

Opasraportti

Professional Studies in Special Education 2013-2015 (2013 - 2015)

Core Idea and Objectives

The goal of these studies in special education is to provide professional capabilities and formal qualifications for special education duties in basic education. The aim is to educate interactive all-round experts who understand the essence of special education in a broad context. The studies support the development of a professional identity. Reconciliation of theory and practice, development of theoretical thinking in support of teachership and networking with special education experts are some of the main objectives in this programme lasting one academic year. During their studies, the students develop into inquiring teachers and get an idea of the breadth of the field of special education and of the importance of continuous learning.

Structure of the Studies

Those selected to the programme are required to have completed an academic basic studies module in special education (25 ECTS credits, or 15 credits based on the old Finnish credit system). If a student's basic studies module in special education was completed more than ten years ago, such a student may, to be approved to pursue these studies, be required to update his or her knowledge at the start of the studies.

An academic basic studies module in special education that a student has completed previously with a scope of at least 25 ECTS credits (15 old-time credits) will gain him or her 20 credits. To qualify as a special education teacher, s/he needs to complete another 40 credits of studies comprising eight (8) major elements

2013-2014

Course title	Credits
Introduction to Special Education and Professional Growth	4
Challenges of Communication, Reading and Writing	5
Challenges of Mathematics Learning	4
Socioemotional Development and Pedagogy	5
Assessment and Support	3
Teaching the Gifted and Intellectually Disabled	3
Teaching Practice	6
Final Essay	4

Optional courses (see separate leaflet)	2 x 3
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2014-2015

Course title	Credits
Special Education as a Profession	5
Learning Difficulties in Reading and Writing	5
Learning Difficulties in Mathematics	4
Socio-Emotional Growth and Pedagogy	5
Teaching Practice I	3
Teaching Practice II	3
Final Project	5
Cognitive Performance and Assessment	5
Supporting Language Development	5

Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

A255110: Professional Studies in Special Education, 60 - 70 op

Compulsory

- 402120A: Introduction to Special Education and Professional Growth, 5 op
- 402121A: Challenges of Communication, Reading and Writing, 5 op
- 402122A: Challenges of Mathematics Learning, 5 op
- 402123A: Socio-Emotional Growth and Pedagogy, 5 op
- 402124A: Assessment and Support, 3 op
- 402125A: Teaching the Gifted and Intellectually Disabled, 3 op
- 402126A: Final Project, 5 op
- 402127A: Teaching Practice I, 5 op
- 402128A: Teaching Practice II or Expertise in Special Education, 5 op
- 402129A: Optional specialist, 3 op

A255102: Special Education, 25 op

Compulsory

- 402106P: Basic Course in Special Education, 5 op
- 402107P: Challenges of Communication, 5 op
- 402108P: Challenges of Learning, 5 op
- 402109P: Challenges of Behaviour, 5 op

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

A255110: Professional Studies in Special Education, 60 - 70 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Ei opintojaksokuvauksia.

Compulsory

402120A: Introduction to Special Education and Professional Growth, 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Language of instruction:

finnish

Learning outcomes:

The student knows how to describe and use different contents and working methods typical of the special education profession. S/he learns how to function in various tasks in special education. For work as a special education teacher, she learns how to compose various documents (e.g. early education plans, pedagogical evaluations, statements and plans for individual instruction arrangements), multi-professional cooperation and functioning in different work communities. The student gets a deeper knowledge of the requirements for and implementation of support offered to children at different phases from pre-school to vocational education. The student learns about different situations of interaction in the work community and gets support for his or her own professional development. As required by a specific situation, the student knows how to apply the Child Daycare Act to practice in special daycare / the Basic Education Act in practice with a view to special education / social legislation.

Contents:

The role of the special education teacher in the school community and in the professional team, legislation, the requirements and contents of three-tier support and student welfare services. Tasks of the special education expert, the prerequisites of his/her tasks.

Mode of delivery:

Lectures and small group teaching, a visit if possible.

Learning activities and teaching methods:

Lectures 16 h and small group sessions 14 h in flexible alternation, totalling 28 h, independent work 10 h. Half of the course is arranged in period I and the other half in period II.

Target group:

Students qualifying as special education teachers.

Prerequisites and co-requisites:

Basic Studies in Special Education

Recommended optional programme components:

The course is part of the Intermediate Studies in Special Education.

Recommended or required reading:

Mitchell, D. (2008) What really works in special and inclusive education. Using Evidence-based teaching strategies. Taylor & Francis. s. 1-194.

JA

Eteläpelto, A., Collin, K. & Saarinen, J. (toim.) 2007. Työ, identiteetti ja oppiminen. Helsinki: WSOY.304 s. Luetaan sivulle 235, ei osaa IV.

JA

Takala, M. (2010) Erityispedagogiikka ja kouluikä. Palmenia. Gaudeamus.208 s.

TAI

Cantell, H. 2010. Ratkaiseva vuorovaikutus. Erikoispainos varhaiskasvattajille. Kasvatuksellisia kohtaamisia lasten kanssa. WSOY. s. 201.

[this link.](#)

Assessment methods and criteria:

A pass requires participation in face-to-face teaching and completion of a literature exam based on three books and the lectures.

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

Grading:

The course is graded 0-5.

Working life cooperation:

Hasn't

402121A: Challenges of Communication, Reading and Writing, 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Learning outcomes:

The student is familiar with the basic methods of teaching to read and write, and understands how the various methods are bound to a language. The student is familiar with the typical development of learning to read and write during a person's course of life, and is able to identify aberrant development in terms of both technical reading, spelling, and productive reading and reading comprehension. In addition to theoretical mastery, the student also knows how to use the tools to evaluate reading and writing difficulties, and how to interpret individual results from the viewpoint of intervention. The student is familiar with various research-based methods of intervention in reading and writing, and knows how to apply them effectively to the individual needs of pupils in different ages.

Contents:

Skills of teaching to read and write, background and causal factors of reading and writing difficulties, identification, evaluation and support in reading and writing difficulties.

Mode of delivery:

Lectures 16 h and exercises 14 h.

Learning activities and teaching methods:

Lectures and small group teaching, with differentiated instruction for the early childhood education groups. In early childhood education, the focus is on overall practise of verbal abilities, especially rehabilitation of verbal awareness in preventing reading and writing difficulties and reducing risks of them.

Target group:

Students majoring in special education and students qualifying as special education teachers.

Prerequisites and co-requisites:

Basic Studies in Special Education

Recommended optional programme components:

The course is part of the Intermediate Studies in Special Education.

Recommended or required reading:

Lukivaikkeudesta lukitaitoon. 2006. Takala, M. & Kontu, E. (toim.). Yliopistopaino. Palmenia-sarja. 250 s.
JA

Kairaluoma, L., Ahonen, T. ;Aro, M. ; Kakkuri, I.; Laakso, K. Peltonen, M. & Wennström, K. 2008. Lukemalla ja tekemällä. NMI. Jyväskylä: Kopijyvä. s.193
JA

Kamhi, A. & Catts, H. (2011). Language and reading disabilities.3rd edition. Pearson Education. Luvut 1-4; 6-7. (soveltuvien osin, n. 150 s)
TAI

Rasinski, T.; Blachowicz, C. & Lems, K.(eds.) 2012. Fluency Instruction . Research-based best practices. New York: Guilford press. (soveltuvien osin, n. 150 s)
JA

Psykologia 2-3/2011. Teemanumero: Lukivaikeus, sivut 86-157. 71 s.

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

Assessment methods and criteria:

A pass requires participation in face-to-face teaching and completion of a literature exam based on three books, one journal and the lectures.

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

Grading:

The course is graded 0-5.

402122A: Challenges of Mathematics Learning, 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 cr

Language of instruction:

Finnish

Timing:

Autumn term, 1st or 2nd period

Learning outcomes:

The student learns to understand the development of mathematical skills and learning difficulties connected with it. S/he is familiarised with the theoretical background of the phenomenon, identification of difficulties, evaluation and methods of intervention. The student learns how to encounter different kinds of challenges in mathematics learning.

Contents:

Number sequence skills, sub-processes of calculation, connections with reading and writing difficulties, nodal points in teaching at different ages, identification of difficulties, evaluation and rehabilitation.

Mode of delivery:

Face-to-face teaching 26 h lectures and exercises.

Learning activities and teaching methods:

: Lectures 14 h, group teaching 12 h and independent work

Target group:

Students majoring in special education and students qualifying as special education teachers.

Prerequisites and co-requisites:

Basic and Intermediate Studies in Special Education.

Recommended optional programme components:

The course is part of the Advanced Studies in Special Education.

Recommended or required reading:

Dowker, A. (ed) 2008. *Mathematical Difficulties – Psychology and Intervention*. Elsevier. 244 s.
TAI

Räsänen, P., Kupari, P., Ahonen, T. & Malinen, P. (toim.) 2004. *Matematiikka -näkökulmia opettamiseen ja oppimiseen*. Niilo Mäki Instituutti. UUSI PAINOS, KUNHAN TULEE!

JA

Räsänen, P. 2012. Laskemiskyvyn häiriö eli dyskalkulia. *Duodecim*, 128; 1168-1177.

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

Assessment methods and criteria:

A pass requires participation in face-to-face teaching and successful completion of a literature exam based on three books and the lectures.

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

Grading:

The course is graded 0-5.

Working life cooperation:

Hasn't

402123A: Socio-Emotional Growth and Pedagogy, 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

Autumn term, 2nd period

Learning outcomes:

The student knows how to identify adaptation difficulties related to developmental, personality and environmental factors. The student learns how to function in a way that takes into account the pupil's adaptation problems. The student is familiarized with research in special education and child psychiatrics on this field, and is able to evaluate and direct children's and adolescents' development on this basis. The student also learns how to develop learning materials and new teaching methods and how to organize cooperation for the planning of special education arrangements.

Contents:

Manifestations and causes of behaviour in different environments, identification and rehabilitation.

Mode of delivery:

Face-to-face teaching 30 h, lectures and exercises, an excursion possible.

Learning activities and teaching methods:

Lectures 16 h and small group sessions 14 h.

Target group:

Students majoring in special education and students qualifying as special education teachers.

Prerequisites and co-requisites:

Basic Studies in Special Education.

Recommended optional programme components:

The course is part of the Intermediate Studies in Special Education.

Assessment methods and criteria:

A pass requires participation in face-to-face teaching and successful completion of a literature exam based on two books and the lectures.

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

Grading:

The course is graded 0-5.

Working life cooperation:

Isn't

402124A: Assessment and Support, 3 op

Voimassaolo: 01.08.2012 -

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.

402125A: Teaching the Gifted and Intellectually Disabled, 3 op

Voimassaolo: 01.08.2012 - 31.07.2014

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.

402126A: Final Project, 5 op

Voimassaolo: 01.08.2012 -

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.

402127A: Teaching Practice I, 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

finnish

Timing:

First period

Learning outcomes:

For students aiming at special education at primary level

The student learns about planning, implementing and evaluating special education. Depending on his or her basic education, s/he acquaints him/herself with the work of a special education teacher in either part-time or full-time special education. This introduction to work takes place through the student's own experience and by various means through guidance, introductory visits and discussions in such a way that s/he becomes prepared to start working as a special education teacher. The student designs and implements an intervention following the instructions given by his or her supervising teacher and lecturer, and makes an assessment of learners' skills by applying the theories that s/he has learnt. S/he also acquaints her/himself with practices of pedagogical collaboration and takes part in the activities of multiprofessional working teams and the entire work community.

For students oriented towards special education in early childhood education

The teaching practice is carried out in two periods of four weeks each. The first period is aimed primarily at familiarisation with the job description of early childhood special education teachers in various day care facilities and pre-primary education, while the second period consists of practice in pairs, getting to know the job of full-time special education teachers in elementary school. (In addition to qualification as an early childhood special education teacher, the training can also qualify the student as a full-time special education teacher in basic education).

Contents:

For students aiming at special education at primary level

The teaching practice is carried out in two periods of 4 weeks each. The first period is mainly oriented to special education in the primary school grades 1-6, and the latter one to the lower secondary school grades 7-9. As a main rule, one of the periods is implemented in part-time special education, while the other one is implemented in a special education class.

Teaching Practice I and II is implemented during a period of four weeks. In the first week, the student acquaints her/himself with the work of the school community and special education teacher on a broad scale for at least three full working days, yet for at least 20 hours. In the next few weeks, the student will be practising in the working duties of a special education teacher under the leadership of a supervising teacher for three full working days a week, at least ten hours per week. This includes assessment of children/pupils, implementation of an intervention, individual, group and co-teaching as well as participation in collaboration negotiations. The teaching practice must be divided evenly between the four weeks. The student shall compose a report on the practice period, and when s/he writes it, s/he shall also use other literature to be agreed on with the teacher. The practice is oriented towards part-time and/or full-time education depending on the student's own experiential background. In part-time education, a special focus is on supporting the learning of the mother tongue, mathematics and foreign languages.

For students oriented towards special education in early childhood education
Special education in early childhood education and basic education following the instructions of the supervising teacher.

Mode of delivery:

For students aiming at special education at primary level and for students oriented towards special education in early childhood education
20h introduction + 10h teaching by student per week per practice period, 6h group supervision at the university per practice period.

Learning activities and teaching methods:

The practice is oriented towards blended special education depending on the student's own experiential background.

Assessment methods and criteria:

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

Person responsible:

Tuomo Vilppola ja Virpi Louhela-Risteelä

Other information:

asic Education Act 40 §. Confidentiality. The members of any authority responsible for teaching arrangements, persons referred to in section 37 of the Act and students carrying out their teaching practice are not allowed to express without a permission to any outside party what they have come to know, when performing their educational duties, about the personal conditions and financial status of the pupils or staff referred to in this act or of their family members. The persons referred to above in subsection 1 and persons in charge of school health care and other pupil welfare affairs are allowed, despite the stipulations in subsection 1 and any specific stipulations on confidentiality, give each other and authorities in charge of education the necessary information required by proper teaching arrangements.

Lisäksi

- The practice period includes planning and preparation for teaching with a focus on the field of duties of an early childhood special education teacher.
 - The practice includes the composition of a curricular theme into a plan (design of a teaching episode/ lesson / day / week / period).
 - During the practice period, the student takes part in and puts into action co-operation between the home and day care facility, taking into account the role of the early childhood special education teacher.
 - The student shall familiarise him/herself with rehabilitation and co-operation carried out in the day care facility, welfare at work and cooperation inside the day care facility and between organisations. As far as possible, the student shall also take part in the meetings of the pupil welfare committee.
- The student shall compose a practice report describing the implementation of the practice period based on his or her personal experiences and the feedback given by the special education teacher who supervised his or her practice. The report shall comprise at least six pages (font 12, line spacing 1.5). The student shall use aliases in the report, if s/he is dealing with sensitive issues. If the report written by a student is not approved, s/he shall compose it again. The report is graded on a pass/fail basis.
- The student also tries to take part in other events in the day care facility, such as staff meetings, employee cooperation events, collaborative planning meetings, club activities and equivalent during the practice period.
 - Observing the work of an early childhood special education teacher during the first week is a prerequisite for the practice period. To teach a group in a responsible manner the student needs to know the children and previous conventions as well as possible.
 - The student shall assess the fulfilment of the goals set for the practice period in his or her practice report.

402128A: Teaching Practice II or Expertise in Special Education, 5 op

Voimassaolo: 01.08.2012 -

Opiskelumoto: Intermediate Studies

Laji: Practical training

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.

402129A: Optional specialist, 3 op**Voimassaolo:** 01.08.2012 - 31.07.2015**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.**A255102: Special Education, 25 op****Opiskelumuoto:** Basic Studies**Laji:** Study module**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ayA255102 Special Education (Oulu) (OPEN UNI) 25.0 op

Ei opintojaksokuvauksia.

*Compulsory***402106P: Basic Course in Special Education, 5 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay402106P Basic Course in Special Education (OPEN UNI) 5.0 op

Ei opintojaksokuvauksia.

402107P: Challenges of Communication, 5 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay402107P Supporting Language and Communication Development (OPEN UNI) 5.0 op

Ei opintojaksokuvauksia.

402108P: Challenges of Learning, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay402108P Learning Difficulties and Uniqueness of Learning (OPEN UNI) 5.0 op

Ei opintojaksokuvauksia.

402109P: Challenges of Behaviour, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay402109P Challenges of Behaviour (OPEN UNI) 5.0 op

Ei opintojaksokuvauksia.

402110P: History of Special Education, Service System and Course of Life, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay402110P Special Education and the Course of Life (OPEN UNI) 5.0 op

Ei opintojaksokuvauksia.