Käsityökasvatuksen perusteet.

Other books specific to particular techniques.

Study materials as applicable.

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

The studies are implemented through small group sessions and independent/group work.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Marjut Sarkkinen and Leena Hartikka

**Working life cooperation:**

None

## 406047A-03: User Centredness as a Starting Point for Handicrafts: Techniques in Textile Work, 2 op

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

### ECTS Credits:

2 cr

### Language of instruction:

Finnish

### Timing:

Periods 1 and 2

### Learning outcomes:

The student knows how to:

- apply and put into use various techniques in textile work
- manufacture products that are suitable for arts and crafts, technological problem solving and children's world of handicrafts
- document the progress of her/his work in a portfolio

### Contents:

Contents:

- plan and manufacture various prototype products collaboratively using the methods of handicrafts
- document and analyse the theoretical contents, practical process and own learning in a portfolio

### Mode of delivery:

Face-to-face teaching

### Learning activities and teaching methods:

30 h lectures and small group sessions, 32 h independent work

### Target group:

Primary teacher education programmes, 1<sup>st</sup> year

### Prerequisites and co-requisites:

None

### Recommended optional programme components:

Handicrafts at School - Past and Present, From Fibre to Product

### Recommended or required reading:

- Huovila, R., Hintsala, T. & Säilä, J. (2009). Kirja käsityöstä. Luokkien 3-6 käsityönopetus. WSOY: Porvoo.
- Karhu, P., Malmström, M. & Mannila, T. (2002) Hyvä sauma.
- Suojanen, U. (1993) Käsityökasvatuksen perusteet.

Other books specific to particular techniques.

Study materials as applicable.

### Assessment methods and criteria:

The studies are implemented as small group sessions and independent/group work.

Read more about [assessment criteria](#) at the University of Oulu webpage.

### Grading:

0-5

### Person responsible:

Leena Hartikka ja Marjut Sarkkinen

**Working life cooperation:**

None

**406047A-04: Pedagogy and Didactics of Textile Work, 1 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2<sup>nd</sup> year, autumn

**Learning outcomes:**

The student knows how to:

- identify and use processes of product design, manufacture and assessment in the frame of reference of craft, technology and art education
- make use of new teaching aids

**Contents:**

Contents:

- an outline of problem-based learning and teaching in handicrafts
- collaborative exercises

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and small group sessions 10 h, independent work 17 h.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Handicrafts at School - Past and Present, Techniques in Textile Work, From Fibre to Product

**Recommended or required reading:**

- Aadeli, S. & al. (2009). Käsityön työturvallisuusopas. teknisen työn ja tekstiilityön opetukseen. Opetushallitus.
- Syrjäläinen, E. (2003) Käsityönopettajan pedagogisen tiedon lähteeltä: Persoonalliset toimintatavat ja periaatteet käsityön opetuksen kontekstissa. Helsingin yliopiston Kotitalous- ja käsityötieteen laitos.
- Perusopetuksen opetussuunnitelman perusteet: Käsityö. 2004.
- Kunta- ja koulutuskohtaiset opetussuunnitelmat.
- Tapaninen, R. (toim.) (2002) Peruskoulun käsityön opetustilojen suunnitteluopas. Tekninen työ ja tekstiilityö

Learning materials as applicable.

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

The studies are implemented through small group sessions and independent/group work.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Assessment is implemented collaboratively and by means of peer, self and teacher assessment. Credits are given for the exercises. Pass / Fail

**Person responsible:**

Marjut Sarkkinen and Leena Hartikka

**Working life cooperation:**

None

**406048A: Crafts/Technical Work and Technology, 6 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

6 cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

The student achieves a basic ability to teach technical work in primary school grades 0-6. For more details, see each course.

**Contents:**

The course focuses on two types of the course in the form of technical work to teach the lower grades of elementary school. Three credits of the criteria in section students receive the knowledge and skills to use the most common tools and materials. In the second three-point applications section initially focuses on criteria yet, but will be continued in accordance with the requirements of the surrounding community access to information and building the application. Throughout the entire study period characterized by the emphasis on safety.

**Mode of delivery:**

classroom teaching

**Learning activities and teaching methods:**

Lectures and small group work

**Target group:**

Primary teacher education students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

406048A-01 Technical Work Basics (3 op)

406048A-02 Technology Applications (3 op)

**Recommended or required reading:**

To be detailed in course-specific descriptions.

**Assessment methods and criteria:**

Active participation in classroom work, assignments, written outputs.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Juha-Matti Turpeinen

**Working life cooperation:**

None

*Compulsory***406048A-01: Basics of Technical Work, 3 op****Voimassaolo:** 01.08.2013 -**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

**Timing:**

First year

**Learning outcomes:**

After the course the student is able to

- The most common use of machinery and equipment required for wood and metal working primary school technical work.
- teach the most typical wood and metalworking hand tools for safe use of primary school children.
- To plan, implement and evaluate small-scale themes (technology education point of view) primary school technical work.

**Contents:**

Course contents:

- primary school curriculum, methods and tools
- the teacher's own use are suitable for woodworking
- the lower elementary school grades are suitable for work
- Safety instruction
- assessment of learning processes and crafts
- combine creativity, responsibility, and self-help in the work

**Mode of delivery:**

classroom teaching

**Learning activities and teaching methods:**

Lectures 8 h and small group work 22 h

**Target group:**

Primary teacher education students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

406048A-02 Teknologian sovellukset (3 op)

**Recommended or required reading:**

- Jaana Inki, Eila Lindfors, Jaakko Sohlo (toim.) 2011. Käsityön työturvallisuusopas perusopetuksen teknisen työn ja tekstiilityön opetukseen. Opetushallitus.

You can check the availability of the course books via [this link](#).

- Other learning materials will be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in classroom work, assignments, written outputs.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Juha-Matti Turpeinen

**Working life cooperation:**

None

**406048A-02: Technology Applications, 3 op**

**Voimassaolo:** 01.08.2013 -

**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

**Timing:**

First year

**Learning outcomes:**

After the course the student is able to

- The most common use of machinery and equipment required for plastic machining basic subclasses technical work.
- teach the most typical plastic machining for the safe use of hand tools from primary school children.
- apply the basics of mechanics, basic subclasses in the technical work.
- apply the basic rudiments of electronics subclasses in the technical work.
- To plan, implement and evaluate small-scale subjects from the perspective of technology education from primary school technical work.

**Contents:**

Course contents:

- electronics basic concepts and methods
- plastic work
- Mechanics and simple methods
- the craft of teaching design, implementation, and making learning material
- Safety instruction
- the future work life practices

**Mode of delivery:**

classroom teaching

**Learning activities and teaching methods:**

Lectures 8 h and small group work 22 h

**Target group:**

Primary teacher education students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

406048A Käsityö, tekninen työ ja teknologia (6 op):

- 406048A-01 Teknisen työn perusteet (3 op)

**Recommended or required reading:**

- Jaana Inki, Eila Lindfors, Jaakko Sohlo (toim.) 2011. Käsityön työturvallisuusopas perusopetuksen teknisen työn ja tekstiilityön opetukseen. Opetushallitus.

You can check the availability of the course books via [this link](#).

- Other learning materials will be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in classroom work, assignments, written outputs.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Juha-Matti Turpeinen

**Working life cooperation:**

None

*Student completes either School Experience II: Bachelor's Level 407032A (LO, TAIKA, TEKNO) or 407517A (ITE)*

**407032A: School Experience II: Bachelor's Level, 6 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

6 cr

**Language of instruction:**

Finnish

**Timing:**

Second year, Bachelor level

**Learning outcomes:**

After completion, the student will be able to:

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

**Contents:**

The School Experience II: Bachelor's level course is part of the multidisciplinary studies in the subjects and cross-curricular themes taught in basic education.

The principle theme is teaching and learning. During the practice period the students are expected to enhance their working knowledge and understanding of the topics covered in the Pedagogical Seminar II: Knowing the Pupils and Interaction by practical work in a school and classroom environment. In addition, the practice will introduce new themes: kinds of learning, learning problems and student care.

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

Hence, it is possible for the students to familiarize themselves with important phenomena and core concepts in pedagogical activity, e.g. the pedagogical relationship, discretion, facing the child, and teacher responsibility. The student is also given the chance to take notice of and explore the link between educational research and teaching.

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

**Duration:** 6 calendar weeks

**Mode of delivery:**

Teaching Practice

**Learning activities and teaching methods:**

**Description:** The School Experience II: Bachelor's level constitutes 160 h half of which is at a specified time and place at the normal school, including both lesson-observation and supervisions.

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

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

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

During the practice programme, the level of independence in teaching will grow gradually. In the beginning, the work will be undertaken in groups formed of fellow students and an appointed teacher, and only later will it be undertaken at a more independent level.

The six calendar weeks in this course are thus structured as follows :

- **The 1st week** is a monitoring week. At the end of the monitoring week, the students working in the same class implement as a group two lessons connected with the school's cross-curricular themes.
- **The 2nd week** is a pairs teaching week. The student plans and implements six lessons together with his or her pair.
- **Weeks 3 to 6** are individual teaching weeks. During these weeks the student plans and implements 12 lessons in mathematics or mother tongue, one subject representing arts, crafts and physical education, and one subject to be assigned on a case by case basis. All the subjects to be taught by a student are to be found in the list of trainees.

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

**Supervision:** During The School Experience II: Bachelor's level, supervision will be provided by the teaching lecturers at normal school as well as group supervision in subject didactics offered by the staff at the Faculty of Education.

**Information seminar:** The School Experience II: Bachelor's level will begin with an information seminar in the canteen of the normal primary school (0-6).

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

A failed course may have to be repeated or supplemented. A failed school experience course can be repeated twice. There are special instructions for supplementing or repeating a failed school experience course. If you register for the course but fail to attend, it will be counted as a fail.

**Target group:**

Primary teacher students (Not ITE- students)

**Prerequisites and co-requisites:**

Before commencing The School Experience II: Bachelor's level, the student must have completed at least 50 ECTS of their Bachelor level studies, including Mathematical Didactics Part I (3 cr), Literacy (4 cr) and the Orientation practice period (2 cr). The courses must be completed before the deadline for registration.

**Recommended optional programme components:**

Pedagogical Seminar II: Teacher as a Learning Guide

**Recommended or required reading:**



None

**Assessment methods and criteria:**

Practical training

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass/fail

**Person responsible:**

Vesa-Matti Sarenius, Auli Halme, Erkki Pekkala, Markku Juopperi, Outi Takalo

**Working life cooperation:**

Yes.

**Other information:**

**Registration:** Registrations for the spring term The School Experience II: Bachelor's level course are accepted until the end of November in the preceding autumn term, and for the autumn course until the end of May in the preceding spring term.

The School Experience courses for students doing Bachelor studies are organized by group. Information on the timing of each group's course can be found on the web page for teaching practice in primary teacher education.

Registration for the school experience periods is done on weboodi. Students will be informed by e-mail when the registration form is open. You shall fill in the form with great care.

Registrations can be cancelled by a deadline to be announced at a later date. If a student does not cancel his or her registration by the deadline and fails to participate in the practice, s/he is awarded a fail for the practice period.

University student must show **extract from their criminal record**, if studies involve practice with minor children. **Please take care that you have shown extract from criminal record before the practice begins.**

**407517A: School Experience II: Bachelor's Level, 6 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

6 credits

**Language of instruction:**

Varies according to where the practice takes place

**Timing:**

Second year spring term

**Learning outcomes:**

The student

- is aware of the challenges and opportunities in working in multilingual/ intercultural/ international schools
- is capable of analysing and reporting on his own view of 'teachership' and intercultural education
- knows how to explain the significance of responsibility in pedagogical activity
- knows how to plan and implement teaching based on the local and/or international curricula
- knows how to evaluate the special characteristics of different subjects in primary education
- is able to assess pupils' learning
- is able to assess his/her own activity as a teacher
- knows how to utilize and contribute to synergy among colleagues in developing activities

**Contents:**

Duration: six calendar weeks.

School Experience II is related to Multidisciplinary Studies in the Subjects and Cross-curricular Themes Taught in Basic Education (A256402).

The overarching theme in this practice is teaching and learning with special reference multilingual/ intercultural/ international school settings. The purpose is that the student should deepen and enrich her /his personal understanding of the themes introduced in the courses "Curriculum, Planning and Evaluation of Teaching" and "Pedagogical Seminar II" through hands-on work in the classroom. Other themes that will emerge in this practice will include different learners, obstacles to learning and pupil welfare.

School Experience II offers the student an opportunity to practice the fundamental skills of planning, implementing and evaluation of lessons and longer periods of teaching. The emphasis is on critical evaluation of one's own teaching, and on how the teaching circumstances require flexible implementation of plans which are nevertheless based on the core framework.

From the experience, the student will use this opportunity to study the main phenomena and concepts of pedagogical action, such as pedagogical relationships, pedagogical tact, encountering the child and teacher responsibility, all in the context intercultural education.

The student also has an opportunity to observe and consider how educational research and its results are linked to the work of a teacher.

**Mode of delivery:**

The teaching practice is carried out in a school either in Finland or abroad.

**Learning activities and teaching methods:**

The whole practice represents 160 hours of work, half of which (80 hours) consists of school work, and observation of lessons.

This practice is timed to be immediately after the completion of all the modules of 'Multidisciplinary Studies in the Subjects and Cross-curricular Themes taught in Basic Education'; lessons should be planned and delivered that touch on all modules of the Multidisciplinary Studies.

The student should develop and experiment with various teaching methods appropriate for different learners that address the special characteristics of different subjects and cross-curricular themes. At all times there should be reflection on issues related to intercultural matters.

There must be a particular colleague or mentor from the permanent staff of the school who will work with the student.

School Experience II is supervised by the tutor of Seminar II, and additional advice can be sought from the university teachers responsible for the various Multidisciplinary Studies modules.

**Target group:**

Students in the Intercultural Teacher Education Programme

**Prerequisites and co-requisites:**

School Experience I, Seminar I

**Recommended optional programme components:**

School Experience I, Seminar I

**Assessment methods and criteria:**

The students shall write a report on the practice. This report will be added to the Pedagogical Portfolio begun in School Experience I and Seminar I.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/ to be supplemented/ fail. The Seminar II tutor assesses the course based on assessment discussions with the student, and the report and reflections that have been added to the portfolio.

**Person responsible:**

Vesa-Matti Sarenius, Gordon Roberts

**Working life cooperation:**

Yes

**Other information:**

Registering: once arrangements with the host school have been finalised, and a letter/message of confirmation from the school has been shown to either of the persons responsible for the practice, the student registers for the practice. This must be done before the practice itself commences.

University student must show **extract from their criminal record**, if studies involve practice with minor children. **Please take care that you have shown extract from criminal record before the practice begins.**

## 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:

70 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:

<a href="#">408030S</a>	Educational Co-operation at School 5 ECTS cr
<a href="#">408031S</a>	Childhood as a Social and Cultural Phenomenon 3 ECTS cr
<a href="#">408017S</a>	Pedagogical Seminar III: I as a Teacher, on My Own and Together 3 ECTS cr
<a href="#">408020S</a>	School Work in the Master Phase 11 ECTS cr
<a href="#">408021S</a>	Thematic Practise 6 ECTS cr
<a href="#">408019S</a>	Basics of Educational Administration 2 ECTS cr
<a href="#">408013S</a>	Master's Thesis 35 ECTS cr
<a href="#">408013S-01</a>	1. Thesis 30 ECTS cr
<a href="#">408013S-02</a>	2. Seminar 5 ECTS cr
<a href="#">408013S-03</a>	3. Abstract/ Maturity Test 0 ECTS cr
	Alternative Study Module a OR b
<a href="#">413030S</a>	a) Advanced Course in Quantitative Research 5 ECTS cr
<a href="#">413030S-01</a>	1. Lectures 2 ECTS cr
<a href="#">413030S-02</a>	2. Exercises 3 ECTS cr
<a href="#">413031S</a>	b) Advanced Studies in Qualitative Research 5 ECTS cr
<a href="#">413031S-01</a>	1. Lectures 2 ECTS cr
<a href="#">413031S-02</a>	2. Exercises 3 ECTS cr

### 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 and Intermediate 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

Read more about [assessment criteria](#) at the University of Oulu webpage.

### Grading:

0 - 5

### Person responsible:

Leena Syrjälä

**Working life cooperation:**

Yes. Includes 11 credits of school work, School Experience III: Master's Level, as well as 6 credits of other work placement, Thematic Practice

*Advanced Studies include the following mandatory courses:*

**408030S: Educational Co-operation at School, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

4th year, autumn term

**Learning outcomes:**

Upon completion of the course, the student

- knows how to analyse social and cultural factors that determine education and teachers' work
- knows how to describe the forms and purposes of multiprofessional cooperation in the school world
- is familiar with methods of cooperation in teacher and school communities and knows how to apply them in her/his work
- is familiar with 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 a work community and a beginning teacher's relationship to the surrounding work community.

**Contents:**

- school as a multiprofessional work community
- cooperation between school and home
- the identity of a newly qualified teacher
- collaborative working methods in a teacher's work

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 22 h/small group teaching 8 h/ self-study 100 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of a module formed by "Pedagogical Seminar III", "Master Level School Experience" and "Thematic Practice".

**Recommended or required reading:**

To be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching and completion of assignments  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

1 – 5

**Person responsible:**

Anu Alanko

**Working life cooperation:**

None

**408031S: Childhood as a Social and Cultural Phenomenon, 3 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

4th year, autumn term

**Learning outcomes:**

- Student is able to analyse her/his perceptions of childhood
- Student is able to analyse childhood as a culturally constructed phenomenon
- Student recognizes the methodological and ethical challenges of childhood research

**Contents:**

- Memories of childhood
- Time and place in childhood
- Childhood and culture

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

- Lectures 16h, working in small groups 12h hours, exam 2h
- Independent work 50 hours

**Target group:**

Students of the faculty of education

**Prerequisites and co-requisites:**

Basic and intermediate studies of education

**Recommended optional programme components:**

Course is also part of the minor: Cultural environments of early childhood

**Recommended or required reading:**

- Sava, I. & Vesänen-Laukkanen, V. (toim.) (2004) Taiteeksi tarinoitu oma elämä. Jyväskylä: PS-kustannus.
- Scientific articles (appointed in the beginning of the course)

You can check the availability of the course books via [this link](#).

**Assessment methods and criteria:**

Participation in lectures and small group sessions, completion of exercises and learning diary  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Taina Kyrönlampi

**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 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Master's studies

**Learning outcomes:**

Upon completion of the course, the student knows how to

- justify his/her pedagogical activity using the research concepts of his/her own field
- analyse ethical issues in a teacher's work
- reflect on his/her own teacher identity from the viewpoints of a self-regulated learner and collaborative actor
- explain the development of teachership as a constantly developing self-regulated process, in which essential issues include continuous reflection, self-regulated action and collaboration

**Contents:**

- The teacher's pedagogical theory in use
- Materials connected with practice situations
- Pedagogical portfolio as a tool for reflection on the development of the student's own teachership: completion and evaluation of portfolio work
- Arts and crafts education students explore the significance "making" in arts teaching from the theoretical perspective of arts pedagogy.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group teaching 24 h/ self-study 56 h

The Faculty's Leaf research infrastructure is utilised in teaching as a space for collaborative learning and interaction. Between the face-to-face meetings, the student works on his/her pedagogical portfolio also in a blog environment.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

Pedagogical Seminar I: Knowing the Pupils and Interaction 3 ECTS cr, Pedagogical Seminar II: Teacher as a Learning Guide 3 ECTS cr

**Recommended optional programme components:**

Pedagogical Seminar III is part of a module formed by "Educational Cooperation in Schools" (5 credits) and "Master Level School Experience" (11 credits). The pedagogical seminars I-III form a continuum in which the essential viewpoint is the student's comprehensive professional growth into a critical, reflective and inquiring teacher.

**Recommended or required reading:**

To be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments and exam  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/ fail

**Person responsible:**

Jari Laru

**Working life cooperation:**

None

**408020S: School Experience III: Master's Level, 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/English

**Timing:**

The Teacher Training School arranges opportunities to carry out School Experience II on four occasions every year. The student usually takes the course in his or her fourth or fifth year of study. No provision is made for groups of students for School Experience III, and every student shall reserve a time slot for it in his/her personal study plan.

Students who cannot teach in Finnish carry out the SE III practice at the Oulu International School. The course timing is the same as at the Teacher Training School.

**Learning outcomes:**

The student

- knows how to evaluate and report on her/his conception of teachership and education
- knows how to evaluate the special didactic characteristics of different subjects and cross-curricular themes and how to apply this knowledge in practice
- knows how to plan and carry out teaching based on the curriculum
- knows how to apply what s/he has learnt to assessment of learning
- knows how to evaluate the different forms of cooperation between home and school
- knows how to evaluate his/her own activities as an educator
- knows how to construct learning materials, use them in her/his teaching and evaluate their functionality

**Contents:**

School Experience III is a part of Master's level pedagogical studies.

The driving theme behind School Experience III is *Myself as a teacher and educator*. The practice is linked to the Seminar III course.

SE III focuses on taking comprehensive responsibility for work in the classroom. Basically, the student shall take care of all the tasks that class teachers are supposed to attend to.

SE III offers the student a supervised opportunity to plan teaching periods based on the curriculum and cross-curricular themes and to get acquainted in practice with the special didactic characteristics of different subjects.

During School Experience III the student examines her/his 'teachership' from the viewpoint of social and community influence and from the viewpoint of the ethics of education and teacher morality. The student also participates in the cooperation between school and home.

Based on her/his own experience, the student will examine together with other students and her/his supervisors essential phenomena and concepts of pedagogical activity, such as *pedagogical relationship*, *pedagogical tact*, *encountering the child* and *teacher responsibility*, adding depth to her/his earlier conceptions. An opportunity is opened up to the student to observe and reflect upon how educational research and its results are linked to the teacher's work and to carry out educational research related to a teacher's work. The reflections are added to the Pedagogical Portfolio

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

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

**Duration:** Six to seven calendar weeks.

**Description of the activities:** School Experience III has a scope of 215 hours, 100–110 hours of which consists of school work tied to time and place, classroom observation and supervision sessions. The work tied to time and place includes:

**Giving lessons:** The student shall give 50 lessons during the course. The lessons shall be implemented as follows.

**Selected Subjects:** 20 lessons will be given in the first four weeks of the SE III practice. The lessons are related to selected subjects, i.e. mathematics and mother tongue (Finnish or English) and one minor or other subject taught at school, each one of which must be practised for a minimum of six hours during this period. Together with the class teacher and lecturers in subject didactics, the student shall prepare period plans for the lessons. If the student practices an advanced minor subject in the upper grades, the number of hours practised there shall be deducted from the number to be practised in the primary grades.

**Weeks of Responsibility:** The remaining 30 lessons in the SE III practice are given during the weeks of responsibility. The last two weeks of the course are called the weeks of responsibility because the student practising in a class takes full responsibility for the activities in the classroom. In addition to planning and giving the lessons, this includes break and lunch supervision, cooperation between home and school, morning assemblies and other events.

If there are more than one student in the same class, they plan the programme for the last two weeks together. In addition to other school work, they agree on the division of lessons allocating 30 lessons to each student. The lessons given can include those given individually by each student, simultaneous teaching or, for instance, teaching taking place in two spaces at the same time (such as special education). The students shall clearly show in their plan their individual role in the lessons they are planning and giving together. The students can also carry out their minor subject practice in special education during these weeks.

If a student is practising alone in a class, s/he shall plan and give the entire set of 30 lessons by her/himself.

**Student welfare:** The SE III practice includes an 8-hour set of studies in student welfare, comprising lectures and exercises.

**Other school work:** The course includes other work related to teaching, the school world or practical applications of education, such as project work or observing of teaching, totalling 20–30 hours. Project work can involve, among other things:

- collection of data, based on a research plan for the Master's or some other thesis
- research team activities in the didactics of a subject
- a special course related to school work, or tasks connected with one project forming part of the regular activities of the Teacher Training School, such as festivals, parents' evenings, exhibitions, Unesco themes, camp schools, art productions, cooperation projects with various educational institutions and other events.

When s/he is observing lessons, the student gets to know the class and its methods of working. This may also include observation tasks given by the teacher or lecturer in didactics.

**Supervision.** School Experience II includes supervision and guidance in subject didactics by the teachers of the Teacher Training School. The student shall thus seek didactic supervision from three lecturers in subject didactics. These three lecturers also observe a lesson given by the student.

Supervision comprises a total of 20-25 hours.

The student shall carry out the planning, implementation and evaluation of lessons and teaching periods in a peer team formed by the other students that may be working in the same class, the class teacher and didactics staff of the Department depending on the nature of the lessons.

**Target group:**

Master's students

**Prerequisites and co-requisites:**



Participation in School Experience III requires Bachelor's Degree. If the Bachelor's Degree does not include the multidisciplinary studies in the subjects and cross-curricular themes taught in basic education they must be passed separately. This requirement must be met three weeks before the School Experience III starts not yet at the registering.

If the student completes 60-credit minor studies in a subject taught in schools, s/he can carry out an advanced practice in the subject in the grades 7-9. The practice in the minor subject can also be carried out separately from the School Work in the Master Phase -course.

The right to practise in a minor subject in the grades 7–9 is achieved, if the prerequisites for School Work in the Master Phase are fulfilled and at least 40 credits of the 60-credit minor subject have been completed, in time of the registration.

If a student wants to do the advanced practice in a minor subject in grades 7-9, s/he shall report to the Faculty's practice coordinator immediately upon registration for the course.

In unclear situations the decision on the right to participate is made by the Faculty's practice coordinator. The practice in an advanced minor subject can also be carried out in grades 0–6.

#### **Recommended optional programme components:**

Orientation to Work at School, School Work in the Bachelor Phase, Pedagogical Seminar I, Pedagogical Seminar II, Pedagogical Seminar III

#### **Recommended or required reading:**

None

#### **Assessment methods and criteria:**

Practical training

Read more about [assessment criteria](#) at the University of Oulu webpage.

#### **Grading:**

The class teacher and the other supervisors assess the student's performance on the basis of the assessment discussions and pedagogical portfolio on a pass/fail scale. An entry on a pass is made in the practice card. The card is also signed by the three lecturers in the didactics of the various subjects, and the student signs her/his confirmation that s/he has received mentoring in subject didactics. There are separate instructions available on the construction and contents of the pedagogical portfolio.

A failed practice may need to be retaken or supplemented. A failed practice period can be retaken twice. There are specific instructions on supplementing or retaking a failed practice period. If you register for the course and then fail to participate without cancelling your registration, it is recorded as a fail.

#### **Person responsible:**

Vesa-Matti Sarenius, Auli Halme, Erkki Pekkala and Gordon Roberts, Markku Juopperi, Outi Takalo

#### **Working life cooperation:**

Yes.

#### **Other information:**

##### **Registration:**

- Registrations for School Work in the Master Phase to be arranged in the autumn shall be submitted by the end of May in the preceding spring term.
- Registrations for School Work in the Master Phase to be arranged in the spring shall be submitted by the end of November in the preceding autumn term.

Registrations for the teaching practice period are submitted via Weboodi. The registration form is available for a period of time that is announced to the students by e-mail and on the practice website. The registration form shall be filled in with great care.

If the student wants to practice in an advanced minor subject in the basic education grades 7–9 of the Teacher Training School, s/he shall fill in the appropriate form available on the practice website when s/he registers for the School Work in the Master Phase and deliver it to the Faculty's practice coordinator.

Students need to note that an opportunity to practice in the upper grades cannot always be arranged in some of the subjects. In such cases the student shall carry out all of his/her School Work in the Master Phase -teaching practice in the regular manner in the lower grades.

If you register for the course and then fail to participate without cancelling your registration, it is recorded as a fail.

**Information meeting:** School Work in the Master Phase is launched with an information meeting in the refectory for grades 0–6 at the Teacher Training School.

#### **408021S: Theme-based Practice, 6 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

6 credits

**Language of instruction:**

Varies

**Timing:**

Master's level

**Learning outcomes:**

After the practice period the student

- will be familiar with the multiple layers of the field of education
- knows how to analyse different perspectives of educational work and knows how to apply them in various contexts and tasks in educational work.
- knows how to apply a research-based approach to experimental or developmental work or has gained other special competence
- apply his/her skills 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 also possible to complete this practice period as a more long-term period of research or development work related to pedagogical studies and/or research studies undertaken before the practice period begins.

Familiarising with the education field on a broader level provides the students 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.

Focusing on a particular field in education provides the students with a chance to deepen in their chosen pedagogical environments 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 Master's 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
- constructing a thematic practice plan before the practice period, and having it accepted by the study advisors or practice coordinator
- 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.

**Place:** One practice place is sufficient. The practice period can also 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 organisation, 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.

**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 organisation.

*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 for 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 gives feedback on them.

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 supervisor 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 relates to the theme and activities in the work experience period.

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.

The work experience report is verified and credits are awarded by the practice coordinator, or in the case of projects, the project leader working at the Faculty of Education.

For a special reason, Thematic Practice can also be completed in more than one part.

**Target group:**

Primary teacher students (except ITE)

**Prerequisites and co-requisites:**

A 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.

**Recommended optional programme components:**

Orientation to School Work (2 credits), Bachelor Level School Experience (6 credits),  
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 individually.

**Assessment methods and criteria:**

Work Practice

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/ fail

**Person responsible:**

Vesa-Matti Sarenius

**Working life cooperation:**

Yes.

**Other information:**

Register for the practice period after your working plan has been approved.

**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

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass/fail

**Person responsible:**

Leena Syrjälä

**Working life cooperation:**

None

**408043S: Master's Thesis, 30 op**

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Diploma thesis

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

Ei opintojaksokuvauksia.

**408044S: Thesis Seminar, 5 op**

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**408045S: Abstract / Maturity Test, 0 op**

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

*Student must also choose either Advanced Course in Qualitative Research 5 ECTS cr or in Quantitative Research 5 ECTS cr*

**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 ECTS 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 Lectures, 2 credits

413030S-02 Exercises, 3 credits

- statistical testing
- classic multivariate methods
- modelling by means of liner 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 20 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:**

Lectures and exercises are studies as an entity by given assignments, active participation in small group sessions

Read more about [assessment criteria](#) at the University of Oulu webpage.

**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

**Assessment methods and criteria:**

Read more about [assessment criteria](#) at the University of Oulu webpage.

**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

**Assessment methods and criteria:**

Read more about [assessment criteria](#) at the University of Oulu webpage.

**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 ECTS 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 Lectures, 2 credits

413031S-02 Exercises, 3 credits

- the meaning of different paradigms and research traditions in the planning and implementation of qualitative research
- different reading methods in the analysis and interpretation of qualitative research data, such as design-type and case studies and in ethnographic, narrative and discourse analytical research
- 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 20 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

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Anu Alanko ja Markku Salakka

**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

**Assessment methods and criteria:**

Read more about [assessment criteria](#) at the University of Oulu webpage.

**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

**Assessment methods and criteria:**

Read more about [assessment criteria](#) at the University of Oulu webpage.

**A200090: Other Studies, 0 - 25 op**

**Opiskelumuoto:** Other Studies  
**Laji:** Study module  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish  
**Voidaan suorittaa useasti:** Kyllä

Ei opintojaksokuvauksia.

*Electives*

**900071Y: Scientific Communication II, 2 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Language and Communication Studies  
**Laji:** Course  
**Vastuuyksikkö:** Negotiated Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish  
**Leikkaavuudet:**

ay900071Y Scientific Communication II (OPEN UNI) 2.0 op

**Proficiency level:**

-

**Status:**

According to the old curriculum 2012 - 2013: 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.

According to the new curriculum 2013 - 2014: This course is optional.

**Required proficiency level:**

-

**ECTS Credits:**

2 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

4th or 5th 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:**

contact teaching

**Learning activities and teaching methods:**

Contact lessons 20 - 26 h. Independent study ca. 34 h.

**Target group:**

Students of master's degree of the Faculty of Education

**Prerequisites and co-requisites:**

-

**Recommended optional programme components:**

-

**Recommended or required reading:**

the material in the Optima learning environment

Kinnunen, M. & Löytty, O. (2002). Tieteellinen kirjoittaminen. Tampere: Vastapaino.

Kniivilä, S., Lindblom-Ylänne, S. & Mäntynen, A. (2007). Tiede ja teksti. Tehoa ja taitoa tutkielman kirjoittamiseen. Helsinki: WSOY.

Viskari, S. (2002). Tieteellisen kirjoittamisen perusteet. Opas kirjoittamiseen ja seminaarityöskentelyyn. Tampere: Tampereen Yliopistopaino Oy.

**Assessment methods and criteria:**

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

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass / fail

**Person responsible:**

Toropainen, Outi

**Working life cooperation:**

-

**Other information:**

-

**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, music education students and early childhood education students

**Prerequisites and co-requisites:**

None

**Recommended or required reading:**

To be announced at the start of the course

**Assessment methods and criteria:**

Active participation, completion of assignments

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Coordinators Katja Perttula/Minna Sainio (primary teacher education programmes) and Paula Loukkola/Hennariikka Valppu-Paaso (early childhood education programme)

**Working life cooperation:**

None

**Other information:**

The course is organised as allowed by resources.

**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:**

4th year

**Learning outcomes:**

Students familiarize themselves with the pedagogical and technological challenges imposed by the knowledge society, and learn to understand the research-based pedagogical principles underlying the pedagogical use of ICT. Students enhance their capacity to function as teachers/educators in a technology-based environment in an information society based on knowledge work.

**Contents:**

- familiarization with the phenomena of information society and knowledge work
- the challenges of learning and teaching in the information society
- digital natives, social media, mobile learning, u-learning and other phenomena of the information society and their influence on teaching arrangements and learning as a whole
- social discussion on the theme and its connections with, for instance, curriculum work

**Mode of delivery:**

Three face-to-face meetings and work in a wiki environment

**Learning activities and teaching methods:**

Lectures 4h, web-based work 10h, seminar 6h, independent study.

- Lecture
- Group discussion after the lecture
- Independent work and writing a summary article based on literature
- Group discussion on the results of independent work
- Knowledge construction by the group in a wiki environment
- Presentation of wiki articles.

**Target group:**

Primary teacher students (apart from ITE-students), music education students, 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 "Professional growth" and "Philosophy of science".

Content connected with the following courses:

- 410014Y Information and communication technology as a pedagogical tool
- 410017Y Multimedia as a learning project
- 410068P Didactics
- 407027A Guidance of learning, planning and assessment of teaching

**Recommended or required reading:**

- Literature (international peer-reviewed articles, Finnish peer-reviewed articles, book chapters, reports, presentations) divided into themes a) teaching, b) information society, c) knowledge work, available on the course wiki
- Lecture materials on the wiki and on SlideShare
- Abstract of the students' articles and their essays are stored on the wiki.

**Assessment methods and criteria:**

- Active participation in face-to-face meetings
- Summarising an article/articles as independent work
- Composition of a wiki article based on article summaries in a group

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Jari Laru

**Working life cooperation:**

None

**Other information:**

<https://wiki oulu.fi/display/ktkvtv/Etusivu>

**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](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/philsci.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.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**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.

**407051A: Finnish as a Second Language, Optional, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

In different phases of the studies

**Learning outcomes:**

- To get acquainted with the goals and arrangements of teaching people with an immigrant background and with their assessment in curricula and in practice from the viewpoint of the work of a primary teacher
- To be familiarised with the most essential theoretical ways to understand multilingualism, second-language learning and teaching and everyday life in a multicultural school
- To learn in her/his own work as a primary teacher to take into account the linguistic needs of a multilingual learner in general teaching, in the teaching of Finnish as a second language and in instruction preparing for basic education
- To familiarise her/himself with essential literature and materials on Finnish as a second language

**Contents:**

The course deals with teaching Finnish as a second language in practice and theory especially from the viewpoint of a primary teacher's work: how to teach Finnish and support the learner linguistically in practice in mainstream education, when teaching Finnish as a second language and in instruction preparing for basic education.

The course topics include learning and teaching Finnish, components of language skills and their development, spoken and written language, Finnish as a second language in curricula, language skills assessment and the European frame of reference, learning to read and write and text skills among Finnish learners, the need for special support among multilingual learners, learning materials in Finnish as a second language, development of teaching Finnish as a second language, and the utilisation of new technologies in teaching Finnish as a second language.

**Mode of delivery:**

26 h face-to-face teaching and independent work

**Learning activities and teaching methods:**

- Getting to know Finnish as a second language by means of lecture materials and literature
- Active participation in small group sessions: asking, commenting, questioning and sharing of personal experiences and thoughts
- Participation in exercises
- Reading circle
- Visiting speakers & conversation
- Familiarisation with a case learning assignment, based on which an introductory talk to the rest of the group

**Target group:**

Primary Teacher Education Students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

- Aalto, Eija – Mustonen, Sanna – Tukia, Kaisa 2009. *Funktionaalisuus toisen kielen opetuksen lähtökohtana*. Virittäjä 3/2009.
- *Eurooppalainen viitekehys 2003. Kielten oppimisen, opettamisen ja arvioinnin yhteinen eurooppalainen viitekehys*. Euroopan neuvosto / WSOY.
- Jokinen, Päivi # Nissilä, Leena # Immonen-Oikkonen, Pirjo 2011. *Kommentoitu luettelo maahanmuuttajataustaisten opetuksen ja koulutuksen materiaaleista*. Opetushallitus.
- Kuukka, Ilona – Rapatti, Katriina 2009. *Yhteistä kieltä luomassa: suomea opetteleva opetusryhmässäni*. Opetushallitus.
- Latomaa, Sirkku (toim.) 2007. *Oma kieli kullaa kallis. Opas oman äidinkielen opetukseen*. Opetushallitus.
- Lehtinen, Kirsti 2006. *Maahanmuuttajataustainen oppilas äidinkielen ja kirjallisuuden tunneilla*. Teoksessa Grünthal, Satu – Pentikäinen, Johanna (toim.) *Kulmakivi. Luokanopettajan äidinkieli ja kirjallisuus*. Otava.
- Mela, Marjo – Mikkonen, Pirjo (toim.) 2007. *Suomi kakkonen ja kirjallisuuden opetus*. Tietolipas 126. Suomalaisen kirjallisuuden seura.
- Nissilä, Leena – Martin, Maisa – Vaarala, Heidi – Kuukka, Ilona 2006: *Saako olla suomea? Opas suomi toisena kielenä -opetukseen*. Opetushallitus.
- Päivärinta, Marjut – Nissilä, Leena (toim.) 2010. *Perusopetukseen valmistava opetus – opetussuunnitelmatyöstä käytäntöön*. Oppaat ja käsikirjat 2010: 7. Opetushallitus.
- Riitaoja, Anna-Leena 2013. *Toiseuksien rakentuminen koulussa. Tutkimus opetussuunnitelmista ja kahden helsinkiläisen alakoulun arjesta*. Tutkimuksia 346. Väitöskirja. Helsinki: Helsingin yliopisto.
- Sajavaara, Kari & Piirainen-Marsh, Arja (toim.) 1999. *Kielenoppimisen kysymyksiä*. SOLKI: Jyväskylän yliopisto.
- Tani, Hanna – Nissilä, Leena 2010. *Tasolta toiselle. Opas kielitaidon tasojen kuvausasteikon käyttöön suomi toisena kielenä -opetuksessa*. Opetushallitus.
- Tukia, Kaisa – Aalto, Eija – Mustonen, Sanna 2007. *S2-oppilas lukijana: Miten opetan tekstinymmärtämisen taitoja?* Virke 4/2007.

**Assessment methods and criteria:**

- An advanced assignment on the student's own background
- Keeping a learning diary with reflections on the literature dealt with in the course
- Case learning assignment as a group work and presentation of the work
- A visit of at least two lessons to a session of instruction preparing for basic education
- Preparation of questions for visitors

**Grading:**

Pass/fail

**Person responsible:**

Päivi Jokinen

**Working life cooperation:**

A visit to a session of instruction preparing for basic education &amp; classroom assistance

**Other information:**

Continuous feedback

**410050Y: Educational research and information seeking systems I, 1 op****Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** General Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

1 ECTS credit

**Language of instruction:**

Finnish/English

**Timing:**

During periods I, II, III &amp; IV

**Learning outcomes:**

Upon completion of the course, the student will be able to search scientific information. The student will be able to use most important databases of the discipline and evaluate different information sources.

**Contents:**

- Transforming information need to search terms
- Most important datebases of the discipline
- Search process: search techniques & analysing search results
- Using reference management software

**Mode of delivery:**

Face-to-face teaching or web-based teaching

**Learning activities and teaching methods:**

Several methods: lectures or web-based teaching, self study

**Target group:**

Major students of the faculty of education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Recommended to take the course at the beginning of proseminar

**Recommended or required reading:**

None

**Assessment methods and criteria:**

Participation in classroom teaching and successful completion of the course assignments  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**



Information specialist at the Pegasus Library

**Working life cooperation:**

None

**Other information:**

Web pages: <http://www.oulu.fi/library/node/10695>

**410051Y: Educational research and information seeking systems II, 1 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** General Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 ECTS credit

**Language of instruction:**

Finnish/English

**Timing:**

During periods II & IV

**Learning outcomes:**

Upon completion of the course, the student will deepen his information searching skills. The student can search scientific information for his thesis. Furthermore, he uses evaluation tools to estimate the quality of scientific information and he understands the principles of scientific publishing. The student uses different features of the reference management software.

**Contents:**

- principles of informations search
- most important databases of the discipline
- different search techniques
- the central publication and information channels of the field
- saving searches in the databases
- keeping the track of new information using alert services offered by the databases
- the evaluation of scientific information
- RefWorks- bibliographic management program

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures, self study

**Target group:**

Major students of the faculty of education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Recommended to take the course at the beginning of pro gradu seminar

**Recommended or required reading:**

None

**Assessment methods and criteria:**

Participation in classroom teaching and successful completion of the course assignments  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Information specialist at the Pegasus Library

**Working life cooperation:**

None

**Other information:**

Web pages: <http://www.oulu.fi/library/node/10695>

**408512S: Issues in globalisation, 5 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

EdGlo: 1st year, autumn and spring, 1st - 4th teaching period

DD: 2nd year, autumn and spring (in Oulu), 1st - 4th teaching period

**Learning outcomes:**

After completion of the course, students are able to:

- Analyse globalisation as a political, economic, social, cultural, ecological and technological phenomenon
- Compare and evaluate the different attitudes towards globalisation
- Contribute to the debate about its nature, the tensions and the conflicting values
- Identify the effects of globalisation on educational practices, policies and changes within countries and between countries
- Differentiate the positive and negative effects of globalisation
- Examine the directing of global change through global governance
- Investigate globalisation in the context of values
- Analyse and produce their own theories and constructs of globalisation
- Relate globalisation to education
- Make decisions and enhance their professional development using their knowledge on global issues

**Contents:**

- Globalisation as a political, economic, social, cultural, ecological and technological phenomenon
- Education as a commodity
- Knowledge production, equity, neo-colonialism
- Effects of globalisation on education and learning
- Globalisation and the Nation State
- Global governance
- Localisation and globalisation

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

50h lectures/seminars, 85 h independent study

**Target group:**

1st year students in the Master's Degree Programme in Education and Globalisation  
DD students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

1st and 2nd year EdGlo courses: 408513S, 408514S, 408527S and 408516S

**Recommended or required reading:**

Held, D. & McGrew, A. (Eds.). (2003). *Global transformations reader: An introduction to the globalization debate*. (2nd ed). Cambridge: Polity Press.

Held, D., McGrew, A., Goldblatt, D. & Perraton, J. (Eds.). (2007). *Globalization theory*. Cambridge: Polity Press.

Other study material will be confirmed at the beginning of the course.

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

**Assessment methods and criteria:**

Active participation in lectures/seminars, weekly assignments for seminars, essay assignments

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Gordon Roberts

**Working life cooperation:**

No

**Other information:**

No

**408513S: Ethics and education, 5 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

EdGlo: 1st year, autumn semester, 1st - 2nd teaching period

DD: 2nd year, autumn (in Oulu), 1st - 2nd teaching period

**Learning outcomes:**

After completion of the course, students are able to:

- Discuss the multi-dimensional relationships between education, ethics and internationalization
- Analyse current challenges and future alternatives in relation to addressing the needs of marginalised communities in education and educational research
- Synthesise debates related to global ethics and human rights addressing the issue of universalization of values
- Map four different traditions of educational ethics with reference to North-South-East-West dialogue
- Analyse educational policies, practices and changes from ethical perspectives

**Contents:**

- North-South-East-West dialogue: four traditions of ethics
- Education as an ethical and value-laden activity
- Professional ethics in education
- Human rights, global ethics and education
- WSF and new social movements
- Contradictory trends in European and global educational transformations

- Key debates in equality, justice, interdependence and sustainability
- Development discourses (including the right to development)
- Global and development education

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

30h lectures, 10h seminars, 95h independent study

**Target group:**

1st year students in the Master's Degree Programme in Education and Globalisation  
DD students

**Prerequisites and co-requisites:**

Completion of 1st year, autumn semester courses  
DD students: No

**Recommended optional programme components:**

1st and 2nd year EdGlo courses: 408512S, 408514S, 408527S and 408516S

**Recommended or required reading:**

Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Oxford: Rowman & Littlefield Publishers.  
Purpel, D. E. & McLaurin jr., W. M. (2004). *Reflections on the moral and spiritual crisis on education*. Counterpoints (Book 262). New York: Peter Lang International Academic Publishers.  
Other study material will be confirmed at the beginning of the course.

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

**Assessment methods and criteria:**

4 learning tasks and an open book exam  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Johanna Lampinen

**Working life cooperation:**

No

**Other information:**

No

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

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

EdGlo: 1st year, autumn and spring, 1st - 2nd teaching period

DD: 2nd year, autumn and spring (in Oulu), 1st - 2nd teaching period

**Learning outcomes:**

After completion of the course, students are able to:

- Assess education in the Nordic countries
- Identify geographical and demographic circumstances in the circumpolar areas
- Analyse and compare education in different settings
- Identify trends in Nordic societies affecting education in the European and global context
- Provide models of educational structures based on best practices and lessons learnt

**Contents:**

- Educational systems in the Nordic countries
- Current educational issues in relation to Europe and the global context
- Challenges to education (historical, geographical, globalisation)
- Visits to educational institutions

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

30 h lectures, 20 h seminars (and visits), 85 h independent study

**Target group:**

- 1st year students in the Master's Degree Programme in Education and Globalisation
- DD students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

1st and 2nd year EdGlo courses: 408512S, 408513S, 408527S and 408516S

**Recommended or required reading:**

Choice of books:

Ahonen, S. & Rantala, J. (Eds.). (2001). *Nordic lights: Education for nation and civic society in the Nordic countries 1850-2000*. Helsinki: SKS/FLS.

Arter, David (2008). *Scandinavian politics today* (2nd edition). Manchester: Manchester University Press.

Darnell, F. & Höem, A. (1996). *Taken to extremes: Education in the far north*. Oslo: Scandinavia University Press.

Other study material will be confirmed at the beginning of the course.

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

**Assessment methods and criteria:**

Active participation in lectures/seminars, weekly assignments for seminars, a study journal produced according to given guidelines, an exam

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Maria Järvelä

**Working life cooperation:**

no

**Other information:**

DD students complete **one** of the following courses:

- 408514S Nordic Education in the European and Global Context, 5 credits

OR

- 408527S Comparative Educational Research, 5 credits

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

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

EdGlo: 2nd year, autumn, 1st - 2nd teaching period

DD: 2nd year, autumn (in Oulu), 1st - 2nd teaching period

**Learning outcomes:**

After completion of the course, students are able to:

- Define the functions of educational policy and the tensions between policy making and implementation
- Analyse national and international policies and discuss the processes of decision making, planning and implementation at national and international levels
- Apply key concepts in informed decision making in relation to problem-solving tasks in educational policy, planning and leadership
- Distinguish the principles of socially responsible educational leadership

**Contents:**

- Current issues in educational politics
- Educational policy and planning in different contexts
- Strategic management, implementation and leadership

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20 h lectures, 20 h seminars, 95 h independent study

**Target group:**

2nd year students on the Master's Degree Programme in Education and Globalisation

DD students

**Prerequisites and co-requisites:**

Completion of 1<sup>st</sup> year courses in the Master's Degree Programme in Education and Globalisation

DD students: No

**Recommended optional programme components:**

1st year EdGlo courses: 408512S, 408513S, 408527S and 408514S

**Recommended or required reading:**

Choice of books:

Altbach, P. (2010). *Leadership for world-class universities: Challenges for developing countries*. New York: Routledge.

Ball, S., Goodson, I and Maguire, M. (Eds.). (2007). *Education, globalization and new times*. New York: Routledge.

Rizvi, F. and Lingard, B. (2009). *Globalizing education policy*. New York: Routledge.

Other study material will be confirmed at the beginning of the course.

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

**Assessment methods and criteria:**

Study journal on lectures, exam based on choice of literature

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Johanna Lampinen

**Working life cooperation:**

No

**Other information:**

No

**408502S: Development and Education, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

1st year, spring

**Learning outcomes:**

After completion of the course, students are able to

- Distinguish between different ideological frameworks for development and education, development education, and discuss Finnish and international policies and debates in the field of development and education
- Discuss possibilities for sustainable education sector development co-operation Identify the current trends of the UNESCO Education for All (EFA) initiative
- Discuss the challenges of implementation of EFA, and the Millennium Development Goals (MDGs)
- Critically examine approaches to partnerships and education that promote problematic ethnocentric, depoliticised, ahistorical and paternalistic patterns Summarise emerging educational theories that promote an ethical relationship to individuals and communities who have historically been marginalised and use educational theory to create informed pedagogical practices
- Identify challenges and opportunities for partnerships in working in countries labelled 'less economically developed'

**Contents:**

- Development approaches and education
- Sustainable development as political, social, cultural, ecological, ethical, and economical concept
- The United Nations Millennium Development Goals
- UNESCO Education for All initiative
- Ethnocentrism, depoliticisation, ahistoricism and paternalism in development approaches and education
- Current debates and new approaches in 'development education'
- Practicing education for sustainable development and development education
- Finnish and International policies of development and development education
- Working in countries labelled 'less economically developed'

**Mode of delivery:**

Blended learning and face-to-face teaching

**Learning activities and teaching methods:**

Lectures and seminars 20 h, 14 h seminars, reading and assignment preparation 81 h

**Target group:**

- Students enrolled in the Master's Degree Programme in Education and Globalisation pursuing minor studies "Education in Transition"

- Other students pursuing minor studies "Education in Transition"

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

Other courses in Education in Transition:

407530A Defining Education, Educational Sciences and Their Tasks, 5 credits

407531A Technology-Enhanced Learning, 5 credits

407532A Economics of Education, 5 credits

407519A Societies and Education in Transition, 5 credits

**Recommended or required reading:**

McEwan, C. (2009). *Postcolonialism and development*. London: Routledge.

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

**Assessment methods and criteria:**

Online tasks (reflection journals and presentations) and assignments

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 – 5

**Person responsible:**

Johanna Lampinen

**Working life cooperation:**

No

**Other information:**

Priority is given to students enrolled in the Master's Degree Programme in Education and Globalisation

**407054A: Current Issues in Special Education, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5ECTS cr

**Language of instruction:**

Finnish

**Timing:**

From September 2015 to april 2016

2015-2016: 15.9., 29.10., 24.11., 28.1., 23.2., 17.3. and 19.4.

**Learning outcomes:**

By means of the "Online Lectures in Special Education" and other materials, the student is familiarised with current issues in special education, with the background to topical themes and a few recent publications on the topic. S/he understands and knows how to use essential concepts related to the relevant range of topics. The student forms an overall picture of the topic and knows how to view themes of special education that are close to the topic in addition to those given to her/him. S/he updates her/his ideas of current issues in special education.

**Contents:**

The student composes an essay in his lecture diary of at least 3 pages on each lecture (7-8 lectures of two hours each) including an introduction, main elements of the topic of the lecture, themes related to the topic and practical connections. S/he also writes a reflective discussion to consider future perspectives.

**Mode of delivery:**



Online lectures, lecture journal, exam

**Learning activities and teaching methods:**

listening to all the Online Lectures in Special Education (7-8 lectures, two hours each) and getting to know the lecture materials

- writing a lecture diary on each lecture with reflections, 3 pages each, totalling some 20 pages
- book (some 200-300 pages exam) to be agreed on later with the professor
- feedback in a group or individually, 1-2 hours

The lecture diary is returned at the end of the lecture series. The book exam is taken in the spring term of 2016.

**Target group:**

Students in the faculty of education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Basic Studies in Special Education

**Recommended or required reading:**

To be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments and exam

**Grading:**

pass/fail

**Person responsible:**

Marjatta Takala and Marko Kielinen

**Working life cooperation:**

none

**Other information:**

Details on the lectures: <http://www.luovi.fi/luovi/asiantuntijapalvelut/erkaa-verkossa-luennot/>.

Please note! You need to register for each lecture separately through the Online Lectures in Special Education website!

**408014S: Pedagogical Challenges in Research: Literature 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:**

4 cr

**Language of instruction:**

Finnish

**Timing:**

4th and 5th years, spring/summer

**Learning outcomes:**

After completing this course, students are able to justify their educational viewpoints with recent and diverse scientific knowledge.

- 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 chooses one of the following literature packages, among others:

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

**Mode of delivery:**

Independent and 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.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**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 4 credits. Arrangements should be made with the person in charge for a more comprehensive package.

**411007A: Educational systems I, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay411007A Educational systems I (OPEN UNI) 4.0 op

**ECTS Credits:**

4 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

Having completed the course, the student

- is able to consider the Finnish educational system from a comparative perspective and to use its conceptual tools to do so
- perceives the developmental lines and changes in Finnish educational system
- knows how to evaluate the economic and political factors affecting national educational systems

**Contents:**

The course introduces the students to the Finnish educational system as part of the European educational system and EU education policy. Special attention is given to issues of educational systems assessment, the international dimensions of education, and economic and political factors with an impact on national educational systems.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Contact teaching 20 h.

**Target group:**

Students in the educational sciences programme studying the Intermediate Studies (35-45 ECTS) in Education.

**Prerequisites and co-requisites:**

Basic studies

**Recommended optional programme components:**

The course is part of the Intermediate Studies (35-45 credits) in Education.

**Recommended or required reading:**

Rinne, R., Tähtinen, J., Jauhiainen, A. & Broberg, M. (toim.) (2011). Koulutuspolitiikan käytännöt kansallisessa ja ylikansallisessa kehityksessä.

Porter, A. & Gamoran, A. (toim.) (2002). Methodological advances in cross-national surveys of educational achievement / Board on International Comparative Studies in Education.

Arnone, R. & Torres, C. (toim.) (1999). Comparative education: the dialectic of the global and the local.

Kettunen, P & Simola, H. (2011). Tiedon ja osaamisen Suomi - kasvatusta ja koulutusta Suomessa 1960-luvulta 2000-luvulle - Suomen kasvatuksen ja koulutuksen historia.

Lampinen, O. (1998). Suomen koulutusjärjestelmän kehitys.

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

**Assessment methods and criteria:**

Active participation and seminar assignment

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Professor of Education

**Working life cooperation:**

None

### 413003S: Educational systems II, 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:**

5 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

4th year

**Learning outcomes:**

The student identifies the institutional and organisational forms of educational systems. S/he is familiar with the views of pedagogical institutions and their special characteristics that have developed within the framework of modern educational and cultural theory. The student is capable of making use of what s/he has learnt to discuss and evaluate the various forms of institutional education.

**Contents:**

The course examines the institutional and organisational forms of educational systems. The topic will be approached by taking a closer look at the theories of pedagogical institutions that have developed within the framework of modern education and civilisation theory.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Contact teaching 24 h.

**Target group:**

Students majoring education in the educational sciences programme

**Prerequisites and co-requisites:**

Educational Systems 1

**Recommended optional programme components:**

No

**Recommended or required reading:**

Benner, D. (2001). Allgemeine Pädagogik. Eine systematisch-problemgeschichtliche Einführung in die Grundstruktur pädagogischen Denkens und Handelns.

Illich, I. (1971). Deschooling society.

Laine, K. (2000). Koulukuvia. Koulu nuorten kokemistilana.

Miettinen, R. (1990). Koulun muuttamisen mahdollisuudesta. Analyysi opetustyön kehityksestä ja ristiriidoista.

Luhmann, N. & Schorr, K-E. (2000). Problems of reflection in the system of education.

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

**Assessment methods and criteria:**

Assignment, a seminar presentation

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Ari Kivelä

**Working life cooperation:**

None

**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 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 group 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 jäsenitys: 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.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0 - 5

**Person responsible:**

Leena Syrjälä

**Working life cooperation:**

None

**402751P: Cultural Bases of Early Childhood, 5 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1.-2. period

**Learning outcomes:**

- Student is able to analyse her/his perceptions of childhood
- Student is able to analyse childhood as a culturally constructed phenomenon
- Student recognizes the methodological and ethical challenges of childhood research
- Student is familiar with narrative methods and is able to apply them in practice

**Contents:**

- 402751P-01 Childhood as a cultural and societal phenomenon 3 ects cr
- 402751P-02 Childhood as narratives, narratives about childhood 2 ects cr

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

- Lectures and working in small groups 50 hours
- Independent work 85 hours

**Target group:**

Students of the faculty of education

**Prerequisites and co-requisites:**

Basic and intermediate studies of education

**Recommended optional programme components:**

- Part of minor studies “Cultural environments of early childhood”

**Recommended or required reading:**

- Sava, I. & Vesänen-Laukkanen, V. (toim.) (2004) Taiteeksi tarinoitu oma elämä. Jyväskylä: PS-kustannus.
- Viljamaa, E. (2012) Lasten tiedon äärellä. Äidin ja lasten kerronnallisia kohtaamisia kotona. Oulu: Oulun yliopisto.
- Scientific articles (appointed in the beginning of the course)

**Assessment methods and criteria:**

- Participation in lectures and small group sessions
- Completion of exercises
- Learning diary

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass/fail

**Person responsible:**

Elina Viljamaa

**Working life cooperation:**

None

**Other information:**

None

*Compulsory*

**402751P-01: Childhood as a cultural and societal phenomenon, 3 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Basic Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1.period

**Learning outcomes:**

- Student is able to analyse her/his perceptions of childhood
- Student is able to analyse childhood as a culturally constructed phenomenon
- Student recognizes the methodological and ethical challenges of childhood research

**Contents:**

- Memories of childhood
- Time and place in childhood
- Childhood and culture

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

- Lectures and working in small groups 30 hours
- Independent work 50 hours

**Target group:**

Students of the faculty of education

**Prerequisites and co-requisites:**

Basic and intermediate studies of education

**Recommended optional programme components:**

None

**Recommended or required reading:**

- Sava, I. & Vesänen-Laukkanen, V. (toim.) (2004) Taiteeksi tarinoitu oma elämä. Jyväskylä: PS-kustannus.
- Scientific articles (appointed in the beginning of the course)

**Assessment methods and criteria:**

- Participation in lectures and small group sessions
- Completion of exercises
- Learning diary

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass / fail

**Person responsible:**

Elina Viljamaa

**Working life cooperation:**

None

**Other information:**

None

**402751P-02: Childhood as narratives, narratives about childhood, 2 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Basic Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2.period

**Learning outcomes:**

- Student is familiar with the basic concepts and theories of narrative approach in childhood research
- Student is able to apply narrative methods in childhood research and pedagogical practices

**Contents:**

- Basics of narrative approach in childhood research
- Children as narrators
- Narrating and listening
- Analysis of narrative material

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**



- Lectures and working in small groups 20 hours
- Independent work 34 hours

**Target group:**

Students of the faculty of education

**Prerequisites and co-requisites:**

Basic and intermediate studies of education

**Recommended optional programme components:**

None

**Recommended or required reading:**

- Viljamaa, E. (2012) Lasten tiedon äärellä. Äidin ja lasten kerronnallisia kohtaamisia kotona. Oulu: Oulun yliopisto.
- Scientific articles (appointed in the beginning of the course)

**Assessment methods and criteria:**

- Participation in lectures and small group sessions
- Completion of exercises
- Learning diary

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass / fail

**Person responsible:**

Elina Viljamaa

**Working life cooperation:**

None

**Other information:**

None

**418021P: Designing Technology-Enhanced Learning, 7 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5/7 ECTS

**Language of instruction:**

English/Finnish

**Timing:**

Spring term, 1<sup>st</sup> year studies in the LET Master's Degree Programme; 1<sup>st</sup> year studies in the EdGlo Master's Degree Programme

**Learning outcomes:**

After completion of this course, the student knows how to

- describe the theoretical background and main stages of designing technology-enhanced learning (TEL)
- design a TEL course
- justify and evaluate instructional and technological design

**Contents:**

- Technology-Enhanced Learning (TEL) as a concept
- Designing TEL: instructional and technological design

- Structuring individual and collaborative learning activities
- Implementing and evaluating TEL

**Mode of delivery:**

Face-to-face and online

**Learning activities and teaching methods:**

Face-to-face / online 32h

Collaborative and individual learning 150h

Students become familiar with the key concepts, theories and approaches of technology-enhanced learning (TEL) and implement this knowledge by designing their own course in small groups. Students reflect and report on the different stages of the design process in a digital portfolio.

**Target group:**

1st year students on the LET Master's Programme

1st year studies in the EdGlo Master's Degree Programme

Educational Technology minor students

Other students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

No

**Recommended or required reading:**

Contemporary readings in the field of technology-enhanced learning, to be announced at the beginning of the course

**Assessment methods and criteria:**

Active participation in face-to-face teaching and collaborative and independent work. Successful completion of all the learning assignments and exercises.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Essi Vuopala

**Working life cooperation:**

No

**Other information:**

The students in the Master's Degree Programme in Education and Globalization (EdGlo) join the same face-to-face sessions in their own 5-credit course "Designing Technology-Enhanced Learning".

**EdGlo students will be informed about their specific tasks in the beginning of the course.**

**418019P: Introduction to Learning and Educational Technology, 5 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

English/Finnish

**Timing:**

autumn 2013

**Learning outcomes:**

After completion of this course, the student knows how to

- describe the basic concepts of learning sciences and educational technology
- name some of the major research topics in the field of learning sciences and technology enhanced learning
- identify and discuss contemporary issues in educational technology in global and local educational contexts
- use contemporary educational software and hardware, and also evaluate those pedagogical usability
- create a digital portfolio in the form of a personal journal in a weblog

**Contents:**

- Basic concepts of instruction, learning and technology enhanced learning
- Introduction to the field of learning sciences and technology enhanced learning: objectives, research subjects and theoretical framework
- Reflection on one's own learning and expertise
- Pedagogical use of contemporary educational software and hardware

**Mode of delivery:**

Face-to-face and online

**Learning activities and teaching methods:**

Face-to Face 50h

Collaborative and individual learning 80 h

In this course the students familiarise themselves with the theoretical background, core concepts, and contemporary tools of educational technology. The course introduces the students to the field of learning sciences and examines the role of learning and educational technology in a globalised world. One central goal of this course is to learn to use and evaluate technologies in a pedagogically meaningful way. In this course students start to reflect on their own learning and expertise in a digital portfolio.

**Target group:**

1st year students on the LET Master's Programme

Educational Technology minor students

Other students (as a part of their optional studies)

**Prerequisites and co-requisites:**

no

**Recommended or required reading:**

- How People Learn: Brain, Mind, Experience, and School: Expanded Edition. (2000). Washington, DC: The National Academies Press.
- and/or other contemporary readings in the field of learning and educational technology, to be announced at the beginning of the course.

**Assessment methods and criteria:**

Active participation in face-to-face teaching and collaborative and independent work. Successful completion of all the learning assignments and exercises.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Essi Vuopala

**418020P: Learning Theory and Pedagogical use of ICT, 7 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

7 ECTS

**Language of instruction:**

English/Finnish

**Timing:**

Autumn term, 1st year studies in the LET Master's Programme

**Learning outcomes:**

After completion of this course, the student knows how to

- identify the theoretical principles underlying technology-enhanced learning
- define the concepts of self-regulated learning, collaborative learning and learning of expertise
- describe the use of technology to support such learning
- justify pedagogical use of technology by using current theoretical knowledge of learning

**Contents:**

- Self-Regulated Learning
- Collaborative Learning and Computer-Supported Collaborative Learning (CSCL)
- Learning of Expertise
- Supporting learning with technology

**Mode of delivery:**

face-to-face and online

**Learning activities and teaching methods:**

Face-to-face 30 h

Collaborative and individual learning 157 h

The course includes three theoretical viewpoints on learning: self-regulated learning, collaborative learning, and learning of expertise. The goal of the course is to understand these theoretical principles of learning and comprehend the possibilities to support such learning with technology. Students reflect on their theoretical knowledge and their own learning process in their digital portfolio

**Target group:**

1st year students on the LET Master's Programme

Educational Technology minor students

Other students (as a part of their optional studies)

**Prerequisites and co-requisites:**

no

**Recommended optional programme components:**

no

**Recommended or required reading:**

- How People Learn: Brain, Mind, Experience, and School: Expanded Edition. (2000). Washington, DC: The National Academies Press.
- Boekaerts, M. Pintrich, P.R. & M. Zeidner, M. (Eds.), (2000). Handbook of Self-Regulation. San Diego, CA: Academic Press.
- Spada E. & Reiman, P. (Eds) (1996). Learning in Humans and Machine: Towards an interdisciplinary learning science. Oxford: Elsevier.
- Bereiter, C. & Scardamalia, M. (1993). Surpassing ourselves: An Inquiry Into the Nature and Implications of Expertise. Open Court Publishing Company.
- and/or other contemporary readings in the field of learning and educational technology, to be announced at the beginning of the course.

**Assessment methods and criteria:**

Active participation and collaborative and independent work. Successful completion of all the learning assignments and exercises.

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Essi Vuopala

**Working life cooperation:**

No

**407056A: How to Design and Use Complete Learning Environments, 5 op**

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**4<sup>th</sup> period**Learning outcomes:**

After the course the students will be able to:

- practice the introduced methods as a part of developing their pedagogical competence
- describe the future trends of learning
- describe the concept of future learning scenarios
- evaluate different elements of the learning environments
- identify different benefits in technology and in other pedagogical practices
- evaluate how the future learning scenarios support the design process of learning environments
- sense the different trends possibly affecting future learning environments
- use a learning scenario in its most beneficial form
- familiarize in the pedagogical practices; learning activities, and learning stories of current teachers
- choose appropriate technological tools to support learning activities and explain those choices
- plan and carry out a learning stories to enhance their teaching practices

**Contents:**

- Examples on how the future learning environments, teaching tools and roles of teachers might change in the future
- Group work based on beneficial learning environments, and learning and teaching practises
- Knowledge on holistic learning environments fruitful for learning
- Student-oriented learning, Design learning
- The *Eduvista* –approach and the *Edukata* –approach
- Putting the learned learning activities and learning stories into practice
- Presentations, peer evaluations, and feedback on the group work assignments
- Familiarizing in the innovative, nearby projects on learning environments

**Mode of delivery:**

Lectures: 44h Seminars: 6h Independent work: 85h

**Learning activities and teaching methods:**

Interactive learning, excursions, group work, individual assignment

**Target group:**

All students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

704055A

**Recommended or required reading:**[www.oppimaisema.fi](http://www.oppimaisema.fi) Other material will be introduced during the first lecture

**Assessment methods and criteria:**

Active participation, completing group work and individual assignment

**Grading:**

pass/fail

**Person responsible:**

Juha-Matti Turpeinen, Markku Lang ja Pasi Kurttila

**407055A: New Facilities, New Technology and Learning, 1 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2nd period

**Learning outcomes:**

After the course the students will be able to:

- evaluate their own learning environments
- define the basic elements of their usual, day-to-day learning environments
- identify new trends related to the building of learning environments
- participate in conversations on the technology of the *Ubiikki*
- state their opinion on the requirements of beneficial learning environments and technology to support natural learning processes
- identify aspects of modern learning environments supporting teaching and learning

**Contents:**

- Examples on possible alternatives for building schools
- Examples on research and development of learning environments
- Examples on current trends of technology
- A look into the learning environment –related projects in Finland

**Mode of delivery:**

Lectures: 10h Independent work: 17h

**Learning activities and teaching methods:**

Active lecturing

**Target group:**

All students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

704056A

**Recommended or required reading:**

[www.oppimaisema.fi](http://www.oppimaisema.fi) Other material will be introduced during the first lecture

**Assessment methods and criteria:**

Active participation during lectures

**Grading:**

pass/fail

**Person responsible:**

Juha-Matti Turpeinen, Markku Lang ja Pasi Kurttila

**407033A: Science Culture and Technology, 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 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

5th year, spring term

**Learning outcomes:**

Upon completion of the course, the student knows how to...

- Students are able to introduce a scientific world picture of the key criteria.
- Students develop understanding of the importance of math and science and technological knowledge, as well as the functioning of these disciplines interact.
- Students planning to practice in the above-mentioned subjects own teaching .

**Contents:**

- Natural Sciences structures
- Department of Mathematics and Physics, central theories
- The temporary topics of science and technology sectors and its applications

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 10 h/ Small group teaching 10 h/ Self-study 34 h

**Target group:**

Technology Oriented Primary Teacher Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments and multimedia report  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/ fail

**Person responsible:**

Juha-Matti Turpeinen

**Working life cooperation:**

None

**405039A: Basics of Entrepreneurship Education, 2 op****Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

After the course, the student identifies the concepts of corporate and individual entrepreneurship. The student is familiarised with the application of these concepts to basic education as part of his/her own and pupils' work in the form of assignments to be carried out. The assignments help the students to get an idea of what an enterprising life attitude is all about, what the requirements of future working life are like and how they are used in teaching. After the course, the student knows how to design examples of applications and know how to analyze curricula as outlined in "Yrittäjyyskasvatuksen suuntaviivat 2015". The goal is to interpret and solve together issues involving entrepreneurship education as part of the pedagogical activity of the school. After the course, the thematic entity "Inclusive citizenship and entrepreneurship" is identified as a positive working method.

**Contents:**

- theory of entrepreneurship education
- social status of entrepreneurship education
- policy decisions in education policy as part of the educational system
- creativity, innovation, production of ideas, taking responsibility, decision-making
- familiarisation with and analysis of curricula for basic education
- practical arrangements for a corporate visit and legislation
- characteristics of an enterpriser
- significance of motivation and volition in teaching through entrepreneurship education as part of the teaching activities
- personal economics management
- the effect of the hidden curriculum in a learning environment

**Thematic entities:**

- Inclusive citizenship and entrepreneurship
- Man and technology

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 14 h, exercises 6 h, independent work 34 h

**Target group:**

All students of the Faculty of Education (except Technology Oriented Primary Teacher Education students)

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

Mankinen, P. (toim.). 2000. Näkökulmia yrittäjyys- ja teknologiakasvatuksen kehittämiseen Suomessa, osat 2 ja 3.

Santakallio, E. (toim.) 1997. Näkökulmia yrittäjyys- ja teknologiakasvatuksen kehittämiseen Suomessa, osa 1.



Ristimäki, K. 2004. Yrittäjyyskasvatus.  
Kyrö, P. (toim.) 2007. Yrittäjyyskasvatuksen monia suuntia.

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

**Assessment methods and criteria:**

Active participation in lectures and exercises and completion of study assignments.

**Grading:**

Pass/fail

**Person responsible:**

Juha-Matti Turpeinen

**Working life cooperation:**

None

**404008S: Robotics Applications, 4 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

4 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

5th year, spring term

**Learning outcomes:**

Upon completion of the course, the student knows how to

- combine robotics building kits and component-based learning environments in robotics teaching in primary school level,
- apply different programming languages in different situations depending on theme and
- design and organize a robotics club in primary school level.

**Contents:**

Robotics building kit, component-based learning environment, programming language and robotics club in school.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 10 h/ Small group teaching 30 h/ Self-study 68 h

**Target group:**

Primary teacher students / All the students in the Faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

- 406040A Craft, technical work and technology (6 cr)
- A255902 Craft, technical work, technology (25 cr)
- 408052S Programmable Logics and Logical Reasoning (4 cr)

**Recommended or required reading:**

To be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching, carrying out practical exercises and textual outputs.  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/ fail

**Person responsible:**

Jaakko Nykänen

**Working life cooperation:**

None

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

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

1 - 6 credits

**Language of instruction:**

English

**Contents:**

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

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Marja Ervasti

**Other information:**

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

**404012A: Crazy about Felting, 2 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Assessment methods and criteria:**

Read more about [assessment criteria](#) at the University of Oulu webpage.

**404009S: Pedagogical Challenges of Knowledge Work, 4 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

4 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

4th year

**Learning outcomes:**

Upon completion of the course, the student knows how to

- draw simple technical drawings with 3D design software,
- machine small components with CNC milling machine and
- apply CAD/CAM system in teaching of technical work and technology in primary school level.

**Contents:**

Technical drawing, 3D design and CAD/CAM system.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 10 h/ Small group teaching 30 h/ Self-study 68 h

**Target group:**

Primary teacher students / All the students in the Faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

- 406040A Craft, technical work and technology (6 cr)
- A255902 Craft, technical work, technology (25 cr)

**Recommended or required reading:**

To be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching, carrying out practical exercises and textual outputs. Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/ fail

**Person responsible:**

Jaakko Nykänen

**Working life cooperation:**

None

**404018A: Safety Product by Textile Means, 2 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2nd period

**Learning outcomes:**

Having completed the course, the student knows how to:

- test materials appropriate for a product
- produce a functional and practical safety product
- specify the safety product and its purpose of use
- analyse her/his own learning
- report on her/his learning in writing

**Contents:**

The students do the following in the course:

- examine various materials and their meanings in terms of safety
- deal with the patterning of different forms, applying them to techniques in textile work

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

small group teaching

**Target group:**

Primary Teacher Education Students

**Prerequisites and co-requisites:**

none

**Recommended optional programme components:**

none

**Recommended or required reading:**

To be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments

**Grading:**

Pass/fail

**Person responsible:**

Marjut Sarkkinen/Leena Hartikka

**Working life cooperation:**

none

**Other information:**

optional studies, max 20 students

#### **407052A: Educational Games as Teaching Tools, 2 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

3rd period

**Learning outcomes:**

Having completed the course, the students know how to

- apply and experiment with various techniques in textile work
- test materials appropriate for a product
- produce a functional and practical learning tool
- analyse their learning and report on it in writing

**Contents:**

The students do the following in the course:

- discuss methods used in textile work as a basis for manufacturing a product

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

small group teaching

**Target group:**

Primary Teacher Education Students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments

**Grading:**

Pass/fail

**Person responsible:**

Marjut Sarkkinen ja Leena Hartikka

**Working life cooperation:**

none

**Other information:**

Optional Studies, max 20 students

#### **407057A: First steps of the skill, 2 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1st period

**Learning outcomes:**

Having completed the course, the student knows how to:

- choose alternative implementation methods in textile work depending on their uses, applying them for early and preprimary learners
- combine appropriate working methods with various exercises
- practice the development of motor functions by getting to know various materials-based methods and tools

**Contents:**

The students do the following in the course:

- design exercises suitable for early skill levels
- produce sample items on a small scale
- get to know the first tools of small learners and materials that help them to learn

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

small group teaching

**Target group:**

Primary Teacher Education and Early Childhood Education Students

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments

**Grading:**

Pass/fail

**Person responsible:**

Pia Leppänen-Keränen

**Working life cooperation:**

None

**Other information:**

Optional Studies, max 20 students

**404017A: Story in a Textile, 2 op****Voimassaolo:** 01.08.2013 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

2 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

4th period

**Learning outcomes:**

Having completed the course, the student knows how to:

- choose alternative implementation methods in textile work depending on the purpose of use
- visualise a story by means of textile work
- combine appropriate working methods for narrative purposes

**Contents:**

The students do the following in the course:

- based on a selected story, design sets that are descriptive of it
- implement a narrative product using methods appropriate for the product

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

small group teaching

**Target group:**

Primary Teacher Education Students

**Prerequisites and co-requisites:**

none

**Recommended optional programme components:**

none

**Recommended or required reading:**

To be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments

**Grading:**

pass/fail

**Person responsible:**

Marjut Sarkkinen ja Leena Hartikka

**Working life cooperation:**

none

**Other information:**

Optional Studies, max 20 students

**404013A: School Graphics, 3 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Optional studies 1st period

**Learning outcomes:**

The student

- gets to know the expressive means of graphics
- understands graphics as a means of artistic expression
- knows how to apply the methods of graphics in her/his own visual expression
- knows how to apply various methods of school graphics in school and early childhood education

**Contents:**

During the course the student deepens her/his knowledge and skills in the various methods, materials and expressive possibilities of school graphics. Special attention is given to the development of a personal relationship to art and visual expression.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and small group sessions 30 h, independent work 51 h

**Target group:**

Students in the faculty of education

**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 at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments

**Grading:**

fail/ pass

**Person responsible:**

Matti Lukkari

**Working life cooperation:**

None

**404014A: Media Education, 3 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2nd year of studies

**Learning outcomes:**

The student



- knows how to discuss changes taking place in the media teaching and learning environments
- knows how to discuss the basic nature and purpose of different media
- knows how to analyse media contents and means of communication
- knows how to function as a media expert in primary school grades 0-6 and in early childhood education
- knows how to apply media education in the primary school grades 0-6 and in early childhood education

**Contents:**

Media education is viewed during the course on a diverse basis from the viewpoints of the school, learning and practical applications.

The course enables the student to encounter, produce, understand and assess media.

The studies focus on practical applications for the primary school grades 0-6 and early childhood education.

The work is based on the following themes, among others: comics, films, animation, advertisements.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and small group sessions 30 h, independent work 51 h

**Target group:**

Students in the faculty of education

**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 at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments

**Grading:**

Pass/fail

**Person responsible:**

Jaakko Moilanen ja Pekka Mertala

**Working life cooperation:**

None

**404019A: Alternative Photography, 3 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

3rd or 2nd year of studies

**Learning outcomes:**

The student

- understands the expressive means of photography.
- is familiarised with photography as part of art education.
- knows how to apply photography in her/his teaching in primary school grades 0-6 and in early childhood education.

**Contents:**

During the course, photography is considered from the viewpoint of school applications.

The course provides abilities to encounter, produce, understand and evaluate photos. The studies focus on practical applications in the primary school grades 0-6 and in early childhood education.

The work is based on the following themes, among others:

- photography without a camera
- elements of studio photography and image manipulation
- photographic narrativeness and empowerment

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and small group sessions 30 h, independent work 51 h

**Target group:**

Students in the faculty of education

**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 at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments

**Grading:**

pass/fail

**Person responsible:**

Tapio Tenhu, Minna Myllykangas, Matti Lukkari

**Working life cooperation:**

None

**407053A: SensoArt Laboratory: Comprehensive, Well-Rounded and Insightful Teacher, 3 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 ECTS cr

**Language of instruction:**

Finnish

**Learning outcomes:**

The SensoArt Laboratory is an activity-based study module with the main objective of helping the participants to perceive and reinforce the unity of body and mind as well as creativity in their own

teachanship. The themes of the course are approached in a multidisciplinary fashion from the viewpoints of pedagogy, cultural studies and art, combining practice and theory. The course is essentially based on Pauliina Lappi's interactive educational philosophy, with a solid basis in dialogicality and an experiential way to learn by exploring one's own work. The studies introduce the student to the study of bodily information, various corporal techniques, relaxation methods and movement improvisation. Genuine encounters and the genuine me invite people to move together, on the way towards wisdom of the body and self-expression.

**Contents:**

The student perceives the meaning of corporality, the senses and emotions in teaching and learning. S/he learns to make use of creative, activity-based methods in teaching and is given tools for art pedagogical work with various (integrated and other) groups. The student also develops her/his interactive and emotional skills, knowledge of her/his body, creativity and self-expression.

**Mode of delivery:**

Multiform studying

**Learning activities and teaching methods:**

Workshops and lectures. Also independent and/or group assignments.

**Target group:**

Students in the faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in workshops and seminars

**Grading:**

Pass/fail

**Person responsible:**

Johanna Aromaa (johanna.k.aromaa@gmail.com)

Pauliina Lappi (pauliina.ruhanen@gmail.com)

**Working life cooperation:**

Possibly the students will design and implement a small art project and/or a creative teaching episode as a group.

**Other information:**

The teachers in this course are Pauliina Lappi (Espoo), dance artist and trainer, and Johanna Aromaa (Oulu), postgraduate student of cultural anthropology. The course is organised in the spring of 2015.

**407061A: Open workshop, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opettajat:** Jari Laru

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

Optional studies, the whole year continued non-stop course  
Continuous registration.

**Learning outcomes:**

Upon completion of the course, the student will be able to

- Plan and regulate his/her own or collaborative work in order to solve ill-structured problems
- Explore phenomenas, technologies, trends etc. which are not present in the normal teacher education curriculum
- Design pedagogically meaningful teaching and learning activities
- Use state-of-the art technology enhanced learning tools for supporting project work

**Contents:**

This course does consists of student projects and group meetings where project progress will be presented. Projects can be a part of student's/students' other studies. Projects can be implemented in the form of school clubs, inservice-teacher education courses, or in other educational contexts. However, implementation is flexible, students design and decide what they want do.

**Mode of delivery:**

Blended learning: small group meetings and technology enhanced learning (for supporting project work)

**Learning activities and teaching methods:**

Group meetings: 30h (online and/or face-to-face meetings)

Individual or group work: 100h

**Target group:**

Students from Faculty of Education

**Prerequisites and co-requisites:**

none

**Recommended optional programme components:**

none

**Recommended or required reading:**

Look at course www-pages: <http://bit.ly/avoinworkshop>

**Assessment methods and criteria:**

In order to complete the course, one student or group has to:

- plan and regulate her/his or their work: plan document
- design and implement project or applicable work: documentation
- do self- and peerassessment

Assesment criterias will be presented on course www-pages

**Grading:**

0-5

**Person responsible:**

Jari Laru

**Working life cooperation:**

Projects can be implemented in the form of school clubs, inservice-teacher education courses, or in other educational contexts. However, implementation is flexible, students design and decide what they want do.

**Other information:**

Optional studies / Look at course www-pages: <http://bit.ly/avoinworkshop>

**407060A: Learning Materials Project, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opettajat:** Jari Laru

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

Continuous registration.

Optional studies, the whole year continued non-stop course

**Learning outcomes:**

Upon completion of the course, the student will be able to

- Plan and regulate his/her own or collaborative work in order to solve ill-structured problems
- Explore phenomenas, technologies, trends etc. which are not present in the normal teacher education curriculum
- Design pedagogically meaningful teaching and learning material
- Use 1) state-of-the art technology enhanced learning tools for creating learning material (e.g. games, social media, virtual reality, mobile devices) 2) widely established desktop tools for creating more traditional material

**Contents:**

This course does consists of learning material projects and group meetings where learning material project progress will be presented. These projects can be a part of student's/students' other studies. Projects can be implemented in the form of school clubs, inservice-teacher education courses, or in other educational contexts. However, implementation is flexible, students design and decide what they want do.

**Mode of delivery:**

Blended learning: small group meetings and technology enhanced learning (for supporting project work)

**Learning activities and teaching methods:**

Small group sessions: max 40 h, project work: spend time is up to students project

**Target group:**

All the students in the faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

none

**Recommended or required reading:**

Look at course www-pages: <http://bit.ly/avoinworkshop>

**Assessment methods and criteria:**

In order to complete the course, one student or group has to:

- plan and regulate her/his or their work: plan document
- design and implement project or applicable work: documentation
- do self- and peerassessment

Assesment criterias will be presented on course www-pages

**Grading:**

0-5

**Person responsible:**

Jari Laru

**Working life cooperation:**

Projects can be implemented in the form of school clubs, inservice-teacher education courses, or in other educational contexts. However, implementation is flexible, students design and decide what they want do.

**Other information:**

Optional studies / Look at course www-pages: <http://bit.ly/avoinworkshop>

## Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

### 404021A: Contributing to the University Community, 1 - 10 op

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1-10 ECTS cr

**Language of instruction:**

Finnish/ English

**Timing:**

During academic studies

**Learning outcomes:**

Upon completion of the course, the student will be able to

- apply the skills needed in academic positions of trust (interaction skills, meeting techniques, working in a group, cooperation skills, leadership skills)
- evaluate critically the issues to be decided, take a stand on them and justify his or her viewpoint
- attend to the functions related to his or her position of trust in a responsible manner

**Contents:**

The course can include functions in a number of positions of trust as follows:

- Student Union Board, 1 year, 4-5 credits
- Student Union representatives, 2 years, 2 credits
- University Board of Directors, 1 year, 2 credits
- University Collegium, 2 years, 2 credits
- Education Council, 1 year, 2 credits
- Faculty Board, 2 years, 2 credits
- Board of a subject organisation, 1 year, 1-3 credits
- National student organisation such as SYL, SOOL or Specia, 1 year, 1-5 credits
- Other important functions in the field of education policy and/or development of teaching, 1-3 credits

The number of credits to be awarded to a student is determined by the programme coordinator based on available documentation following the principles mentioned above.

**Mode of delivery:**

Independent work

**Learning activities and teaching methods:**

Independent report

**Target group:**

All the students in the Faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

None

**Assessment methods and criteria:**

The student shall keep a learning diary of the position(s) of trust that (s)he has been managing, discussing the following issues among others:

1. Which organisation has the student been working in, how long and how actively has s/he been taking part in its activities?
2. What does the student think s/he has learnt from the position of trust? (With special consideration of these working life skills: communication skills, social skills, technical skills, international competence, commercial and financial competence, development of self-knowledge)

3. How can the student make use of his or her experience in the future?
4. In the student's mind, how should the preparation of matters be developed?

The learning diary and proof of having been in charge of a position of trust are returned to the student's programme coordinator, who will determine the number of credits to be awarded. The length of the learning diary

**Grading:**

Pass/ fail

**Person responsible:**

Programme coordinator

**Working life cooperation:**

None

**Other information:**

The maximum number of credits for the above activities is 10 credits in one to two parts.

## 407059A: New Technology and 21st Century Core Skills, 5 op

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opettajat:** Jari Laru

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

Spring 2016

**Learning outcomes:**

- Is aware of the 21st century core skills and understands their connection with the 2016 Basic Education Curriculum
- Knows how to apply the working method of collaborative problem solving in project-like work
- Knows how to design and implement a teaching module in accordance with the 2016 Basic Education Curriculum, making use of new technology to support learning

**Contents:**

- Getting to know the 21st century core skills and the broad-based competence section of the 2016 Basic Education Curriculum
- Getting to know the theoretical frame of reference of collaborative problem solving
- Getting to know the new phenomena, tools and applications of technology-supported learning, such as virtual reality, games, learning materials, cloud computing, light programming/robotics, personal devices in learning, etc.
- Application of 21st century core skills in a project plan for learning materials/teaching/xx (the design can be implemented within the framework of a course such as Open Learning Materials or Open Workshop)

**Mode of delivery:**

Face-to-face teaching

Applied (group) assignments, self-regulated (group) work

**Learning activities and teaching methods:**

Small group work 24h

Independent (group) work 56h

**Target group:**

LO/VAKA/AO/Erkka

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is one of the optional courses offered by the Faculty

**Recommended or required reading:**

Details on the learning materials are given at the start of the course

**Assessment methods and criteria:**

To pass the course, the student shall complete the assignments and exercises in the small group sessions. S/he shall also have constructed a project plan.

**Grading:**

0-5

**Person responsible:**

Jari Laru

**Working life cooperation:**

Implementation of a club and/or a visit

**Other information:**

The student can deepen the knowledge and skills acquired in this course by taking one of the following courses, among others:

- Programming in Basic Education, 407062A
- Learning Materials Project, 407060A
- Open Workshop, 407061A
- Introduction to Programming, 521141P

**407063A: On the Way to a Mobile School, 1 op****Voimassaolo:** 01.08.2014 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Niina Loukkola**Opintokohteen kielet:** Finnish**ECTS Credits:**

1 ECTS credit

**Language of instruction:**

Finnish/ English

**Timing:**

2nd period

**Learning outcomes:**

Having completed the course, the student

- is able to modify his or her courses of action and the environment to encourage activeness in the various school day contexts (in lessons, breaks, transitions, etc)
- is conscious of the current state of physical activity and perceives the possibilities of exercise to promote learning, comfort and peace at work
- understands how, as a teacher, to start constructing a more active school day

**Contents:**

- Physical activity of students – results from follow-up of the Mobile School
- Adding to exercise and dissolving passiveness during the school day
- Connections of exercise with learning, comfort and peace at work
- The 2016 curriculum and future challenges for the implementation of an active school day
- Help in everyday situations – what kind of support is available to schools?

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Face-to-face teaching and independent assignments

**Target group:**All the students in the Faculty of Education, priority given to 1<sup>st</sup> and 2<sup>nd</sup> year students**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

None

**Grading:**

Pass/ fail

**Person responsible:**

Niina Loukkola

**Working life cooperation:**

None



## 407062A: Programming in Basic Education, 5 op

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opettajat:** Jari Laru

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay407062A Programming in Basic Education (OPEN UNI) 5.0 op

### ECTS Credits:

5 ECTS cr

### Language of instruction:

Finnish

### Timing:

Spring 2016

### Learning outcomes:

- Knows how to apply the working method of collaborative problem solving in the context of programming.
- In accordance with the basic education curriculum, knows how to design and implement entities in which programming constitutes part of learning.
- Knows the basics of algorithmic thinking.
- Knows the programming tools designed for beginners and has acquainted him/herself more thoroughly with at least one of them.
- Understands the fundamentals of automation.

### Contents:

- Introduction to the theoretical frame of reference of collaborative problem solving
- Introduction to the contents of programming in the basic education curriculum
- Practice with the basics of algorithmic thinking by programming, both by using computers and by applying various games and other exercises
- Introduction to basic programming tools such as Computercraft, Scratch Jr, Scratch, Snap, the Hour of Code
- Basic robotics: e.g. Lego WeDo, PicoBoard, Edison, Lego Mindstorms
- Planning and practicing for the implementation of a programming and/or robotics club (The implementation can be realised within the framework of the Open Workshop course.)

### Mode of delivery:

Face-to-face teaching

Programming exercises

Applied tasks, self-regulated work

### Learning activities and teaching methods:

Small group sessions 32 h

Independent (group) work 48 h (including the completion of programming exercises)

### Target group:

LO/VAKA/AO/Erkka

### Prerequisites and co-requisites:

None

### Recommended or required reading:

The learning materials will be specified at the beginning of the course.

### Assessment methods and criteria:

To pass the course, the student shall complete the tasks given in the small group sessions, the programming exercises and the project plan (club or equivalent).

### Grading:

0-5

### Person responsible:

Jari Laru ja Markus Packalen

### Working life cooperation:

Club implementation and/or a visit

### Other information:

The student can deepen the knowledge s/he has acquired in this course by taking the following courses, among others:

- New Technology and the Core Skills of the Century 407059A
- Learning Materials Project 407060A
- Open Workshop 406061A
- Introduction to Programming 521141P

### **407058A: Puppet Show and Multiculturalism, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opettajat:** Pirjo Suvilehto

**Opintokohteen kielet:** Finnish

### **407065A: Utilisation of Technology in Physical Education, 2 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opettajat:** Rahikkala, Ari Juhani

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

2nd period, Autumn semester

**Learning outcomes:**

Having completed the course, the student knows how to make use of and apply various devices, such as tablets and activity trackers, in teaching. S/he knows how to use applications and games suitable for physical education.

**Contents:**

Getting to know and experimenting with various devices, applications and games.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20 h of exercises and 34 h of independent work. Independent work includes a course assignment that is done autonomously or in a group.

**Target group:**

All the students in the Faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

None

**Assessment methods and criteria:**

The course credits are awarded upon active participation in small group teaching and completion of the course assignment.

**Grading:**

Pass/ Fail

**Person responsible:**

Ari Rahikkala

**Working life cooperation:**

None