

Opasraportti

KOKY - Primary Teacher Education 2011-2012 (2011 - 2012)

PRIMARY TEACHER EDUCATION

The primary education programme produces experts in the field of education and teaching, who are able to study and develop teaching from the perspective of lifelong learning (LLL) based on the demands of the information society. The programme provides students with the diverse capacities required in both national and international tasks in the field. The objective is for the students to familiarize themselves with the physical, social and psychological development of children and youth as well as relevant scientific theories and their field applications so that they are able to support and further the comprehensive personality development of children and youth and fulfil achieve objectives set for school education.

The teaching profession is demanding and requires extensive knowledge and skills. Interaction is a central in teaching work. The teacher is a coordinator who works in collaboration with a multi-professional network. Teaching requires the courage to ask and question prevailing practices, the sensitivity to detect learners in need of special support, and the ability to shape teaching according to the needs of students. Teacher networks are in a prominent position in developing teaching. They provide a platform for sharing working models and practices. Growing into teacherhood requires an active approach, effort and lifelong learning. Curiosity and innovation are prerequisites for the professional growth of a teacher. Teacherhood cannot be obtained in the form of a set package, it must be continuously developed. Because of this, students are provided with a designed continuum for further complementary education and training.

During the studies, students familiarize themselves with the teaching, curricula, themes and content-areas and matter of taught subjects so that they are able to obtain the qualification to function as basic education teachers and teach the content-areas specified in the basic education curriculum. The programme aims to provide good didactical abilities and to develop pedagogical thinking. Students acquire the basic knowledge concerning society, different education systems and their functions as well as educational policy, thus shaping the students' awareness of their responsibilities as members of society and as an educator. Students have the aptitude to take part in the planned and collective responsibilities and activities in child education in cooperation with other members of the education system and community. Students familiarize themselves with the history, theories, methods and research results of educational sciences so that they are able to visualize educational problems and issues, acquire knowledge, analyse, come to conclusions and report on research results as well as obtaining the capacity to study their own schooling and teaching in a critical manner.

Completion of the programme consists of a B(Ed) degree (180 ECT) and a M(Ed) degree (120 ECT). The B(Ed) comprises of studies at the basic and intermediate levels; language, communication and orientation studies; as well as minor subject studies, which include the Multi-disciplinary Studies of Taught Subjects in Basic Education and Cross-curricular Themes study block as well as another subject of the student's own choice. The B(Ed) includes Bachelor's thesis.

Advanced level studies are completed in the M(Ed) degree. They consist of the mandatory study entity, advanced elective professional studies as well as teaching practice and a minor subject. The M(Ed) includes a Master's thesis. Advanced elective professional studies support the development of knowledge and skills students will require in their working life.

Primary teacher education - intended learning outcomes:

Having completed their studies, the students are ethically responsible experts in the working fields of education and schooling who will continue to study and develop their educational work throughout their careers. They are able to critically assess their own work, update their expertise and question prevailing practices.

The students have an active and curious approach to their own learning process, and they understand the importance and significance of scientific and professional development. The concept of lifelong learning is a prevalent factor in the students' own learning and teaching processes and considered by the student to be an inspiring and interesting practice. Students understand the broader and long-term dimensions and consequences of their work as teachers.

Students are familiar with the framework in which education and teaching work are defined and are able to apply this knowledge in practice. They have acquired a good level of knowledge in the content matter of taught subjects, themes and curricula, and understand how their own knowledge of content areas and matter must be continuously developed as conditions change. Didactic capacities and pedagogical thinking are engrained into personal and justified practical applications, as shaped by the students' studies in the history of education, theories, methods and research results. These aspects of teaching work are areas that the students are able to develop together with their future colleagues; students are aware of the impact of professional networks and multi-professional collaboration. Students have a desire to develop their own collaboration skills and activities and understand the importance of well-being in terms of the working community as well as their personal coping.

Students are familiar with the physical, psychological and social development of children and youth, understand the scientific theories that relate to education and teaching, and can apply them in practice. This way, they are able to support, in cooperation with the family, the comprehensive personality development of children and youth into active and independent citizens. Students are able to encounter different kinds of learners on an individual level and guide their learning effectively. They are able to lead group activities and support interaction and cooperation among learners. They exult in their learners' successes and as well as their own.

B(Ed) degree 180 ECT

Language, communication and orientation studies (20 ECT)

390003Y Orientation to university studies (3 ECT)

Language studies (6 ECT)

390103Y Foreign language (4 ECT)

01) Text comprehension (2 ECT)

02) Foreign language speaking (2 ECT)

390104Y Second national language (2 ECT)

01) Written part (1 ECT)

02) Spoken part (1 ECT)

390203Y Basics of academic communication (5 ECT)

390004Y Education, society and civic influence (3 ECT)

390205Y Applications of information and communication technology (3 ECT)

Basic studies in educational sciences (25 ECT)

390511P History and philosophy of education (7 ECT)

01) History of education (4 ECT)

02) Philosophy of education (3 ECT)

390512P Education and society (7 ECT)

01) Sociology and education (4 ECT)

02) Education as a cultural phenomenon (3 ECT)

390513P Development, education and guidance of learning (7 ECT)

01) Development and education (3 ECT)

02) Learning and teaching (4 ECT)

390514P Educational research (4 ECT)

Intermediate studies in educational sciences (40 ECT + 10 ECT practice)

Primary teacher education - intermediate studies (24 ECT)

391507A Introduction to the practice of education and teaching (4 ECT)

391509A Growing into teacherhood (4 ECT)

01) Teacherhood as a profession

02) Teacherhood in everyday school life

03) Education and ethics

- 391508A From learning psychology to actual teaching (9 ECT)
 - 01) Curriculum as the basis of teaching (5 ECT)
 - 02) Learners as a starting-point for teaching (4 ECT)
- 391512A Basics of special education (7 ECT)
 - 01) Special education as a science and activity (3 ECT)
 - 02) Challenges of learning in special needs education (4 ECT)
- Research studies and thesis papers (16 ECT)
 - 391008A Research studies for the Bachelor's thesis (8 ECT)
 - 01) Scientific thinking and the research process (2 ECT)
 - 02) Basics of qualitative research (3 ECT)
 - 03) Basics of quantitative research (3 ECT)
 - 391009A Basics of quantitative research (8 ECT)
 - 01) Bachelor's thesis (8 ECT)
 - 02) Maturity test (0 ECT)

Basic teaching practice (10 ECT)

- 391510A Practice period 01 (5 ECT)
- 391511A Practice period 02 (5 ECT)

Multidisciplinary studies in the subjects and cross-curricular themes taught in basic education (60 ECT)

- 393014A Mother tongue and literature (8 ECT)
 - 01) Structure of Finnish (3 ECT)
 - 02) Children's and youth literature (3 ECT)
 - 03) Didactics of Finnish (2 ECT)
- 393015A Mathematics and physics (8 ECT)
 - 01) Subject mastery (mathematics) (3 ECT)
 - 02) Learning and teaching (mathematics) (3 ECT)
 - 03) Physics (2 ECT)
- 393016A Environmental and natural sciences (8 ECT)
 - 01) Biology and chemistry (3 ECT)
 - 02) Geography (3 ECT)
 - 03) Ecology (2 ECT)
- 393017A Music (5 ECT)
 - 01) Basics of music theory and piano playing (2 ECT)
 - 02) Music didactics (3 ECT)
- 393018A Technical work (5 ECT)
 - 01) Wood technology and crafts education (2,5 ECT)
 - 02) Metal technology, didactics and electronics (2,5 ECT)
- 393019A Textile work (5 ECT)
 - 01) Theoretical foundations (2 ECT)
 - 02) Materials and colour expression (3 ECT)
- 393020A Art (5 ECT)
 - 01) Basics of visual expression (2 ECT)
 - 02) Art study and visual culture (1 ECT)
 - 03) Art Education (1 ECT)
 - 04) Basics of colour expression (1 ECT)
- 393021A Physical education (5 ECT)
 - 01) Basics of physical education (3 ECT)
 - 02) Different forms of physical exercise (2 ECT)
- 393022A History and social studies (5 ECT)
 - 01) Basic studies in history (2 ECT)
 - 02) Introduction to the development of educational systems (1 ECT)
 - 03) Introduction to social sciences (1 ECT)
 - 04) Introduction to environmental and social history (1 ECT)
- 393023A Religion or ethics (3 ECT)
 - 01) Religion (3 ECT)
 - 02) Ethics (3 ECT)

393024A Optional studies (8 ECT)

Minor subjects 25 (ECT)

M(Ed) degree 120 ECT

Advanced level studies in educational sciences (80 ECT + 15 ECT practice)

392010S Supporting language and communication (4 ECT)
 392361S Multiculturalism (4 ECT)
 392011S Media education (4 ECT)
 392007S Media methods (4 ECT)
 329006S Entrepreneurial pedagogy (4 ECT)

Research studies and thesis papers (40 ECT)

392008S Research studies for the Master's thesis (5 ECT)
 01) Advanced qualitative methodology (5 ECT) or
 02) Advanced quantitative methodology (5 ECT)
 392009S Master's thesis (35 ECT)
 01) Seminar on research design (5 ECT)
 02) Seminar on research methodology (15 ECT)
 03) Master's thesis (15 ECT)
 04) Maturity test (0 ECT)

Elective studies in professional development studies (20 ECT = 4x5 ECT)

392355S Classics of education (5 ECT)
 392356S National culture and globalisation (5 ECT)
 292366S Civic education (5 ECT)
 392367S Cultural and experienced childhoods (5 ECT)
 392357S Technology education (5 ECT)
 392358S Health education (5 ECT)
 392368S Supporting socio-emotional growth (5 ECT)
 392369S Early development, interaction and learning (5 ECT)
 392371S Gender, equity and education (5 ECT)
 392360S Play and narrative learning environments (5 ECT)
 392359S Small school pedagogy (5 ECT)
 392373S Educational administration (5 ECT)
 392374S Multidisciplinary networking and educational partnership (5 ECT)
 392375S Learning difficulties (5 ECT)
 392376S Supervised practice in special education (5 ECT)
 392364S Optional teaching practice (5 ECT)
 392362S Optional course chosen by the student (5 ECT)
 392363S Other options (5 ECT)

Teaching practice/school placement (15 ECT)

392905S Applied teaching practice (7 ECT)
 392906S Advanced teaching practice (8 ECT)

Course descriptions include a section on course implementation. The required workload (in hours) is represented using the following abbreviations: L, O, IS.

Explanations:

L= lectures

O= other teaching (e.g. small-group teaching)

IS= independent study

Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

390205Y: Applications of information and communication technology, 3 op

390203Y: Basics of academic communication, 5 op

A250502: Education, intermediate studies (Kajaani), 40 - 50 op

Compulsory

391507A: Introduction to the practice of education and teaching, 4 op

391508A: From learning psychology to actual teaching, 9 op

Compulsory

391508A-01: Curriculum as the basis of teaching, 5 op

391508A-02: Learners as a starting-point for teaching, 4 op

391509A: Growing into teacherhood, 4 op

Compulsory

391509A-01: Teacherhood as a profession, 1 op

391509A-02: Teacherhood in everyday school life, 1 op

391509A-03: Education and ethics, 2 op

391512A: Basics of special education, 7 op

Compulsory

391512A-01: Special education as a science and activity, 3 op

391512A-02: Challenges of learning in special needs education, 4 op

391008A: Research studies for the Bachelor's thesis, 8 op

Compulsory

391008A-01: Scientific thinking and the research process, 2 op

391008A-02: Basics of qualitative research, 3 op

391008A-03: Basics of quantitative research, 3 op

391009A: Bachelor's thesis, 8 op

Compulsory

391009A-01: Bachelor's thesis, 8 op

391009A-02: Maturity test, 0 op

391510A: Practice period 01, 5 op

391511A: Practice period 02, 5 op

A250503: Education, advanced studies (Kajaani), 80 - 95 op

Compulsory

392010S: Supporting language and communication, 4 op

392361S: Multiculturalism, 4 op

392011S: Media education, 4 op

392007S: Media methods, 4 op

392006S: Entrepreneurial pedagogy, 4 op

392008S: Research studies for the Master's thesis, 5 op

Alternative

392008S-01: Advanced qualitative methodology, 5 op

392008S-02: Advanced quantitative methodology, 5 op

392009S: Master's thesis, 35 op

Compulsory

392009S-01: Seminar on research design, 5 op

392009S-02: Seminar on research methodology, 15 op

392009S-03: Master's thesis, 15 op

392009S-04: Maturity test, 0 op

392905S: Applied teaching practice, 7 op

392906S: Advanced teaching practice, 8 op

Alternative

392362S: Optional course chosen by the student, 5 op

392377S: Innovative project work, 5 op

392366S: Civic education, 5 op

392367S: Cultural and experienced childhoods, 5 op

392368S: Supporting socio-emotional growth, 5 op

392369S: Early development, interaction and learning, 5 op

392371S: Gender, equity and education, 5 op

- 392373S: Educational administration, 5 op
- 392374S: Multidisciplinary networking and educational partnership, 5 op
- 392375S: Learning difficulties, 5 op
- 392376S: Supervised practice in special education, 5 op
- 392364S: Optional teaching practice, 5 op
- 392360S: Play and narrative learning environments, 5 op
- 392359S: Small school pedagogy, 5 op
- 392358S: Health education, 5 op
- 392357S: Technology education, 5 op
- 392356S: National culture and globalisation, 5 op
- 392355S: Classics of education, 5 op
- 392363S: Other options, 5 op

A250501: Education, basic studies (Kajaani), 25 op

Compulsory

390511P: History and philosophy of education, 7 op

Compulsory

390511P-01: History of education, 4 op

390511P-02: Philosophy of education, 3 op

390512P: Education and society, 7 op

Compulsory

390512P-01: Sociology and education, 4 op

390512P-02: Education as a cultural phenomenon, 3 op

390513P: Development, education and guidance of learning, 7 op

Compulsory

390513P-01: Development and education, 3 op

390513P-02: Learning and teaching, 4 op

390514P: Educational research, 4 op

390004Y: Education, society and civic influence, 3 op

390103Y: Foreign language, 4 op

Compulsory

390103Y-01: Text comprehension, 2 op

390103Y-02: Foreign language speaking, 2 op

A256401: Multidisciplinary studies in the subjects and cross-curricular themes taught in basic education (Kajaani), 60 op

Compulsory

393014A: Mother tongue and literature, 8 op

Compulsory

393014A-01: Structure of Finnish, 3 op

393014A-02: Children's and youth literature, 3 op

393014A-03: Didactics of Finnish, 2 op

393015A: Mathematics and physics, 8 op

Compulsory

393015A-01: Subject mastery (mathematics), 3 op

393015A-02: Learning and teaching (mathematics), 3 op

393015A-03: Physics, 2 op

393016A: Environmental and natural sciences, 8 op

Compulsory

393016A-01: Biology and chemistry, 3 op

393016A-02: Geography, 3 op

393016A-03: Ecology, 2 op

393017A: Music, 5 op

Compulsory

393017A-01: Basics of music theory and piano playing, 2 op

393017A-02: Music didactics, 3 op

393020A: Art, 5 op

Compulsory

393020A-01: Basics of visual expression, 2 op

393020A-02: Art study and visual culture, 1 op

393020A-03: Art Education, 1 op

393020A-04: Basics of Colour Expression, 1 op

393021A: Physical education, 5 op

Compulsory

393021A-01: Basics of physical education, 3 op

393021A-02: Different forms of physical exercise, 2 op

393022A: History and social studies, 5 op

Compulsory

393022A-01: Basic studies in history, 2 op

393022A-02: Introduction to the development of educational systems, 1 op

393022A-03: Introduction to social sciences, 1 op

393022A-04: Introduction to environmental and social history, 1 op

393023A: Religion or ethics, 3 op

Alternative

393023A-01: Religion, 3 op

393023A-02: Ethics, 3 op

393024A: Optional studies, 8 op

Alternative

393018A: Technical work, 5 op

Compulsory

393018A-01: Wood technology and crafts education, 2,5 op

393018A-02: Metal technology, didactics and electronics, 2,5 op

393019A: Textile work, 5 op

Compulsory

393019A-01: Theoretical foundations, 2 op

393019A-02: Materials and colour expression, 3 op

390003Y: Orientation to university studies, 3 op

390104Y: Second national language, 2 op

Compulsory

390104Y-01: Written part, 1 op

390104Y-02: Spoken part, 1 op

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

390205Y: Applications of information and communication technology, 3 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Turpeinen, Juha-Matti

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Students learn to use ICT in their own work. The internet, teaching programmes and open electronic learning environments are an integral part of the basic skills of the future teacher. The aim is to meet the standards recommended by OPE.FI. The knowledge and skills learned during the course are applied throughout the studies.

Contents:

- Teaching programmes in lower primary
- Applying ICT in curricula and designing periods of teaching with emphasis on ICT
- Electronic learning environments in teaching
- Using the internet to support learning
- Relevant themes in lower primary teaching

Learning activities and teaching methods:

4 L, 24 O, 53 IS

Assessment methods and criteria:

Completion of exercises and assignments, preparing learning materials.

Grading:

Pass/fail

Person responsible:

Juha-Matti Turpeinen

390203Y: Basics of academic communication, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

1st year (workshops)

Learning outcomes:

The students familiarize themselves with the demands of academic communication and gain the capacity to produce and edit using stylistically correct academic language and the ability to give constructive feedback on others' work. The students gain confidence in their presentation skills and a realistic understanding of their own communication skills; understand the importance of communication skills in their studies and in the teaching profession; and learn how to develop themselves. After completion, the students will be able to present their own skills in academic communication in both oral and written form. They will be able to analyse, assess and give feedback on their own work as well that of others, in addition to being able to independently further enhance their own skills in the field.

Contents:

- Negotiations and meetings
- Dissertation defense
- Use of voice, nonverbal communication and observation
- Live performance
- Genres (scientific essay, i.e. a report, summary, popularisation, prose) and requirements of scientific writing, and creative writing
- Maturity test: requirements and language
- Feedback/opponent
- Liberating one's own styles of expressions and group activities
- Reading comprehensions and interpretative reading
- Theatre visits (2), of which one is a children's show.

Learning activities and teaching methods:

4 L, 48 O, 83 IS

Recommended or required reading:

Aalto A.-L. & Parviainen, K. 1985. *Auta ääntäsi*;

Atjonen, P. (2000, 3. uud. p.), *Raportin laadinnan perus- ja nyökkisääntöjä*;

Itkonen, T. 2007 (toim. Sari Maamies), *Uusi kieliopas*;

Kansanen, A. 2000. *Puheviestinnän perusteet*;

Puheesta ja vuorovaikutuksesta (toim. Pekka Isotalus) 1994;

Pääkkönen, I. & Varis, M. 2000. *Kriittinen lukutaito*;

Way, B. 1976. *Luova toiminta ja persoonallisuuden kehittäminen*.

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

Assessment methods and criteria:

Portfolio, participation in exercises and visits, completion of set assignments.

Grading:

Pass/fail

Person responsible:

Juha Vartiainen

Other information:

Further information on course materials given during the course.

A250502: Education, intermediate studies (Kajaani), 40 - 50 op

Voimassaolo: - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

40 credits

Language of instruction:

Finnish

Contents:

391507A Introduction to the practice of education and teaching (4 ECT)

391509A Growing into teacherhood (4 ECT)

01) Teacherhood as a profession

02) Teacherhood in everyday school life

03) Education and ethics

391508A From learning psychology to actual teaching (9 ECT)

01) Curriculum as the basis of teaching (5 ECT)

02) Learners as a starting-point for teaching (4 ECT)

391512A Basics of special education (7 ECT)

01) Special education as a science and activity (3 ECT)

02) Challenges of learning in special needs education (4 ECT)

Research studies and thesis papers (16 ECT)

391008A Research studies for the Bachelor's thesis (8 ECT)

01) Scientific thinking and the research process (2 ECT)

02) Basics of qualitative research (3 ECT)

03) Basics of quantitative research (3 ECT)

391009A Basics of quantitative research (8 ECT)

01) Bachelor's thesis (8 ECT)

02) Maturity test (0 ECT)

Grading:

0-5

Compulsory

391507A: Introduction to the practice of education and teaching, 4 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:1st year**Learning outcomes:**

The students learn to make didactical and pedagogical observations on teaching. The students become familiar with the assigned class and pupil. They learn planning, delivering and evaluation. The student learns social responsibility in delivering teaching during the guided practice.

After completion of the school practice, the students will be able to make pedagogically relevant observations about their assigned pupil and about their working methods, about their assigned class, and explain these observations to others. The students will recognize pupils' individual qualities, can compare their own observations with others' and analyze things that occur in the class room. The students can plan, deliver and evaluate individual lessons and partly taught lessons.

Contents:

- observational tasks (10 hrs) with the guidance of an educational scientist in the placement school
- seminar on pedagogical knowledge of pupils (12 hrs) where the student will familiarize themselves more deeply with the assigned class and pupil (working methods etc).
- 8 taught lessons
- lesson observations (12 hrs)
- School practice info (2 hrs)
- Practice guidance (12 hrs)

Learning activities and teaching methods:

2 L, 22 O, 84 IS

Recommended or required reading:

School curriculum, teaching materials, selection of educational literature

Assessment methods and criteria:

Participation in information tutorials, observation, pedagogical seminar and guided teaching practice.

Grading:

Pass/fail

Person responsible:

Principal Seija Blomberg (teaching practice coordinator)

Lecturer in Education (observations and pedagogical seminar)

391508A: From learning psychology to actual teaching, 9 op**Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

9 credits

Language of instruction:

Finnish

Timing:2nd-3rd year**Contents:**

01) curricula as the basis for learning 5 ECT

02) learners as the basis for teaching 4 ECT

Grading:

0-5

Person responsible:

Professor/Lecturer in Didactics

*Compulsory***391508A-01: Curriculum as the basis of teaching, 5 op****Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Jyväskylä Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 credits

Language of instruction:

Finnish

Timing:2nd year/autumn (before Part 1 of Basic Teaching Practice)**Learning outcomes:**

Students learn about the theoretical origins and practical forms of teaching and learning and obtain the didactic capacities to plan and realize teaching.

After completion the student will be able to:

- define the core concepts of learning theories and didactics and describe different psychological theories on learning.
- Explore the importance of learning theories in teaching and analyse the role of curricula as a basis for teaching.
- Apply learning theories and concepts of didactics in planning, realizing and evaluating teaching.
- Interpret challenges related to learning and teaching and reflect on teachers as promoters of pedagogical change.

Contents:

- Familiarisation with the psychology of learning and how it reflects on curricula and the realisation of teaching, as viewed from the perspectives of planning and enhancing teaching, different teaching methods and working methods as well as learning environments and assessment.
- Learning about periodic teaching plans and lesson-plans as tools in teaching work
- Teaching in practice and maintaining order in the classroom

Learning activities and teaching methods:

10 L, 28 O, 97 IS

Recommended or required reading:

Handouts and Tynjälä, P. (2004 tai aikaisempi painos) Oppiminen tiedon rakentamisena: konstruktivistisen oppimiskäsityksen perusteita.

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

Assessment methods and criteria:

Participation in teaching, successful completion of set assignments and exam (or other graded assignment)

Grading:

0-5

Person responsible:

Didactics professor/lecturer

391508A-02: Learners as a starting-point for teaching, 4 op**Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

4 credits

Language of instruction:

Finnish

Timing:3rd year/spring (before Part 2 of the Basic Teaching Practice**Learning outcomes:**

Students learn about the theoretical origins and practical forms of teaching and learning and obtain the didactic capacities to plan and realize teaching.

After completion the student will be able to:

- identify different learners and their needs in general teaching
- plan and realize teaching situation and come up with new learning environments and learning materials which take different kinds of learners into consideration
- face the challenges related to differentiated teaching and to reflect on teacherhood from the perspective of collective teacherhood.

Contents:

- Differentiation and individualisation: concepts and practice
- Benefits of learner differences and age-levels in teaching: joint classrooms and teaching classes with multiple age-levels.
- Current perspectives (e.g. benefitting from different learning styles in teaching and teaching immigrant learners)

Learning activities and teaching methods:

24 O, 84 IS

Recommended or required reading:

Handouts and online material

Assessment methods and criteria:

Participation in teaching, successful completion of set assignments and exam/other form coursework.

Grading:

0-5

Person responsible:

Didactics professor/lecturer

391509A: Growing into teacherhood, 4 op**Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Hautala, Marjatta Mirjami**Opintokohteen kielet:** Finnish**ECTS Credits:**

4 credits

Language of instruction:

Finnish

Timing:

1st-2nd year (01:1st year autumn and spring 02: 2nd year autumn 03: 2nd year spring)

Learning outcomes:

The course offers insight on conceptions of teacherhood, growing into teacherhood and the teacher's tasks from a variety of different viewpoints by examining theoretical starting points and reflecting on one's own development in teacherhood.

Intended learning outcomes: After completion, students are able to build on their own professional identity, drawing on various theoretical starting points and their school practice experiences, and progress towards a reflective and collaborative approach to teacherhood. Students are familiar with the ethical principles of the teaching profession and are able to apply them in everyday conflict situations in the school.

Contents:

- 01) Teaching as a profession
- 02) Teaching in the daily life of the school
- 03) Education and ethics

Learning activities and teaching methods:

2 L, 44 O, 62 IS:

01) 2 L, 20 O, 5 IS

02) 10 O, 17 IS

03) 14 O, 40 IS

Recommended or required reading:

Kasvatus ja etiikka jakson tenttimateriaali on Campbell, E. (2003) The Ethical Teacher. (also available in electronic form)

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

Assessment methods and criteria:

Participation in teaching, successful completion of set assignments and compilation into a portfolio, which will be evaluated after every course module. 03-module includes an exam.

Grading:

Pass/fail

Person responsible:

Marjatta Hautala

Compulsory

391509A-01: Teacherhood as a profession, 1 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 credits

Language of instruction:

Finnish

Timing:

1st year/autumn+spring

Learning outcomes:

Intended learning outcomes: After completion, students are able to build on their own professional identity, drawing on various theoretical starting points and their school practice experiences, and progress towards a reflective and collaborative approach to teacherhood. Students are familiar with the ethical principles of the teaching profession and are able to apply them in everyday conflict situations in the school.

Learning activities and teaching methods:

2 L, 20 O, 5 IS

Assessment methods and criteria:

Participation in teaching, successful completion of set assignments and compilation into a portfolio, which will be evaluated after every course module.

Person responsible:

Lecturer

391509A-02: Teacherhood in everyday school life, 1 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 credits

Language of instruction:

Finnish

Timing:

2nd year/autumn

Learning outcomes:

The course offers insight on conceptions of teacherhood, growing into teacherhood and the teacher's tasks from a variety of different viewpoints by examining theoretical starting points and reflecting on one's own development in teacherhood.

Intended learning outcomes: After completion, students are able to build on their own professional identity, drawing on various theoretical starting points and their school practice experiences, and progress towards a reflective and collaborative approach to teacherhood. Students are familiar with the ethical principles of the teaching profession and are able to apply them in everyday conflict situations in the school.

Learning activities and teaching methods:

10 O, 17 OT

Assessment methods and criteria:

Participation in teaching, successful completion of set assignments and compilation into a portfolio, which will be evaluated after every course module.

Person responsible:

Lecturer

391509A-03: Education and ethics, 2 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 credits

Language of instruction:

Finnish

Timing:

2nd year/spring

Learning outcomes:

The course offers insight on conceptions of teacherhood, growing into teacherhood and the teacher's tasks from a variety of different viewpoints by examining theoretical starting points and reflecting on one's own development in teacherhood.

Intended learning outcomes: After completion, students are able to build on their own professional identity, drawing on various theoretical starting points and their school practice experiences, and progress towards a reflective and collaborative approach to teacherhood. Students are familiar with the ethical principles of the teaching profession and are able to apply them in everyday conflict situations in the school.

Learning activities and teaching methods:

14 O, 40 IS

Recommended or required reading:

Exam literature: Campbell, Elizabeth. (2003) The Ethical Teacher.

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

Assessment methods and criteria:

Participation in teaching, successful completion of set assignments and compilation into a portfolio, which will be evaluated after every course module. 03-module includes an exam.

Person responsible:

Lecturer

391512A: Basics of special education, 7 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Jyväskylä Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Tuula Tervo-Määttä

Opintokohteen kielet: Finnish

ECTS Credits:

7 credits

Learning outcomes:

The course introduces students to special education as a science and looks at special education in practice from the perspectives of infant, preschool and primary education.

Contents:

01) Special education: as a science and in practice

02) Special education: challenges in learning

Person responsible:

Lecturer Tuula Tervo-Määttä

Compulsory

391512A-01: Special education as a science and activity, 3 op**Voimassaolo:** 01.08.2008 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Tuula Tervo-Määttä**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 credits

Language of instruction:

Finnish

Timing:1st year/spring**Learning outcomes:**

The course is the first part of the Basics in Special Education course. After completion, the students will be able to define special education as a field of science and in practice. They understand and are able to describe its current state and its development, and are knowledgeable of the legislation concerning special education. They are familiar with the target groups and methods of practice in the field. Students are also able to explain concepts such as intellectual (learning) disability, giftedness, and discrimination.

Contents:

Special education:

- concepts and encountering difference
- historical development and current state
- legislation and norms
- principles and forms of practice
- integration, inclusion and the school locality principle
- challenges: disabilities, illness and discrimination
- guidance and services - organizing special education for the severely disabled

Learning activities and teaching methods:

10 L, 20 O, 51 IS (incl. visits, orientation to SE in practice)

Recommended or required reading:

Hautamäki, J., Lahtinen, U., Moberg, S. & Tuunainen, K. 2001 tai uudempi painos. Erytispedagogiikan perusteet. WSOY.

Jahnukainen, M. 2002. Lasten erityshuolto ja -opetus Suomessa. LSK (osittain).

Opetusministeriö. 2007. Erytisopetuksen strategia. Opetusministeriön työryhmämuistioita ja selvityksiä 47.

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

Assessment methods and criteria:

Participation in lectures, small-group sessions, organized visits, completion of set assignments. Lecture and literature exam.

Grading:

0-5 (exam), pass/fail (assignments)

Person responsible:

Lecturer Tuula Tervo-Määttä

391512A-02: Challenges of learning in special needs education, 4 op**Voimassaolo:** 01.08.2008 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Tuula Tervo-Määttä

Opintokohteen kielet: Finnish

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:

2nd year/autumn

Learning outcomes:

The course is the second part of the Basics in Special Education course. After completion, students will be familiar with the concepts of evaluation, diagnosis, and prevention in special education. They understand the cognitive processes behind learning and learning difficulties, e.g. attention. Students familiarize themselves with the principles of cooperation between professionals in the school environment. They are able to identify and describe tailored and inclusive teaching practices and have learned about individualized and flexible teaching as well as different forms of teaching support.

Contents:

- early detection and support
- pedagogical assessment, diagnosis, and prevention
- student care, educational partnerships, multi-sectoral cooperation
- attention, cognitive processes, and behaviour as challenges in learning
- individualized schooling plans as pedagogical tools
- differentiating teaching, intensive support and flexible teaching schedule

Learning activities and teaching methods:

10 L, 22 O, 76 IS

Recommended or required reading:

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

Huhtanen, K. 2007. Kun huoli herää. Varhainen puutuminen koulussa. PS- kustannus.

Peltonen, H. (toim.) 2005. Opiskelun tuki esi- ja perusopetuksessa. Virikkeitä ja toimintamalleja yleisen ja erityisen tuen järjestämiseksi. Opetushallitus.

Paananen, M., Aro, T., Kultti - Lavikainen, N. & Ahonen, T. 2005. Oppimisvaikeuksien arviointi: psykologin, opettajien ja vanhempien yhteistyönä. NMI.

Exam literature tbc.

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

Assessment methods and criteria:

Participation in lectures, small-group sessions and completion of assignments. Lecture and literature exam.

Grading:

0-5 (exam), pass/fail (assignments)

Person responsible:

Lecturer Tuula Tervo-Määttä

391008A: Research studies for the Bachelor's thesis, 8 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

8 credits

Language of instruction:

Finnish

Learning outcomes:

The students learn about scientific research processes in theory and in practice. During the course, students familiarize themselves with scientific thinking, the research process - different scientific approaches, data collection, research plans, implementation and reporting methods. Students become familiar with the ethical demands in research and explore ethical solutions that they can adopt in their future research work. Students learn about different types of research methodologies and research methods and speculate which ones they might use in their upcoming research work. Students prepare to plan and conduct their Bachelors theses.

Students understand basic epistemological thinking and the general paradigms behind research and adopted research approaches. Students are familiar with the main stages of the research process and are capable of using methodology-based research methods. Students are able to collect and work research material and take a critical approach in analysing and interpreting it. Students are able to assess the reliability/accountability of research and the aspects relating to ethics. Students are prepared to plan and realize their bachelor's theses.

Contents:

- 01) Scientific thinking and the research process 2 ECT
- 02) Basics of qualitative research 3 ECT
- 03) Basics of quantitative research 3 ECT

Grading:

- 01) pass/fail
- 02) 0-5
- 03) 0-5

Person responsible:

- 01) lecturer/head assistant/assistant
- 02) special education/didactics professor
- 03) educational sciences professor

*Compulsory***391008A-01: Scientific thinking and the research process, 2 op****Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

2 credits

Language of instruction:

Finnish

Timing:2nd year/autumn**Learning outcomes:**

The students learn about scientific research processes in theory and in practice. During the course, students familiarize themselves with scientific thinking, the research process - different scientific approaches, data collection, research plans, implementation and reporting methods. Students become familiar with the ethical demands in research and explore ethical solutions that they can

adopt in their future research work. Students learn about different types of research methodologies and research methods and speculate which ones they might use in their upcoming research work. Students prepare to plan and conduct their Bachelors theses.

Intended learning outcomes: Students understand basic epistemological thinking and are familiar with the choice of methodology and method as a starting point in research. Students adopt a critical approach to scientific thinking and master the central elements of the scientific research process. They understand the relationship between ethical thinking and conducting research and are prepared to make ethical choices in their future research papers.

Contents:

- the research process and different approaches
- main features of qualitative and quantitative research
- methodology and method
- the research plan as an integral part of the research process
- good research topics and refining them

Learning activities and teaching methods:

2 L, 14 O, 38 IS

Recommended or required reading:

Hirsjärvi, S., Remes, P. & Sajavaara, P. (2000 tai uudempi) Tutki ja kirjoita.

Atjonen, P. 2006. Akateemisen tutkielman raportointiopas. Joensuun yliopisto. Kasvatustieteiden tiedekunta. http://www.joensuu.fi/kasvtdk/sisallot_opiskelu/akateemisen_tutkielman_raportointiopas.pdf

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

Assessment methods and criteria:

Participation in teaching sessions, exam/other coursework

Grading:

Pass/fail

Person responsible:

Lecturer/assistant

391008A-02: Basics of qualitative research, 3 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

The course examines the main features and processes in qualitative research. During the course, students familiarize themselves with scientific thinking, the research process - different scientific approaches, data collection, research plans, implementation and reporting methods. Students become familiar with the ethical demands in research and explore ethical solutions that they can adopt in their future research work. Students learn about different types of research methodologies and research methods and speculate which ones they might use in their upcoming research work. Students prepare to plan and conduct their Bachelors theses.

Students understand the general paradigm behind qualitative research and adopted research approaches. Students understand the main stages of the qualitative research process and can

identify and use qualitative research methods. Students are able to collect and work on qualitative research data and material and take a critical approach in their analysis and interpretation. Students are able to evaluate the reliability of and ethical aspects in qualitative research.

Contents:

- qualitative research paradigms and approaches
- the researcher, research objects and research problems
- research methods and data
- interpretation and analysis
- reporting and reliability/accountability
- ethical issues

Learning activities and teaching methods:

8 L, 12 O, 61 IS

Recommended or required reading:

<http://www.fsd.uta.fi/menetelmaopetus/kvali/ohjeet.html>

Research Methods, national database, University of Tampere

Assessment methods and criteria:

Information seminars (6h), after which the course will be organized thematically (14h). Students are divided into small-groups similar to research teams. An exam which will be assessed by means of peer-review according to team performance following general peer-review mechanisms and principles used in scientific publication.

Grading:

0-5

Person responsible:

Early childhood education professor Pentti Hakkarinan /
Didactics professor

391008A-03: Basics of quantitative research, 3 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Jyväskylä Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

2nd year/spring

Learning outcomes:

The course examines the main features and processes in quantitative research. During the course, students familiarize themselves with scientific thinking, the research process - different scientific approaches, data collection, research plans, implementation and reporting methods. Students become familiar with the ethical demands in research and explore ethical solutions that they can adopt in their future research work. Students learn about different types of research methodologies and research methods and speculate which ones they might use in their upcoming research work. Students prepare to plan and conduct their Bachelors theses. Students understand the general paradigm behind quantitative research and adopted research approaches. Students understand the main stages of the quantitative research process and can identify and use quantitative research methods. Students are able to collect and work on quantitative research data and material and take a critical approach in their analysis and interpretation. Students are able to evaluate the reliability of and ethical aspects in qualitative research.

Contents:

- statistical analysis - basic concepts
- problem-based theoretic reflection
- statistical analysis - applications

Learning activities and teaching methods:

8 L, 12 O, 61 IS

Recommended or required reading:

Yli-Luoma, P. 2002. Johdatus kvantitatiivisiin analyysimenetelmiin SPSS for Windows-ohjelman avulla. Sipoo: IMDL.

Valli. 2005. Johdatus kvantitatiiviseen tutkimukseen.

Komulainen, E. & Karma, K. 2002. Tilastollisen kuvauksen perusteet käyttäytymistieteissä. 2. laitos. Kasvatustieteen laitos, Helsingin yliopisto.

<http://www.helsinki.fi/ktl/julkaisut/tkpk/index.htm>

<http://www.fsd.uta.fi/menetelmaopetus/index.html>

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

Assessment methods and criteria:

Participation in contact teaching. 2) information seminar (6h), followed by division into groups with problem-based research tasks. During the groups work (14h), the course progresses gradually from basic concepts to actual application of methods in statistical analysis.

Grading:

0-5

Person responsible:

Educational sciences professor

391009A: Bachelor's thesis, 8 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

8 credits

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

The students' scientific thinking and theoretical and practical research skills have developed. They are able to make independent decisions in different stages of the research process with the help of their supervisor. Students are able to evaluate the reliability of their own work as well the work of their peers. Students have developed their scientific writing skills and are able to convey their scientific knowledge and ability in a written maturity test in addition to their research paper.

Contents:

01) BA Thesis (Research Paper)

02) Maturity Test

Grading:

0-5

Compulsory

391009A-01: Bachelor's thesis, 8 op**Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

8 credits

Language of instruction:

Finnish

Timing:3rd year**Learning outcomes:**

Intended learning outcomes: The students' scientific thinking and theoretical and practical research skills have developed. They are able to make independent decisions in different stages of the research process with the help of their supervisor. Students are able to evaluate the reliability of their own work as well that of their peers. Students have developed their scientific writing skills and are able to convey their scientific knowledge and ability in a written maturity test in addition to their research paper.

Contents:

Individually or in pairs, students compile a literature review in the chosen topic (presentation, opponency, and evaluation in seminar groups) and conduct a small-scale data collection and analysis for either a quantitative or qualitative study or, alternatively a deeper theoretical study. A maturity test must be completed which displays the student's knowledge in the selected field of research and their Finnish/Swedish skills.

Learning activities and teaching methods:

32 O, 184 IS

Recommended or required reading:

Atjonen, P. (2006) Akateemisen tutkielman raportointiopas. Joensuun yliopisto. Kasvatustieteiden tiedekunta.

Availability of course books can be checked here.

http://www.joensuu.fi/kasvtdk/sisallot_opiskelu/akateemisen_tutkielman_raportointiopas.pdf

Assessment methods and criteria:

Participation in either research theme days/information seminars or other similar information sessions, participation in teaching in seminar sessions, preparation of the research paper and successful completion of the maturity test.

Grading:

0-5

Person responsible:

Basics in data collection and defining the research topic: head assistant in early childhood education
Seminar work: seminar coordinators (announced every year)

391009A-02: Maturity test, 0 op**Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish

ECTS Credits:

0 credits

Timing:3rd year**Learning activities and teaching methods:**

Students have developed their scientific writing skills and are able to convey their scientific knowledge and ability in a written maturity test in addition to their research paper.

Assessment methods and criteria:

Written maturity test which shows knowledge in the research field of the student's Bachelors thesis.

Grading:

Pass/fail

Person responsible:

Supervisor (Bachelors Thesis)

391510A: Practice period 01, 5 op**Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Blomberg, Seija Kristiina**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 credits

Language of instruction:

Finnish

Timing:2nd year**Learning outcomes:**

The students familiarizes with the teacher's job description with the help of the guiding teacher, deepen their understanding about their respectively assigned classes, learn about the school's curriculum and obtain practice in realizing teaching situations, planning lessons and sequences of lessons (when applicable) as well as in evaluation. The students also practice their ICT-skills, especially graphic presentations, as supportive tools for learning, and deepen their expertise in special educational needs and learn to work together with their colleagues.

learning outcomes: After Part 1, the student will be able to:

- name the main elements of a teacher's job description
- recognize pupils' individual qualities and apply this knowledge in planning, delivering and evaluating teaching and learning
- recognize, make connections and interpret the school's curriculum for the taught year group
- organize, evaluate and analyze learning situations and plan a relevant lesson plan, as well as daily or more extensive teaching plans when needed
- use modern graphic presentations to support learning
- recognize pupils' individual needs which may require special attention and support
- share teaching experiences with colleagues

Contents:

- In primary education, the practice is holistic in its approach, including school work and the continuous evaluation of pupils.

- In grades 3-6, the main subjects are mother tongue, mathematics and nature study and science. The students will focus on one of the mentioned subjects, plan a test for the end of practice, and evaluate on various aspects of the learning process.
- taught lessons (20 hrs)
- lesson observations and feed back (30 hrs, 10 hrs during the week of planning)
- practice info (2 hrs)
- discussing through the special education assignment (22 hrs)

Learning activities and teaching methods:

2 L, 70 O, 63 IS

Recommended or required reading:

School curriculum, teaching material, additional materials (also web material).

Assessment methods and criteria:

Holding lessons and participation in all information, teaching observation and feedback sessions.

Grading:

Pass/conditional/fail

Person responsible:

Principal Seija Blomberg

391511A: Practice period 02, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Blomberg, Seija Kristiina

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

The student gets practice in planning, delivering and evaluating teaching and learning and in management of teaching situations. Focus is on didactics and especially on subject didactics. The student knows how to deliver goal orientated teaching, motivate learners, illustrate learning, use varied teaching methods and modern information technology to support teaching. The student will familiarize with curriculum and its development in the taught subjects.

objectives: After the Part 2, the student will be able to:

- organize and illustrate learning in a pedagogically engaging way in the practiced subject
- motivate and promote students learning in engaging manner (from perspective of didactics) using varied methods
- study, analyze and evaluate the curriculum and pupils' learning in the practised subject and further develop the curriculum
- use modern information and communication technology to diversify teaching

Contents:

- taught lessons (16 hrs) and lesson observations
- teaching preliminary lessons and observing them with the guidance of didactical expert
- feed back (24 hrs, 12 hrs during the week of planning)
- placement school info and guidance by the teacher in the placement school (21 hrs)
- seminar by the didactics teacher and guidance (12 hrs)

Learning activities and teaching methods:

2 L, 65 O, 68 IS

Recommended or required reading:

School curriculum, teaching material, additional didactical materials (also web material)

Assessment methods and criteria:

Holding lessons and participation in all information, teaching observation and feedback sessions.

Grading:

Pass/conditional/fail

Person responsible:

Principal Seija Blomberg

A250503: Education, advanced studies (Kajaani), 80 - 95 op

Voimassaolo: - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Study module

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

80 credits

Language of instruction:

Finnish

Contents:

392011S Media education (5 ECT)

Research studies and thesis papers (40 ECT)

392008S Research studies for the Master's thesis (5 ECT)

01) Advanced qualitative methodology (5 ECT) or

02) Advanced quantitative methodology (5 ECT)

392009S Master's thesis (35 ECT)

01) Seminar on research design (5 ECT)

02) Seminar on research methodology (15 ECT)

03) Master's thesis (15 ECT)

04) Maturity test (0 ECT)

Elective studies in professional development studies

Grading:

0-5

Compulsory

392010S: Supporting language and communication, 4 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:4th year**Learning outcomes:**

After completion, students are able to define the concepts of speech difficulties, language and communication and understand how they manifest at different ages. They are familiar with evaluation, teaching, support and remedial methods for language and communication. They possess the basic skills needed in evaluating and supporting language and communication skills, and are able to work collaboratively with other relevant professionals in the field.

Contents:

- development of speech, language and communication
- challenges in speech development, interaction
- Language problems - classification and manifestations
- Linguistic functions, tiered treatment and diagnosis
- Rehabilitation, teaching, support

Learning activities and teaching methods:

10 L, 22 O, 76 IS

Recommended or required reading:

Ahonen, T., Siiskonen, T. & Aro, T. (toim.) 2001. Sanat sekaisin. Kielelliset oppimisvaikeudet kouluikässä. Opetus 2000.

Kunnari, S. & Savinannen-Makkonen, T. (toim.) 2004. Mistä on pienten sanat tehty? Lasten äänteellinen kehitys. WSOY. [tai](#)

Launonen, K. 2007. Vuorovaikutus - kehitys, riskit ja tukeminen kuntoutuksen keinoin. Gummerus.

Haynes, W., Moran, M. & Pindzola, R. 2006. Communication disorders in the classroom. An introduction for professionals in school settings. Massachusetts: Jones and Bartlett.

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

Assessment methods and criteria:

Participation in all lectures and small-group sessions and completion of all assignments. Literature and lecture exam (alternative: studying a relevant work, e.g. by Haynes)

Grading:

0-5

Person responsible:

Lecturer Tuula Tervo-Määttä

392361S: Multiculturalism, 4 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:4th year**Learning outcomes:**

Students are able to orientate themselves towards encountering, handling and forging multiculturalism. They know how to present their knowledge and skills in the area by citing relevant literature and referring to theory. They are able to clarify the pedagogical, multicultural possibilities offered by integration, and are theoretically equipped to face multicultural learners according to their respective learning methods and needs. They learn how to perceive and use pedagogical methods necessary in facing and generating

multicultural processes. Students are also able to approach culturally sensitive multicultural pedagogy with the help of ethnic cultural orientation.

Contents:

- multiculturalism: concepts, perceived phenomena and their relationships
- familiarisation and contact with multicultural learning environments
- work in multicultural learning environments: observation, participation, investigation and reflection from the teacher's perspective
- advancing cross-cultural encounters
- ethnic culture orientation - towards culturally sensitive multicultural pedagogy

Learning activities and teaching methods:

24 L, 8 O, 76 IS, (or 108 IS literature study)

Recommended or required reading:

Course

Lappalainen, E-M. 2006. Kä-Ki-Ku-oppimistyyli yhdistää kielen ja kulttuurin opetuksen. Aikuiskasvatus: 26 (2006) 2, 7. artikkeli. <http://elektra.helsinki.fi/se/a/0358-6197/26/2/kakikuop.pdf> Lappalainen, E-M. 2008.

Käsityöoppiminen palvelee kulttuurien kohtauttamista. Käsistä ja kielestä kättä pidempää monikulttuurisuuspedagogikkaan. http://www.kaspaikka.fi/opettajanpoyta/artikkeleja/eeva-maija_lappalainen/monikulttuurisuus.doc

Mikkola, P. 2001. Kahden kulttuurin taitajaksi: maahanmuuttajaoppilaan monikulttuurinen identiteetti, tavoitteet ja toiminta. Turku: Turun yliopisto.

Rastas, A. Huttunen, L. & Löytty, O. (toim.) 2005. Suomalainen vieraskirja. Kuinka käsitellä monikulttuurisuutta. Tampere: Vastapaino.

Literature-study

Lappalainen, E-M. 2005: Kulttuurisesti sensitiivinen opettajuus; käden, kielen ja kulttuurin oppimisen yhdistäminen maahanmuuttajien koulutuksessa ja opettajan kasvupolulla. Väitöskirja. Oulun yliopisto. Gummerus.1-3 painokset.

Nieto, S. 1996/2000: Affirming Diversity. The sociopolitical context of multicultural education. New York Addison Wesley Longman. 1-3 painokset.

Richard-Amato, P. A. & Snow, M. A. 1992: The Multicultural Classroom. The Readings for Content-Area Teachers, California. Menlo Park. Addison-Wesley.

Soilamo, O. 2008. Opettajan monikulttuurinen työ. Väitöskirja. Kasvatustieteiden tiedekunta. Turun yliopisto. <https://oa.doria.fi/bitstream/handle/10024/36550/C267.pdf?sequence=1>

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

Assessment methods and criteria:

Course: participation in lectures, exercises, literature exam/essay

LitStudy: exam/essay

Grading:

0-5

Person responsible:

Lecturer

392011S: Media education, 4 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:

4th-5th year

Learning outcomes:

The course aims to develop a critical, active and comprehensive approach towards studying the world of media so that students understand its opportunities, significance and impact in the lives of children and the youth. We learn how media skills are adopted and developed from the perspective of children's and youth participation and community with an emphasis on media as a means of communication.

After completion, students will have an understanding of media as an tool of communication. They can critically assess the advantages and disadvantages of the media and analyse their own ways of using different media. Students are aware of what critical media literacy means, and is familiar with the pedagogical methods that can be used in guiding learners in analysing and interpreting media, in creating and expressing their observations and thoughts through media, and in participating in society and culture through media.

Contents:

- media education: introduction and objectives, core content, role in curricula
- the role of media and media-culture for children, youths, and families
- psychological importance and impact of media, relationship with media
- familiarisation with current media educational research
- media education - learning materials and methods

Learning activities and teaching methods:

Essay (literature) 108 IS OR group-work based course (30h)

Assessment methods and criteria:

Essay (according to guidelines) OR active participation in all aspects of the course

Grading:

0-5

Person responsible:

Head assistant/lecturer

Other information:

5 ECT studies for language immersion education students

392007S: Media methods, 4 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:

4th-5th year

Learning outcomes:

Students are familiar with the main aspects of mass communication and media industry, the basics of audiovisual learning materials production and methods as well as digital recording and editing equipment and their use. After completion, students are able to prepare different kinds of audiovisual learning material, e.g. videos and websites.

Contents:

Students:

- prepare a implementable script and filming plan
- independently complete all the shooting and recording of the material

- edit the material according to the instructions of the laboratory expert
- prepare performance contracts with the studio crew and make a recording of the program

Recommended or required reading:

Juholin, E. & Kuutti, H. Mediapeli - anatomia ja keinot. Uusin painos.
 Kukkasmäki, T. Kulttuuritoiminnan käsikirja. Uusin painos.
 Kunelius, R. Viestinnän vallassa. Johdatusta joukkoviestinnän kysymyksiin. Uusin painos.
 Heikkinen, R. 1999. Kulttuurin vainioilta ja korpisoilta.
 Availability of course books can be checked [here](#).

Assessment methods and criteria:

Lectures 2h, tutorials as needed. Students form groups of 2-4, make a plan on the chosen topic, and familiarize themselves with relevant literature. The actual production is to be completed according to the guidelines set by the coordinator.

Grading:

0-5

Person responsible:

Lecturer Reijo Heikkinen

392006S: Entrepreneurial pedagogy, 4 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

During the course, we look at how to foster internal and self-conditional entrepreneurship as a part of one's own work as well as that of the student. The aim is to instil an entrepreneurial attitude and to export that into teaching in practice. Students should understand the concepts, foundations and practices of entrepreneurship education as they are outlined in national policy. Entrepreneurship education should be understood as a part of the school's pedagogical work, and as a teacher's instrument in implementing different didactical models in different subjects.

During the course, we focus on relevant concepts and on how to apply them in education. We also look at examples of how to apply Entrepreneurship Education Guidelines 2015 and how to develop students' teaching skills in different subjects and thematic areas.

Contents:

- entrepreneurship education - theory
- entrepreneurship education: social position
- education policy as a part of the education system
- creativity, innovation, ideas, responsibility
- subject group curricula: familiarisation and analysis
- company visits in practice: organisation and legislation
- entrepreneurial characteristics
- managing one's own finances
- hidden curriculum and its impact on the learning environment
- Themes: civil participation and entrepreneurship, the human and technology

Learning activities and teaching methods:

24L, 12 O, 72 IS

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

Assessment methods and criteria:

Active participation in lectures, exercises and completion of assignments

Grading:

Pass/fail

Person responsible:

Lecturer Juha-Matti Turpeinen

392008S: Research studies for the Master's thesis, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

4th-5th (data collection 4th year autumn, data analysis 5th year autumn)

Learning outcomes:

Having completed their research studies, students have developed extensively in understanding epistemological thinking and in solving problems by means of scientific research. Students have a more profound level of understanding of epistemological principles and the practical implementation of qualitative and quantitative research than before. They fully understand the general paradigms behind qualitative research and quantitative research and adopted research approaches and can apply them in scientific research. Students are able to plan, collect, analyse and interpret qualitative data as well as report on them. Students take a critical approach in analysing and interpreting qualitative data and are able to evaluate and assess the reliability/accountability of qualitative research and aspects relating to ethics. Students have the capacity to collect and analyse research material for their advanced level research paper.

Contents:

01) advanced qualitative methodology OR
 02) advanced quantitative methodology

Grading:

0-5

Person responsible:

01) early childhood education professor
 02) educational sciences professor

Alternative

392008S-01: Advanced qualitative methodology, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

4th-5th (data collection 4th year autumn, data analysis 5th year autumn)

Learning outcomes:

Students develop their skills and abilities in scientific thinking and using research in problem-solving. The course gives the students the capacity to conduct data collection and analysis for their advanced level research studies work (Masters thesis).

Students understand the scientific principles and implementation practices of qualitative research at a deeper level than before. They fully understand the general paradigm behind qualitative research and adopted research approaches and are able to apply them in scientific research. Students are able to plan, collect, analyse and interpret qualitative data as well as report on them. Students take a critical approach in analysing and interpreting qualitative data and are able to evaluate and assess the reliability/accountability of qualitative research and aspects relating to ethics.

Contents:

Qualitative methodology

1) data collection and analysis methods and research ethics

2) conducting data analysis in research, interpretations and conclusions, reporting

Learning activities and teaching methods:

01) 8 L 12 O

02) 8 L 12 O

Recommended optional programme components:

-

Recommended or required reading:

Tuomi, J. & Sarajarvi, A. (2006 tai aikaisemmat painokset). Laadullinen tutkimus ja sisällönanalyysi. Availability of course books can be checked [here](#).

Assessment methods and criteria:

-

Grading:

0-5

Person responsible:

early childhood education professor

392008S-02: Advanced quantitative methodology, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:4th-5th (data collection 4th year autumn, data analysis 5th year autumn)**Learning outcomes:**

Students develop their skills and abilities in scientific thinking and using research in problem-solving. The course gives the students the capacity to conduct data collection and analysis for their advanced level research studies work (Masters thesis).

Students understand the scientific principles and implementation practices of quantitative research at a deeper level than before. They fully understand the general paradigm behind quantitative research and adopted research approaches and are able to apply them in scientific research. Students are able to plan, collect, analyse and interpret quantitative data as well as report on them. Students take a critical approach in analysing and interpreting quantitative data and are able to evaluate and assess the reliability/accountability of quantitative research and aspects relating to ethics.

Contents:

Quantitative methodology

1) Structuring research problems (structural model), operationalisation (measurement model) and data collection

02) Quantitative data analysis and interpretation

Learning activities and teaching methods:

16 L, 24 O, 95 IS (contact teaching as below or web-based work)

01) 8 L, 12 O

02) 8 L, 12 O

Recommended optional programme components:

-

Recommended or required reading:

Yli-Luoma, P. 2002. Johdatus kvantitatiivisiin analyysimenetelmiin SPSS for Windows-ohjelman avulla. Sipoo: IMDL.

Valli. 2005. Johdatus kvantitatiiviseen tutkimukseen.

Komulainen, E. & Karma, K. 2002. Tilastollisen kuvauksen perusteet käyttäytymistieteissä. 2. laitos.

Kasvatustieteen laitos, Helsingin yliopisto. <http://www.helsinki.fi/ktl/julkaisut/tkpk/index.htm>

<http://www.fsd.uta.fi/menetelmaopetus/index.html>

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

Assessment methods and criteria:

Course themes are approached through the student's own thesis research work.

Grading:

0-5

Person responsible:

Educational sciences professor

392009S: Master's thesis, 35 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

35 credits

Language of instruction:

Finnish

Timing:4th-5th year**Learning outcomes:**

Having completed their research studies, students have developed extensively in understanding epistemological thinking and in solving problems by means of scientific research. Students have a more profound level of understanding of epistemological principles and the practical implementation of qualitative and quantitative research than before. They fully understand the general paradigms behind qualitative research and quantitative research and adopted research approaches and can apply them in scientific research. Students are able to plan, collect, analyse and interpret qualitative data as well as report on them. Students take a critical approach in analysing and interpreting qualitative data and are able to evaluate and assess the reliability/accountability of qualitative research and aspects relating to ethics. Students are able to use methods of scientific communication and can convey their scientific knowledge and skills in a written maturity test in addition their research paper.

Contents:

- 01) Research design seminar
- 02) Methodology seminar
- 03) Masters thesis
- 04) Maturity test

Person responsible:

Announced yearly

*Compulsory***392009S-01: Seminar on research design, 5 op****Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Advanced Studies**Laji:** Partial credit**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 credits

Language of instruction:

Finnish

Timing:4th year/autumn**Learning outcomes:**

Students are able to prepare a research plan which is designed according to the chosen methodology. They are able to apply the knowledge and skills of the different stages of the research process and research methods that they have acquired during their research studies. Students are able to critically examine their own plan as well as the plans of their peers.

Learning activities and teaching methods:

20 O, 115 IS

Recommended or required reading:

The study of optional literature on methodology, which support the student's own research work, may be accredited separately by means of an exam, essays, or other work agreed with the supervisor, or it is used in the student's research literature.

Assessment methods and criteria:

The seminar focuses on the student's research designs and plans and relevant feedback, based on which students are able to independently complete their thesis work.

Grading:

Pass/fail

Person responsible:

Announced yearly

392009S-02: Seminar on research methodology, 15 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

15 credits

Language of instruction:

Finnish

Timing:

4th-5th year

Learning outcomes:

Students are familiar with the methods of their paradigm choice and are able to find the most appropriate one for the purposes of their research. Students collect, analyse and interpret their research material and report on it. Students are particularly familiar with the chosen methods, but are also knowledgeable of the strengths and weaknesses of other methods. Students are able to evaluate the reliability and usability of different methods.

Contents:

Problem areas; based on student presentations

Learning activities and teaching methods:

30 O, 375 IS

Recommended optional programme components:

1 of the 4 course parts of the 392009S-(01, 02, 03, 04) Masters thesis course. -01 must be completed before this part.

Recommended or required reading:

-

Assessment methods and criteria:

The study of optional literature on methodology, which support the student's own research work, may be accredited separately by means of an exam, essays, or other work agreed with the supervisor, or it is used in the student's research literature.

Grading:

Pass/fail

Person responsible:

Announced yearly

392009S-03: Master's thesis, 15 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Diploma thesis

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

15 credits

Timing:

5th year

Learning outcomes:

The students' have developed their sense of scientific thinking and the ability to make research-related decisions based on epistemological principles has developed. They are able to apply the selected research paradigm in their own research process. They can plan the research process independently and carry it out by collecting, analysing and interpreting data and report on it. Students are able to apply research methodology and methods in the topic of their choice. Students are able to make independent ethical choices and assess the reliability of their research work. Students are able to evaluate the success of their own work and the work of their peers. They are able to take advantage of the research studies content related to their bachelors and masters theses. Students are able to use scientific communication methods and convey their scientific knowledge and skills in a written maturity test in addition their research paper.

Learning activities and teaching methods:

Evaluation seminar 30 O, 375 IS

Recommended optional programme components:

1 of the 4 course parts of the 392009S-(01, 02, 03, 04) Masters thesis course. -01 and -02 must be completed before this part.

Assessment methods and criteria:

Presentation, opponence, and evaluation. Finished theses will be presented either in group evaluation seminars or, for example, during the course of departmental research theme days. For the M(Ed) degree, a written maturity test must be completed, which shows the student's knowledge in the research area, as well as Finnish/Swedish skills. Students do not have to be tested in their language skills if they already have done so at a Bachelor's level, however, their maturity in the research area and topic will be examined.

Grading:

1-5

Person responsible:

Announced yearly

392009S-04: Maturity test, 0 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

0 credits

Timing:

5th year

Learning outcomes:

For the M(Ed) degree, a written maturity test must be completed, which shows the student's knowledge in the research area, as well as Finnish/Swedish skills. Students do not have to be tested in their language skills if they already have done so at a Bachelor's level, however, their maturity in the research area and topic will be examined.

Grading:

Pass/fail

Person responsible:

Masters thesis supervisor

392905S: Applied teaching practice, 7 op**Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 credits

Language of instruction:

Finnish

Timing:4th-5th year**Learning outcomes:**

The student gains experience, depending on their areas of particular focus and interest, in different teaching and educational tasks, such as special education, immigrant education, teaching children aged 4-8 years, small-group teaching, basic education in grades 7-9 and youth work. The student will learn to make observations about the school as an organisation and about the teacher's role as a member of the school community and a promoter of well-being. The student will familiarize with the cooperation with the school and different organisations and also with teachers' collegial cooperation.

objectives: After the practice, the student will be able to

- observe the school as an organisation and be aware of the teacher's role as the member of the organisation as well as about teacher's opportunities to affect the fluency of schooling
- outline and interpret a teacher's opportunities to promote pupils' well-being and participation in the society through working in school council
- analyze student care and how to develop it in order to promote well-being
- understand the principles of inclusive teaching and the use of individualized education plans (IEPs) as a tool for teachers
- promote and maintain cooperation between school and home
- understand the meaning of cooperation with colleagues and know how to implement it in both internal and external cooperation
- organize, deliver and evaluate the possibilities of extensive teacherhood in the assigned practice school

Contents:

the applied practice is carried out in pairs

- taught lessons (25 hrs)
- lesson observations and feed back about teaching partner's lessons (24 hrs, 12 hrs during the week of planning)
- the student will take part in different daily events at the school (e.g. teacher meetings, teamwork meetings, student care meetings, club activities etc (10 hrs))
- The principal will familiarize students with the school as an organisation (2 hrs)
- feedback discussion (2 hrs)
- 14 hrs of guidance per pair from guiding teacher or 8 hrs when working alone

Learning activities and teaching methods:

3 L, 96 O, 117 IS

Recommended optional programme components:

-

Recommended or required reading:

School curriculum, teaching materials, other complementary materials.

Assessment methods and criteria:

Giving/observing lessons and active participation in all seminars, feedback sessions and supervisions.

Grading:

Pass/conditional/fail

Person responsible:

Principal Seija Blomberg

392906S: Advanced teaching practice, 8 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Blomberg, Seija Kristiina

Opintokohteen kielet: Finnish

ECTS Credits:

8 credits

Language of instruction:

Finnish

Timing:

4th-5th year

Learning outcomes:

The students know how to work independently and actively as a teacher and educator and is able to take on the responsibility that comes with it. The students know how to work as the leader of the class and create and maintain functional interaction within the class. The students are able to plan, deliver and evaluate teaching learning periods based on the curriculum. The students aspire to diversify their expertise by implementing investigative and experimental teaching and developing new pedagogical ideas in the class room. The students are aware of how to network and cooperate with parents and guardians and other educational partners.

After the Part 3, the student will be able to:

- take responsibility of the leadership of the class and maintain natural interaction in teaching and in educational situations
- analyze their work as a teacher and as an educator and reflect own practical pedagogical theory
- start observing teacherhood from the perspective of working life and can appreciate the nature of the teaching that will arise from the natural and mutual interaction of the teacher and a pupil
- take societal responsibility for schooling and teaching as well as initiate a natural level of cooperation between school and home.

Contents:

- the practice works best when working in pairs
- taught lessons (40 hrs, 6-10 hrs can be team teaching with practice partner)
- intensive practice as a class teacher (28-35 hrs) focusing on mother tongue, mathematics and nature and science
- subject didactics (5-12 hrs) in one subject that the student are responsible for
- the students plan and deliver a subject teaching entity that integrates social functions and networking, a public or third sector, or cooperation between the home and the school.
- Two lessons of each student will be recorded on video. The recorded lessons will be discussed with guiding teachers.
- the students will set a developmental task that they will work on during the practice and plan a 6-8 pages long evaluated essay which they discuss their own teacherhood: "What kind of a teacher am I?"
- lesson observation: assigned class (24 hrs) including observing the practice partner (12 hrs)

- lesson observation: during plenary week (10 hrs)
- lesson observation: observing other classes towards the end of the practice (10 hrs)

Learning activities and teaching methods:

3 L, 96 O, 117 IS

Recommended optional programme components:

-

Recommended or required reading:

School curriculum, teaching materials, other complementary materials.

Assessment methods and criteria:

Giving/observing lessons and active participation in all seminars, feedback sessions and supervisions.

Grading:

Pass/fail

Person responsible:

Principal Seija BLomberg

Alternative

392362S: Optional course chosen by the student, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Timing:

4th-5th year

Learning outcomes:

Students can replace one 5 ECT course with an independently planned and pre-approved course outline.

Grading:

Pass/fail

Person responsible:

Timo Mauno

392377S: Innovative project work, 5 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:4th-5th year**Learning outcomes:**

Students deepen their knowledge and understanding of the teaching profession based on a theme which is chosen yearly. The idea is to study this theme from the perspective of a primary teacher and to find new approaches in implementing project work in teaching. Produced coursework can be a planned and realised field experiment in teaching or another project that has to do with primary teaching, e.g. research in arts subjects or other cross-disciplinary integration in the daily life of the school.

Students take deeper and more extensive look at the teaching profession and discover new perspectives which support professional development. Students are encouraged to develop their work and to realize different kinds of projects and teaching experiments in education and teaching. They are able to apply the contents and methods of they have learned during the course of their studies in projects and are comfortable in taking responsibility for their actions.

Learning activities and teaching methods:

8 L, 28 O, 99 IS

Assessment methods and criteria:

Participation in lectures, exercises and seminars. Designing, implementing and documenting project work.

Grading:

0-5

Person responsible:

Lecturer

392366S: Civic education, 5 op**Voimassaolo:** 01.08.2008 - 31.07.2013**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 credits

Language of instruction:

Finnish

Timing:4th-5th year**Learning outcomes:**

Students familiarize themselves with civic education and its methods in basic education and teacher education.

Students are familiar with the principles of civic education and are able to use relevant terms and concepts. They are familiar with the different phases of civic education in Finland and on an international level.

Students understand the relation between civic education and their own schooling and are able to apply this knowledge in practice in educational and teaching work.

Contents:

- civic education as a concept
- civic education and teacher education
- civic education in other parts of the world
- civic education in practice in basic education

Learning activities and teaching methods:

10 L 10 O 115 IS

Recommended or required reading:

Suutarinen Sakari. 2006. Tietopainotteisen kansalaiskasvatuksen aika ohi Suomessa.
 Kalaoja, Esko. 2002. Palveluoppiminen koulujen kehittämisessä. Teoksessa: Suortti & Heikkinen: Mieli, tiede ja teknologia. Opetusmonisteita ja selosteita 17. Kajaanin opettajankoulutusyksikkö.
 Kansainvälisiä artikkeleita citizenship education -teemasta.
 Availability of course books can be checked [here](#).

Assessment methods and criteria:

Essay, literature exam, practical application and reporting.

Grading:

0-5

Person responsible:

Didactics professor

392367S: Cultural and experienced childhoods, 5 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

5th year

Learning outcomes:

The course aims to develop critical, multi-faceted, generalisation-avoiding thought and thinking on children and childhood by studying childhood as a historically, societal and culturally structured phenomenon, in which children's individual and social existence as children is realized. The term "cultural" includes those environments created by history, society, time and place, in which childhoods are defined, structured and experienced.

After completion, students will realize the complexities of childhood and be able to find the similarities and differences of childhood experiences irrespective of differences dependent on time and place. They understand that, within different culturally structured childhoods, every individual child will live and experience a unique experiential and transitional childhood "here and now", especially as it applies to working with children.

Students are provided with the conceptual tools to analyse childhood in the social, cultural and historical contexts.

Learning activities and teaching methods:

135 IS

Assessment methods and criteria:

Essay, based on scientific literature, arts literature, and analysis of own experiences. Students can complete this course according to their own schedules. Assignments set by coordinator.

Grading:

0-5

Person responsible:

Hilkka Munter

392368S: Supporting socio-emotional growth, 5 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

4th-5th

Learning outcomes:

The course looks at the roots of psychological growth, harmful development factors, and the evaluation and pedagogical support of socio-emotional challenges of children in need of extra support.

Students are familiar with the mental and social development of the child. They understand the impact of interaction, societal factors and institutions on the child's psycho-social development and possible related problems. They are able to name the evaluation methods used in identifying problems and are familiar with the guidance procedures for further investigation. They can identify the main treatment methods and therapies, and are familiar with the risk factors related to psycho-social development.

Contents:

- the development of the emotional psyche and sociality in children and youth
- different approaches to risk factors in psychological development
- family and close interaction - supporting the child's emotional psyche
- the support of day care, school, and special staff
- emotional and behavioural problems
- identifying the need for support and guiding to appropriate services
- supporting development, problem prevention and treatment

Learning activities and teaching methods:

10L 26O 62 IS or literature-study 135 IS

Recommended or required reading:

Moilanen, I., Räsänen, E., Tamminen, T. & Almqvist, F., Kumpulainen, K. & Piha, P., (toim.) 2004. Lasten- ja nuorisopsykiatria. Duodecim.

Sinkkonen, J. & Pihlaja, P. (toim.) 1999. Ulos umpikujasta. Miten auttaa tunnehäiriöistä lasta. WSOY. tai Salmivalli, C. 2005. Kaverien kanssa. Vertaissuhteet ja sosiaalinen kehitys. PS- kustannus. tai Cacciatore, R. 2007. Aggression portaat. Opetusmateriaali kouluille. OPH. tai

Turtonen, J. 2006. Mielenterveysongelmat. Mistä apua? Minerva kustannus.

Kauffman, J. 2005. Characteristics of emotional and behavioral disorders of children and youth. Prentice-Hall.

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

Assessment methods and criteria:

Participation in learning assignments, theme day, lectures, and small-group sessions and exam/essay /summary of Kauffman et al and Moilanen et al. (Essay/summary 20-25 pages)

Grading:

0-5

Person responsible:

Lecturer Tuula Tervo-Määttä

392369S: Early development, interaction and learning, 5 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

4th-5th

Learning outcomes:

The course deepens the students' knowledge of issues related to early development, interaction and learning with the professional growth of the students in mind.

Having familiarized themselves with recent studies and practices, students will be able to analyse the factors which create conditions beneficial to developmental learning in early childhood. Students can evaluate those challenges which today's education imposes on children and their support circle, and can use this information in supporting their own professional development.

Assessment methods and criteria:

exam/essay

Grading:

0-5

Person responsible:

Hilkka Munter

392371S: Gender, equity and education, 5 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

4th-5th year

Learning outcomes:

We take a deeper look at the social structuring of gender and at how educational practices can restrict and provide opportunities for girls and for boys. We familiarize ourselves with gender role models and teaching and guidance practices which eradicate practices resulting in inequality.

After completion students are able to distinguish between how the gender system produces, maintains and reinforces the roles between boys and girls and women and men, and how a stereotypical gender system prevents equality and the development of personal and individual characteristics, especially in schools.

Students identify the thinking and underlying features at the heart of their own gender classification systems and find methods by which they can facilitate equal opportunities.

Contents:

Literature study: 135 IS, or project work

Assessment methods and criteria:

If the course is completed as a literature-study: essay/exam.(according to student's own schedule).

Coordinator sets assignments.

Grading:

0-5

Person responsible:

Hilkka Munter

392373S: Educational administration, 5 op**Voimassaolo:** 01.08.2008 - 31.07.2013**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 credits

Language of instruction:

Finnish

Timing:4th-5th year**Learning outcomes:**

Students familiarize themselves with educational administration and learn the administrative structures and principles behind the work of public servants in the field. Students learn about legislation concerning school administration and teaching and can apply the basic laws regarding education in their work.

Students are familiar with educational administration in terms of its structure and systems of procedure.

Students understand the principles of jurisdiction of administrative authorities. Students are familiar with the central laws and regulations concerning teaching and education and understand how they relate to teaching work.

Contents:

- administrative procedure
- administrative law in use
- municipal court
- education authorities - legislation
- tasks of different educational authorities and figures
- the teacher within the school administration organisation

Learning activities and teaching methods:

20L 10 O 105 IS

Recommended or required reading:

Pennanen, A. (toim.). 2007. Koulun johtamisen avaimia. PS-kustannus.

Kettunen, T. 2007. Uuteen kouluun. PS-kustannus.

Availability of course books can be checked [here](#).**Assessment methods and criteria:**

Lectures, exercises, literature and legislation study, exam.

Grading:

0-5

Person responsible:

Teacher

392374S: Multidisciplinary networking and educational partnership, 5 op**Voimassaolo:** 01.08.2008 - 31.07.2013**Opiskelumuoto:** Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Language of instruction:

Finnish

Timing:

4th-5th year

Learning outcomes:

The course focuses on the concepts, objectives and realisation of beneficial multi-sectoral collaboration in early childhood education and schooling, which is based on the child's and his/her family's developmental needs.

Learning activities and teaching methods:

Literature-study 135 IS

Recommended or required reading:

-

Assessment methods and criteria:

Analysis of literature and/or own experiences and an essay on own development project which students can complete according to their own timetables. Please see coordinator.

Grading:

0-5

Person responsible:

Hilkka Munter

392375S: Learning difficulties, 5 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

4th-5th year

Learning outcomes:

Students are able to define and identify difficulties in learning, attention, reading, writing and mathematics. They can select and apply pedagogical methods in their evaluation and their provision of support. Students are able to direct the learner and the family towards further support and rehabilitation services if needed. Students are familiar with the principles of multi-sectoral teamwork.

Contents:

- learning difficulties: concepts and problems in cognitive processes
- learning blocks: identification and pedagogical assessment
- surfacing of learning difficulties and capacities
- rehabilitation and support services
- special teaching and intensive support: reading, writing, maths, and foreign language

Learning activities and teaching methods:

10 L 24 O 101 IS

Recommended or required reading:

Ahonen, T. & Aro, T. (toim.) 2003. Oppimisvaikeudet. Kuntoutus ja opetus yksilöllisen kehityksen tukena. WSOY (osittain).

Rintala, P., Ahonen, T., Cantell, M. & Nissinen, A. (toim.) 2005. Liiku ja opi. Liikunnasta apua oppimisvaikeuksiin. PS -kustannus.

Lerikkanen, M-K. 2006. Lukemaan oppiminen ja opettaminen esi- ja alkuopetuksessa. WSOY. tai

Takala, M. & Kontu, E. (toim.) 2006. Luki -vaikeudesta luki -taitoon. Yliopistopaino.

Dufva, M. (toim.) Kimara. Kielellisiä ja matemaattisia oppimisvaikeuksia ennaltaehkäisevä toimintamalli alkuopetuksessa: arvioinnista opetukseen. Turun oppimiskeskus.

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

Assessment methods and criteria:

Participation in lectures, small-group sessions and completion of assignments. Lecture and literature exam.

Grading:

0-5

Person responsible:

Lecturer Tuula Tervo-Määttä

392376S: Supervised practice in special education, 5 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

4th-5th year

Learning outcomes:

Students attend a three-week practical training period in special education at a facility providing early childhood education or lower primary education. They plan and provide special support services for a child or a group of children together with their supervising teacher. They document the practice period in their study journals, describing in it how they apply theory with practice. In this report, students also compare different pedagogical approaches and discuss their own pedagogical choices.

Contents:

The practice period includes practical training, group work, literature study, assignments and supervisions. Lessons are parts thereof held by students can be for groups, small-groups are simultaneous teaching.

Learning activities and teaching methods:

2 L 24 O 109 IS (introductory lecture 2h, video seminars 24h)

Recommended or required reading:

Cooper, P. (ed.) 2000. Understanding and Supporting Children with Emotional Behavioural Difficulties.

Saloviita, T. 2008. Työrauha luokkaan. Löydä omat toimintamallisi. PS-kustannus.

Atjonen, P. 2007. Hyvä, paha arviointi. Tammi.

Rimpiläinen, P. & Bruun, J. 2007. Värikkäät oppilaamme. Opetushallitus. http://www.edu.fi/julkaisut/varikkaat_oppilaamme.pdf

Heinämäki, L. 2005. Varhaista tukea lapselle. Työvälineenä kehittämisvalikko. Stakes, oppaita 62.

Heinämäki, L. 2007. Varhaista tukea koulun arkeen. Työvälineenä kehittämisvalikko. Stakes, oppaita 67.

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

Assessment methods and criteria:

The practice period is completed according to the practice period plan approved at the beginning of the course. The plan includes both implementation methods as well as relevant literature. The first week of the PP will be an orientation week, consisting mainly of observing and during which the student gains an understanding of the learning environment and the children/learners and their learning difficulties and needs. By following the teacher, students familiarize themselves with relevant aspects of teaching as well as methods and materials. Actual guidance and teaching may begin by joint teaching. Students are to give /be responsible for 25h of lessons during the course. Halfway into their practice, students will videotape one session/lesson they held on their own (min.20 min). Towards the end, another session/lesson will be videotaped. The videos will be analysed in small groups during contact teaching periods. Students are to keep study journals. The work done during the period will not be paid for.

Grading:

Pass/fail

Person responsible:

Lecturer Tuula Tervo-Määttä

392364S: Optional teaching practice, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Timo Mauno

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Timing:

4th-5th year

Learning outcomes:

During the optional practice period, students have the opportunity to enhance their professional capacities in performing different educational tasks. Student complete this practice period according to their own field of expertise in an area which deals either directly or indirectly with education. It can also be completed in a primary school in the student's home municipality or normal school in the student's minor studies subject. Students learn more about how to shape their careers. They are more deeply engaged with the field of education and teaching, and are able to recognize their own strengths at the Masters level, and to supplement their views on the individuality of career paths. Relates to course on growing into teacherhood.

Contents:

The venue of the practice period should be different from the compulsory practice periods or other practice that are a part of the student's studies (normal school practices, field practice). Possible themes or venues: alternative schools, day care centres, special education, lower secondary/middle school, administration, adult education or youth education, multiculturalism, family and children's homes.

Learning activities and teaching methods:

135 IS

Recommended optional programme components:

-

Recommended or required reading:

Wilenius, Reijo.2002. Miten käy lasten ja nuorten? Keskustelua ja filosofiaa kasvatuksesta. Dialogia: Helsinki. - Lue tästä ainakin sivut 53-94.

Räsänen, P. & Arikoski, J. & Mäntynen, P: & Perttula, J. (toim.) 1999. Opettajuuden psykologia. Jyväskylä: Julkishallinnon koulutuskeskus.

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

Assessment methods and criteria:

3 weeks fulltime (no imbursement). Study journal.

Grading:

0-5

Person responsible:

Timo Mauno

392360S: Play and narrative learning environments, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

5th year

Learning outcomes:

The course examines the importance of the narrative in the functioning, learning and development of children and the development of narrative play-worlds. Students understand the basis behind a child's plot-based activities and pretend. Students are able in the indirect methods of guiding play. Students can structure different kinds of plotted playing and learning environments.

Learning activities and teaching methods:

135 IS

Grading:

0-5

Person responsible:

Hilkka Munter

392359S: Small school pedagogy, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

4th-5th year

Learning outcomes:

Students familiarize themselves with small school pedagogy in Finland and abroad, and gain the capacity to use and develop them in their work.

Students are familiar with the principle traits of small school pedagogy and understand the pedagogical perspectives relating to co-learning among different age-levels. They are familiar with the most common relevant learning and teaching practices and understand the educational philosophy behind them. Students can identify positive and negative perspectives related to small schools.

Contents:

- different age learning practices at home and abroad, familiarization with the theory behind it
- the school and the surrounding community - community pedagogy

Learning activities and teaching methods:

- A. Seminar sessions 20 L, 115 IS
B. Literature-study 135 IS

Recommended or required reading:

(*) Literature-study B:

1. Catherine Mulryan-Kyne: The Grouping Practices of Teachers in Small Two-Teacher Primary Schools in the Republic of Ireland. (Artikkele löytyy Googlella hakusanana artikkelin otsikko)
2. Esko Kalaoja: Pienkoulupedagogiikka. Opetusmoniste 2008. (saatavana monistamosta)
3. Sigsworth & Solstad.2001. Making small schools work. A handbook for Teachers in small rural schools. Availability of course books can be checked [here](#).

Assessment methods and criteria:

A. participation in seminars, preliminary introduction to a given topic. Exam: small school pedagogy 2008-paper and other course materials.

Grading:

0-5

392358S: Health education, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

5th year

Learning outcomes:

Students view health education as a part of the broader promotion of health and safety at the school and understand the importance of collaboration in furthering well-being. Student develop their ability to apply central theories on education and teaching in health education, explore their own strengths and weaknesses as well as their conceptualisations of teaching health education and knowledge and health promotion. Students familiarize themselves with relevant curricula and aspects relating to planning, implementing and evaluating health education.

After completion, the students will be able to support school health and safety by means of health education. The students can explain the reasons for the interactive promotion of well-being in schools. The students can apply the central theories of education to health education and are able to use their own strengths to identify areas in need of development in relation to teaching health education. The students are able to plan, deliver and evaluate goal-based teaching at the primary school level.

Contents:

- Health of youth and children
- Furthering health, health education and health knowledge
- Health education in the basic education curriculum
- Core content-areas

- Teaching methods and learning materials
- Planning, implementing, evaluating

Learning activities and teaching methods:

12 L, 14 O, 109 IS or literature-study 135 IS

Recommended or required reading:

Peltonen, H. & Kannas, L. (toim.) 2005. Terveystieto tutuksi -ensiapua terveystiedon opettamiseen.
Kannas, L. (toim.) 2004. Koululaisten terveys ja terveystietäytyminen muutoksessa. WHO-Koululaistutkimus 20 vuotta.

Kannas, L. & Tyrväinen, H. (toim.) Virikkeitä terveystiedon opetukseen

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

Assessment methods and criteria:

Active participation in lectures and exercises and completion of assignments/literature exam. Contact teaching course/literature-study alternate on a yearly basis.

Grading:

0-5

392357S: Technology education, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

5th year

Learning outcomes:

During this course, we look at the theme of "Humans and technology" from the national basic education curriculum. Technology education is an area of teaching related to general civic skills which has grown increasingly common in different parts of the world. The educational objective of the area is technological sophistication. Technology education schools future decision-makers, who are able to critically assess the effects of new technological solutions on the daily lives of individuals and societies with sustainable development in mind. Students are to understand that technological sophistication is always socially tied to the degree of development but unrelated to gender, profession or social position at the individual level. A characteristic learning situation in technology education is based on the learner being able to make use of former knowledge and skills.

Contents:

- everyday technological phenomena
- we go through primary level educational practices which have been experienced to work well
- applicable learning environments
- technology education in other parts of the world
- new curricula and themes: humans and technology
- problem-solving skills, designing skills, interaction skills, mathematical skills, communication skills, self-guidance and evaluation skills, teamwork skills, technology production and working skills

Learning activities and teaching methods:

12 L, 20 O, 103 IS

Recommended or required reading:

Parikka Matti (et. all) 2000. Kohti teknologiakasvatuksen teoriaa. Osin.

Mankinen, Pentti. 2000. Näkökulmia yrittäjyys- ja teknologiakasvatuksen kehittämiseen Suomessa: Osa 2 & osa 3. Osin.

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

Assessment methods and criteria:

Lectures, exercises, company visit, written assignment.

Grading:

Pass/fail

Person responsible:

Lecturer Juha-Matti Turpeinen

392356S: National culture and globalisation, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

4th -5th year

Learning outcomes:

Local area education 3 ECT: The course provides students with the basic knowledge in the core aspects, subareas, method and working practice in home region education. After completion students will be able to teach things relating to the home region, local knowledge, landscape aesthetics and the environment, and can reinforce their learners' local identities

International education 2 ECT: The course provides students with the basic knowledge on international education and relevant teaching methods, the advantages and disadvantages of globalisation, and international organisations. After completion students will be able to teach international education in a cross-cutting fashion and to foster learner interest in international cooperation, peace and human rights issues.

Contents:

1 Local area education

- main concepts
- as a part of teaching environment-orientating teaching
- foundation, subareas and objectives
- importance for the individual
- landscape types and classification
- learning materials

2 International education

- what is international education?
- how is it realized?
- international intergovernmental organisations
- international NGOs
- the UN and its suborganisations
- forms of development cooperation

Learning activities and teaching methods:

01) 24 L, 57 IS

02) 16 L, 38 IS

Recommended or required reading:

Asunmaa, Martti. Kotiseutu tutuksi. Paikalliskulttuurin tutkiminen koulussa.

Monokulttuurista monikulttuuriin. Uusin painos.

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

Assessment methods and criteria:

Participation in lectures and exam

Grading:

0-5

Person responsible:

Reijo Heikkinen

392355S: Classics of education, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Timing:

4th-5th year

Learning outcomes:

Students deepen their understanding of philosophical thought in education and the significance of the classic idea of sophistication and civilisation for the educator.

After completion students will be able to assess and compare different thinkers' ideas on humanity, education and other world views. Students prepare a presentation which focuses on one thinker or pedagogue in particular and deepen their interpretations of a classic work with the help of additional and critical literature, a list of which is given during the lectures.

Contents:

- different ideas of values, knowledge and reality as a basis for education and schooling
- the philosophical foundation of a teacher and its significance
- the ethical dimensions of education, issues in professional ethics for teachers
- classic education and civilisation theories and using them in viewing educational issues in postmodern society

Learning activities and teaching methods:

Course: 12 L, 14 O, 109 IS OR literature-study 135 IS

Recommended or required reading:

- Platon (1933) Valtio
- Aristoteles (1989) Nikomakhoksen etiikka
- Comenius (1928) Didactica magna
- Locke (1914) Muutamia mietteitä kasvatuksesta
- Rousseau (1933) Emile eli kasvatuksesta
- Pestalozzi (1933) Kuinka Gertrud opettaa lapsiansa: koe antaa äideille ohjeita, miten heidän itse tulee opettaa lapsiansa
- Pestalozzi (1935) Lienhart ja Gertrud: kirja kansaa varten 1-2
- Herbart (1986) Systematische Pädagogik
- Dewey (1957) Koulu ja yhteiskunta
- Steiner (1983) Lapsen kasvatusta hengentieteen kannalta
- Montessori (1941) Lapsen salaisuus
- Cleve (1886) Koulujen kasvatustapa
- Hollo (1927) Kasvatuksen teoria: johdantoa yleiseen kasvatustapaan
- Hollo (1952) Kasvatuksen maailma
- Soininen (1923), (1929) Opetustapa 1-2

- Salo (1952) Johdatus yleiseen kasvatustoppiin
- Salomaa (1950) Tie ihmisyyteen. Kansalaisen itsekasvatuksen perusteita
- Ahlman (1939) Kulttuurin perustekijöitä
- Ahlman (1953) Ihmisen probleemi

Literature-study: the student chooses one of the following literature packages and undergoes examination on it during a general exam day.

Kirjapaketti 1.

Platon (1933) Valtio.

Aristoteles (1989) Nikomakhoksen etiikka.

Kirjapaketti 2.

Comenius (1928) Suuri opetusoppi.

Dewey, Democracy and education 1916 (luvut 1-8 sekä 24-26) (The Middle Works of John Dewey 1899-1924. Volume 9).

Kirjapaketti 3.

Rousseau (1933) Emile eli kasvatuksesta.

Kirjapaketti 4.

Hollo (1952) Kasvatuksen maailma ja sen lisäksi

joko Soinin (1923), (1929) Opetusoppi 1-2 tai

Salo, 1952, Johdatus yleiseen kasvatustoppiin.

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

Assessment methods and criteria:

Course: participation in lectures, seminar, classic work and opponence

Literature-study: exam (selected literature package)

Grading:

0-5

Person responsible:

Lecturer

392363S: Other options, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Timing:

4th-5th year

Contents:

A literature package that consists of several alternative Finnish and foreign language texts and/or scientific journal articles or other materials. Students choose a viewpoint that particularly interests them on the basis of their literature study, which they explore in an essay. A 5 ECT essay requires ca. 500-700 pages of read literature, depending on language and other difficulty ratings. If the course involves practical project work, the literature scope is smaller.

Learning activities and teaching methods:

Optional courses offered according to available resources. Other options are announced separately every year.

Recommended or required reading:

Participation and literature negotiated with coordinator/teacher.

Assessment methods and criteria:

Essay 12-15 pages

Grading:

Pass/fail

Person responsible:

Timo Mauno

A250501: Education, basic studies (Kajaani), 25 op**Voimassaolo:** - 31.07.2013**Opiskelumuoto:** Basic Studies**Laji:** Study module**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

25 Credits

Language of instruction:

Finnish

Contents:

390511P History and philosophy of education (7 ECT)

01) History of education (4 ECT)

02) Philosophy of education (3 ECT)

390512P Education and society (7 ECT)

01) Sociology and education (4 ECT)

02) Education as a cultural phenomenon (3 ECT)

390513P Development, education and guidance of learning (7 ECT)

01) Development and education (3 ECT)

02) Learning and teaching (4 ECT)

390514 P Educational research (4 ECT)

Grading:

1-5

*Compulsory***390511P: History and philosophy of education, 7 op****Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

7 credits

Language of instruction:

Finnish

Timing:1st year**Contents:**

01) History of education

02) Philosophy of education

Grading:

0-5

*Compulsory***390511P-01: History of education, 4 op****Voimassaolo:** 01.08.2008 - 31.07.2013**Opiskelumuoto:** Basic Studies**Laji:** Partial credit**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

4 credits

Language of instruction:

Finnish

Timing:1st year/autumn**Learning outcomes:**

The course aims to introduce the students to the main trends in the history of education from ancient Sumer to the great educational thinkers of the 20th Century, and to give information on the core educational philosophies and pedagogical streams which have influenced our modern education system. After completion, the students will be familiar with, e.g. the big names in educational history and the most important pedagogical reformative developments from the working education method to the Montessori method.

Contents:

- education in different high cultures
- education and schooling in the Middle Ages
- education and schooling in modern times
- Central figures in education and schooling development

Learning activities and teaching methods:

20 L, 88 IS

Recommended or required reading:

The student chooses two of the following:

Hänninen & Valli. Suomen lastentarhatyön ja varhaiskasvatuksen historia. Uusin painos.

Syväoja, H. Kansakoulu - suomalaisten kasvattaja. Uusin painos.

Lampinen, O. Suomen koulutusjärjestelmän kehitys. Uusin painos.

Kuikka, M.T. Suomalaisen koulutuksen vaiheet. Uusin painos.

Vuorio-Lehtinen M. & Nieminen M.(toim.)2003. Kasvatushistoria nyt. Turun yliopisto.

Availability of course books can be checked [here](#).**Assessment methods and criteria:**

Participation in lectures and literature exam.

Grading:

0-5

Person responsible:

Lecturer

390511P-02: Philosophy of education, 3 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

1st year/Autumn

Learning outcomes:

Intended learning outcomes: Students are familiar with the main lines of research in the philosophy of education. Subsequently, students are able to understand effective questioning in education, educational philosophy research and in the discussion on the relationship between theory and practice. Students understand the relationship between science and knowledge and education, and are familiar with the thinking of classic educational theorists. Students are able to identify and analyse ethical and philosophical problems related to education and teaching and understand their ethical responsibilities as teachers.

Contents:

- 1) Science as a system
- 2) What is knowledge in education?
- 3) Theories in education - examples of classic conceptualisations: Comenius, Rousseau, Dewey
- 4) Education and ethics
- 5) Theory and practice in education - the problem of dualism
- 6) Ethics of a good teacher

Learning activities and teaching methods:

20 L, 61 IS

Recommended or required reading:

-

Assessment methods and criteria:

Participation in lectures. Also, a literature search in the field will be conducted in preparation for a written group assignment (essay).

Grading:

0-5

Person responsible:

Professor

390512P: Education and society, 7 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

7 credits

Language of instruction:

Finnish

Timing:

1st year

Contents:

- 01) Sociology of education 4 ECT
02) Education as a cultural phenomenon 3 ECT

Compulsory

390512P-01: Sociology and education, 4 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:

1st year/autumn

Learning outcomes:

The students learn the basic concepts and central research areas in the sociology of education. After completion, students will be familiar with the basic concepts in the area and will understand educational sociology as an area of historical development. The students will be able to apply knowledge in the area in analysing education in terms of socialisation and the development of the individual.

Contents:

- basic concepts in the sociology of education
- overview of the birth and traditions of educational sociology
- Basic features of Finnish educational sociology
- Education as socialisation and development of the individual
- The social tasks of education

Learning activities and teaching methods:

20 L, 88 IS

Recommended or required reading:

Antikainen, A., Rinne, R. & Koski, L. 2000. Kasvatussosiologia. Helsinki: WSOY.
Availability of course books can be checked [here](#).

Assessment methods and criteria:

Participation in the lectures and a literature exam.

Grading:

0-5

Person responsible:

Lecturer

390512P-02: Education as a cultural phenomenon, 3 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

1st year /autumn

Learning outcomes:

1. Students are familiar with multiculturalism as a concept and phenomenon in society and its inherent relativity and interconnectedness. Students view education as a cultural phenomenon.
2. They are able to effectively approach the challenge multiculturalism places on schools and teacherhood through constructive intercultural dialogue.

Contents:

- multiculturalism: concepts, observations and their relationships
- familiarisation with multicultural learning environments
- exploring multiculturalism from the teacher's perspective
- ethnicity, culture, language, nationality and identity

Learning activities and teaching methods:

6 L, 18 O, 57 IS

Recommended or required reading:

Talib, M-T. 2002. Monikulttuurinen koulu. Haaste ja mahdollisuus. Helsinki: Kirjapaja.

Niemi, H. & Sarras, R. (toim.) 2007. Erilaisuuden valot ja varjot. Eettinen kasvatus koulussa. Otava.

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

Assessment methods and criteria:

Participation in lectures and exercises, exam/essay

Grading:

0-5

Person responsible:

Lecturer

390513P: Development, education and guidance of learning, 7 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

7 credits

Language of instruction:

Finnish

Timing:

1st year

Contents:

01) Development and education 3 ECT

02) Learning and teaching 4 ECT

Grading:

0-5

Compulsory

390513P-01: Development and education, 3 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

1st year / spring

Learning outcomes:

The course aims to aid students in discovering how understanding the central relationships between development, education and teaching function as the basis for educational work. It gives students the capacity to view development and education as culturally bound and interactive lifelong process which highlights the respective activism of a developing child, youth or adult.

After completion, students understand the main aspects of both theory and practice which are used to explain and research development and education. They are knowledgeable of different factors which impact development and education at different stages and are able to distinguish between their differences in significance in different developmental phenomenon. They generate an explorative and investigative attitude towards applying this knowledge in various developmental and educational situations which arise in children's, youth's and learning environments.

Contents:

- Core concepts and theoretical foundations of development and developmental psychology and comparing them.
- Personality development and developmental transitions from early childhood to adulthood
- Cultural impartation of developmental processes and the relationship between the individual and society in development
- Home, day-care, and school the peer-cultures of children and youths as educational and developmental communities

Learning activities and teaching methods:

24 O, 57 IS

Recommended or required reading:

Lehtinen, E., Kuusinen, J. & Vauras, M. 2006. Kasvatuspsykologia.

Lyytinen, P., Korkiakangas, M. & Lyytinen, H. (toim.) 1995 (tai uudemmat). Näkökulmia kehityspsykologiaan: kehitys kontekstissaan. (osittain)

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

More information on additional literature during the course.

Assessment methods and criteria:

Participation in the course, writing explorative texts in groups based on basic and additional literature, or completion of the course by writing an essay based on two basic texts and two additional texts.

Grading:

0-5

Person responsible:

Head assistant/professor

390513P-02: Learning and teaching, 4 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:

1st year /spring

Learning outcomes:

The students know and understand the basics of didactics and are subsequently able to examine the role of the teacher as a promoter of learning. After completion the students will be able to:

- define the basic concepts of teaching and learning and be able to defer them in practical situations
- evaluate the role of the teacher as a promoter of learning and teaching
- identify challenges in schools in relation to teaching and learning.

Contents:

- Didactics: terms and concepts
- Foundations of teaching: basis of education and teaching, e.g. objectives, curricula, values.
- Professional ethics of a teacher
- Concept of humanity, concept of knowledge and learning: content and significance in teaching work
- Teaching and learning: theoretical foundations
- From learning concepts to teaching methods: modern learning concepts, learning environments and new trends.
- Teaching work: teacher-student interaction, autonomy and responsibility in teaching work, professional development, the teacher's pedagogical thinking.
- Research in teaching and good teacherhood: brief overview of research in teaching and its opportunities for good teacherhood.
- Play and learning: information on play and its role.
- Learning experiences: learning in daily-life environments and generating pleasant learning experiences.
- Different and special learners: individuality as a basis of teaching

Learning activities and teaching methods:

4 L, 20 O, 84 IS

Recommended or required reading:

Handouts, online material

Räsänen, P., Arikoski, I., Mäntynen, P. & Perttula, J. (toim.) 1999. Opettajuiden psykologia.

Kansanen, P. 2004. Opetuksen käsitemaailma.

Yli-Luoma, P. 2003. Hyvä opettaja.

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

Assessment methods and criteria:

Participation in teaching sessions and successful completion of set assignments. Group-based learning or individual exam in chosen course text.

Grading:

0-5

Person responsible:

Lecturer

390514P: Educational research, 4 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Jyväskylä Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:

1st/spring

Learning outcomes:

The course familiarizes students with educational research, its basic concepts and methods, and the epistemological aspects of conducting research. Students learn to evaluate what scientific knowledge is and how to identify scientific research, and practice reading educational research. The course reviews what kind and with which kind of methods research is conducted in educational sciences and in the particular teacher education department/unit. Students explore the ethical demands of educational research. Upon completion, students is able to distinguish between scientific and everyday knowledge. They are able to describe the different stages of the research process in education. They are able to read, analyse, and present research text in the field. In addition, they are able to explain the ethical demands of research in educational sciences.

Contents:

- Scientific knowledge
- The epistemological foundations, approaches and paradigms of research
- The tasks and characteristic features of scientific research
- The nature and tasks of educational sciences
- Research areas and education in practice
- Ethical demands in research

Learning activities and teaching methods:

8 L, 16 O, 84 IS

The realisation of teaching may differ from year to year, e.g. exercises, web applications, seminars, or study visits.

Recommended or required reading:

-

Assessment methods and criteria:

Participation in contact teaching and satisfactory completion of set assignments.

Grading:

0-5

Person responsible:

Lecturer

390004Y: Education, society and civic influence, 3 op

Voimassaolo: 01.08.2008 - 31.07.2013

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

2st year

Learning outcomes:

The course examines the links and relationships between educational policy and the political decision-making system in society. In addition, the course investigates national policies in science and higher education and their underlying foundations.

Intended learning outcomes: The student is familiar with the principles of national educational policy and understands the relationship between the political decision-making system and the development of the education system. Students are able to identify current policies in relation to teaching and educational work and understand impact they have on the teaching profession. Students are familiar with the national system of higher education and are aware of the factors that affect its development and level of regional influence.

Contents:

- Impact of the EU on the objective framework in national educational policy
- Examining recent trends in educational policy from the perspective of the knowledge society
- Policy in higher education development and its conditional framework
- The role of university centres in tertiary education
- Teacher training and social justice during globalization
- Examining the regional impacts of academic and vocational educational institutions.

Learning activities and teaching methods:

20 L, 61 IS

Recommended or required reading:

Heikkinen, Reijo. 2000. Kajaanin opettajankoulutuslaitoksen historia.

Kotila, Hannu & Mutanen Arto (toim.) 2004. Tutkiva ja kehittävä ammattikorkeakoulu. Edita publishing.

Michelsen, Karl-Erik. 2004. Kansainvälistyvä yliopisto - Suomalaisen yliopistojärjestelmän haasteet. Sitra 270. Helsinki: Edita Publishing Oy.

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

Assessment methods and criteria:

Exam on lecture series/literature

Grading:

0-5

Person responsible:

Jouko Käsmä

390103Y: Foreign language, 4 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay390103Y Foreign language (OPEN UNI) 4.0 op

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

The students

- Understand spoken and written general and scientific presentation
- Are able to map their knowledge in their own fields
- Are able to pick out relevant written and spoken content areas in the foreign language
- Are able to give their opinions in the foreign language
- Are able to give presentation in the foreign language on a topic of their own choice
- Progress in pronunciation, vocabulary and language structure.

Contents:

01) Text comprehension 2 ECT

02) Oral skills 2 ECT

Assessment methods and criteria:

Passing the test organized during the beginning of the course frees the student from the text comprehension course. All students must complete the oral skills course.

Grading:

Pass/fail

Person responsible:

Kallio, Candice Teacher

Compulsory

390103Y-01: Text comprehension, 2 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Language and Communication Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

The students

- Understand spoken and written general and scientific presentation
- Are able to map their knowledge in their own fields
- Are able to pick out relevant written and spoken content areas in the foreign language
- Are able to give their opinions in the foreign language
- Are able to give presentation in the foreign language on a topic of their own choice
- Progress in pronunciation, vocabulary and language structure

Contents:

Processing general and area-specific written and spoken materials (listening, reading, commentary in both mother tongue and foreign language, own opinions and presentations in the foreign language). We aim to develop the student's capacities to receive and relay information in the foreign language. Text comprehension exercises consist of summarizing English course literature or other set materials.

Learning activities and teaching methods:

18 O, 36 IS. (Passing the test organized during the beginning of the course frees the student from the text comprehension course.)

Assessment methods and criteria:

Text comprehension 2 ECT (18 O, 36 IS) or, alternatively, 6 English-medium lectures (12h), summary portfolio in Finnish, evaluation seminar.

Grading:

Pass/fail

Person responsible:

Teacher

390103Y-02: Foreign language speaking, 2 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Language and Communication Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

The students

- Understand spoken and written general and scientific presentation
- Are able to map their knowledge in their own fields
- Are able to pick out relevant written and spoken content areas in the foreign language
- Are able to give their opinions in the foreign language
- Are able to give presentation in the foreign language on a topic of their own choice
- Progress in pronunciation, vocabulary and language structure

Contents:

Processing general and area-specific written and spoken materials (listening, reading, commentary in both mother tongue and foreign language, own opinions and presentations in the foreign language). We aim to develop the student's capacities to receive and relay information in the foreign language. Text comprehension exercises consist of summarizing English course literature or other set materials.

Learning activities and teaching methods:

18 O, 36 IS

Grading:

Pass/fail

Person responsible:

Teacher

A256401: Multidisciplinary studies in the subjects and cross-curricular themes taught in basic education (Kajaani), 60 op

Voimassaolo: - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

60 credits

Language of instruction:

Finnish

Contents:

- 393014A Mother tongue and literature (8 ECT)
 - 01) Structure of Finnish (3 ECT)
 - 02) Children's and youth literature (3 ECT)
 - 03) Didactics of Finnish (2 ECT)
- 393015A Mathematics and physics (8 ECT)
 - 01) Subject mastery (mathematics) (3 ECT)
 - 02) Learning and teaching (mathematics) (3 ECT)
 - 03) Physics (2 ECT)
- 393016A Environmental and natural sciences (8 ECT)
 - 01) Biology and chemistry (3 ECT)
 - 02) Geography (3 ECT)
 - 03) Ecology (2 ECT)
- 393017A Music (5 ECT)
 - 01) Basics of music theory and piano playing (2 ECT)
 - 02) Music didactics (3 ECT)
- 393018A Technical work (5 ECT)
 - 01) Wood technology and crafts education (2,5 ECT)
 - 02) Metal technology, didactics and electronics (2,5 ECT)
- 393019A Textile work (5 ECT)
 - 01) Theoretical foundations (2 ECT)
 - 02) Materials and colour expression (3 ECT)
- 393020A Art (5 ECT)
 - 01) Basics of visual expression (2 ECT)
 - 02) Art study and visual culture (1 ECT)
 - 03) Art Education (1 ECT)
 - 04) Basics of Colour Expression(1ECT)
- 393021A Physical education (5 ECT)
 - 01) Basics of physical education (3 ECT)
 - 02) Different forms of physical exercise (2 ECT)
- 393022A History and social studies (5 ECT)
 - 01) Basic studies in history (2 ECT)
 - 02) Introduction to the development of educational systems (1 ECT)
 - 03) Introduction to social sciences (1 ECT)
 - 04) Introduction to environmental and social history (1 ECT)
- 393023A Religion or ethics (3 ECT)
 - 01) Religion (3 ECT)
 - 02) Ethics (3 ECT)
- 393024A Optional studies (8 ECT)

Grading:

0-5

Compulsory

393014A: Mother tongue and literature, 8 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

8 credits

Language of instruction:

Finnish

Timing:

1st-2nd year

Contents:

- 01) The language structure of Finnish
- 02) Children's and youth literature
- 03) Mother tongue didactics

Grading:

0-5

Person responsible:

Juha Vartiainen

Compulsory

393014A-01: Structure of Finnish, 3 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

2nd year (autumn)

Learning outcomes:

The students knows how to examine the phonology, morphology, lexicon, syntax and semantics of Finnish language contextually, linguistically and through the concepts of grammar. The student understands the relationship between the central structures of the language and the concepts of grammar.

After completing the course, student can give examples of structures of Finnish language, can classify, explain and analyze the structures of the language pedagogically.

Contents:

- The levels of examining the language and grammar (phonology, morphology, lexicon, syntax and semantics)
- Pedagogical grammar and linguistic awareness

Learning activities and teaching methods:

30 L, 51 IS / online learning

Recommended or required reading:

Luentomoniste (Sulkala. H.: Suomen kielen rakenne. SILO, 2005) tai verkkokurssimateriaali.

Alho, I. & Kauppinen, A. 2008. Käyttökielioppi.

Kieli ja sen kieliopit: Opetuksen suuntaviivoja, Painatuskeskus 1994 (tai uudempi painos).

Harmanen, M. & Siirainen, M. (toim.) 2006. Kielioppi koulussa.

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

Assessment methods and criteria:

Participating in lectures or online teaching and exam.

Grading:

0-5

Person responsible:

Lecturer Juha Vartiainen

393014A-02: Children's and youth literature, 3 op**Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 credits

Language of instruction:

Finnish

Timing:1st year (story lessons continue during the autumn of the 2nd year)**Learning outcomes:**

Student knows how to make use of literature for children and youth in teaching, understands the role of active learning and bringing literature in life in the teaching of mother tongue literature, knows how to write a scientific essay (report) of a framed subject area using theoretical literature and knows how to choose suitable literature for different readers.

After completing the course, student can name newest products of Finnish children's and youth literature, report scientifically from framed subject area and produce material for story and/or written-art teaching, as well as knows how to plan and deliver children's and youth literature for basic education.

Contents:

Student:

- familiarises with the development of literature for children and youth in the Finnish culture
- Plans and delivers children's and youth literature in pre-school and primary education (especially focusing in oral tradition of story telling, stories in dialect, modern Kalevala metre, book pointers, stimuli for writing and story starters and active learning.
- Reinforce academic communication when planning and presenting a scientific essay C
- Can find suitable books for different readers

Learning activities and teaching methods:

4 L, 35 O, 42 IS

Recommended optional programme components:

The module integrates with "basics of academic communication" (5 ect) course.

Recommended or required reading:

Course material will be agreed together at the beginning of the course.

Assessment methods and criteria:

Participation in the practical tasks and completion of exercises, planning of story and/or written-art lesson, seminar work (scientific essay i.e. report, oral introduction and opanance) and independent work (written work).

Grading:

Scientific essay (report) 0-5, story and written-art pass as well as written work (pass of fail)

Person responsible:

Lecturer Juha Vartiainen

393014A-03: Didactics of Finnish, 2 op**Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

2 credits

Language of instruction:

Finnish

Timing:2nd year (spring)**Learning outcomes:**

Student understands the basics of the normal language development, familiarizes with the curriculum and assessment as well as with the basic methods of teaching to write and read and teaching literature. Student comprehends the nature of Finnish hand arts and crafts and knows how to combine contents of different subjects. After completing the course, student can plan teaching of Finnish and literature in basic education, produce learning material for different learners as well as develop and analyse own didactical skills.

Contents:

Student familiarizes with teaching of Finnish and literature, the language of under school-aged and school-aged children and its developmental disorders, supporting language development, learning and teaching to read and write, different ways of writing, content areas of the curriculum and evaluation and assessment.

Learning activities and teaching methods:

4 L, 20 O, 30 IS

Recommended or required reading:

The basics of the curriculum and other material that will be agreed upon. Information about the literature will be given during the course.

Assessment methods and criteria:

Participation in the lectures, exercises and seminar work. Planning a learning path from the content of the curriculum as well as didactical seminar work.

Grading:

0-5

Person responsible:

Lecturer Juha Vartiainen

393015A: Mathematics and physics, 8 op**Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

8 credits

Language of instruction:

Finnish

Timing:2nd and 3rd year**Contents:**

- 01) subject knowledge (mathematics), 3 ect
- 02) learning and teaching (mathematics), 3 ect
- 03) physics, 2 ect

Person responsible:

Seppo Kinnunen

*Compulsory***393015A-01: Subject mastery (mathematics), 3 op****Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Jyväskylä Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 credits

Language of instruction:

Finnish

Timing:2nd year**Learning outcomes:**

Students will deepen their understanding of the concepts and structures pre-school and basic education mathematics, especially the number system.

After the course the students are able

- to identify and use the basic concepts of set theory and to understand their connection to logical reasoning
- to analyze the meaning of place value and base in the number system and to perform basic calculations by fractions and decimals
- to use variable and to solve equations inequalities
- to apply ratio and proportion
- to use percentage in comparing ratios
- to perform approximations and apply estimation in the accuracy of measuring and calculation
- to identify and produce the basic concepts of geometry in two and three dimensions and to solve equations concerning the isometry of planes.

Contents:

- set theory, the number and the number system
- variable, equation and inequality
- ratio, proportion, percentages and approximation
- geometry

Learning activities and teaching methods:

18 L, 12 O, 51 IS

Recommended or required reading:

Lecture notes

Assessment methods and criteria:

Lectures, participating in the exercises and exam

Grading:

0-5

Person responsible:

The lecturer in mathematical didactics

393015A-02: Learning and teaching (mathematics), 3 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Students familiarize themselves with the learning material and with the working methods as well as learn processes to generate mathematical thinking and suitable methods to develop it. After the course the students are able to

- to define the principles and objectives of the basic education curriculum in mathematics
- to create plans for individual and sequences of lessons
- to illustrate the computations and algorithms of basic education mathematics in varied manner
- to use various teaching methods effectively and consistently with best practices in mathematics education
- to evaluate extensively children's working skills
- to describe different theories of learning
- to analyze the reasons of learning difficulties and to make plans how overcome them
- to construct learning environments for developing basic skills in logical reasoning using technology, games and manipulative materials.

Contents:

- Curriculum and objectives, planning of teaching, illustrating, working methods and assessment and evaluation.
- theory of learning and learning difficulties
- basic skills in logical thinking and games that enforce them

Learning activities and teaching methods:

14 L, 18 O, 49 IS

Recommended or required reading:

Lecture notes

Assessment methods and criteria:

Participation in the exercises and exam

Grading:

0-5

Person responsible:

The lecturer in mathematical didactics

393015A-03: Physics, 2 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 credits

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

The students will adopt working methods in their teaching that will help them to make observations about natural phenomena and to interpret them, as well as learn how to illustrate the basic phenomena of natural sciences, to think about nature critically and the inductive working method. After the course the students will be able to

- to define the basic concepts and measures of unit of motion, force, wave motion, electricity, magnetism and energy
- to plan and use simple experiments for teaching primary school children the subjects mentioned above
- to illustrate the model of the solar system and to explain the circulation of days, months and years by means of this model
- to identify different forms of energy and to analyze the effects of energy consumption to the climate

Contents:

- Pre- and primary schools' topics in natural science, e.g. air, water and earth from the point of view of physics, astronomy and meteorology
- Experimental working methods, learning materials and demonstration tools.
- Introduction to the basics of above mentioned topics: movement, force, wave motion, electricity and magnetism, materials and energy, solar system, climate

Learning activities and teaching methods:

6 L, 16 O, 32 IS (includes 10hrs of laboratory work and 6 hrs of seminar work)

Recommended or required reading:

-

Assessment methods and criteria:

experimental working material, learning material and demonstration tools
Participation in laboratory work and seminars

Grading:

pass or fail

Person responsible:

The lecturer in mathematical didactics

393016A: Environmental and natural sciences, 8 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

8 credits

Language of instruction:

Finnish

Contents:

- Biology and chemistry, 3 ect
- Geography, 3 ect
- Ecology, 2 ect

Grading:

0-5

*Compulsory***393016A-01: Biology and chemistry, 3 op****Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Jyväskylä Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 credits

Language of instruction:

Finnish

Timing:1st-2nd year (1st- spring, 2nd- autumn)**Learning outcomes:**

- familiarize themselves with views on the teaching and learning of biology, chemistry and environmental and natural sciences
- familiarize themselves with a range of teaching and working methods in the natural sciences
- students familiarize themselves with relevant curricula and understand how they related to natural sciences and their teaching
- obtain ideas and tools for teaching biology, chemistry and environmental and natural sciences in terms of content-matter and didactics.

Intended learning outcomes: Students are familiar with views and aspects relating of the teaching and learning of biology, chemistry and environmental and natural sciences, and are able to use suitable teaching and working methods. Students are familiar with the content and objectives of relevant subject curricula and understand their relation to the natural sciences and can use curricula as a basis of teaching. The students have expanded their knowledge of subject matter. They understand simple, everyday phenomenon in biology and chemistry. Students are able to plan and carry out teaching and evaluation in natural sciences.

Contents:

- Becoming familiar with graphical presentation and picture analysis
- Collecting and handling primary natural scientific data
- Doing and organising experiments though the principles of natural sciences.
- Familiarizing with teaching natural sciences (especially outside the class room)
- Familiarizing with phenomena in chemistry
- using tools in teaching environmental and natural sciences

Learning activities and teaching methods:

10 L, 24 O, 47 IS

Recommended or required reading:

Primary data, photocopies and 200 pages of literature that will be agreed upon during the course.
http://www.oph.fi/ops/perusopetus/pops_web.pdf

Assessment methods and criteria:

Participation in the lectures and exercises as well as a field course and exam recognising species

Grading:

0-5 (exam recognising species: pass or fail)

Person responsible:

Lecturer

393016A-02: Geography, 3 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

1st-2nd year

Learning outcomes:

Extending and deepening the knowledge and understanding of environmental and natural sciences in basic education, familiarizing with the organisation of teaching and learning of environmental and natural sciences and to help develop their world view through natural scientific principles and equality despite the cultural backgrounds, based on the curriculum.

Contents:

- Getting to know to geographical species and shapes
- Becoming familiar with graphical presentation, picture analysis and use of different types of maps
- Familiarizing with global and local geographical processes and problems with the use of land
- using tools in teaching environmental and natural sciences

Learning activities and teaching methods:

10 L, 18 O, 53 IS

Recommended or required reading:

Maps, photocopies and literature that will be agreed upon during the course
http://www.oph.fi/ops/perusopetus/pops_web.pdf

Assessment methods and criteria:

Participation in the lectures and exercises as well as practice work

Grading:

0-5

Person responsible:

Lecturer

393016A-03: Ecology, 2 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 credits

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

To develop ecological and geographical thinking and special awareness

Contents:

- Ecology and environment education
- Getting to know to ecological species
- Collecting and handling primary natural scientific data
- Familiarizing with global and local geographical processes and problems with the use of land

Learning activities and teaching methods:

14 O, 40 IS

option 1: excursion and seminars

option 2: exercises and collection 150 species

Recommended or required reading:

Perusopetuksen opetussuunnitelman perusteet: Ympäristö- ja luonnontieto. 2004. Helsinki: Opetushallitus. http://www.opi.fi/ops/perusopetus/pops_web.pdf

Assessment methods and criteria:

participation in the exercises and exam about own collection

Grading:

pass or fail

Person responsible:

Lecturer

393017A: Music, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Tuovinen Anja

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

1st-2nd year

Learning outcomes:

Awakening student's own interest towards music and music teaching as well as learning the basic knowledge and skill that will help the student to plan and deliver teaching in primary school.

Contents:

Basics of music theory and piano, 2 ect
 Music didactics, 3 ect

Person responsible:

Lecturer Anja Tuovinen

*Compulsory***393017A-01: Basics of music theory and piano playing, 2 op**

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 credits

Language of instruction:

Finnish

Timing:

1st year (spring)

Learning outcomes:

The student will learn the music reading skills required to teach music and the basics in piano during group and piano lessons. The student has the required music reading skills and knows how to play melodies of songs with piano and accompany songs with basic bass.

Contents:

- names of notes and octave range, note value and rests, most common minor and major scales, basic intervals, basic three note and four note chords, music terminology.
- singing and the basics of school instruments
- the basics of playing and accompanying during the piano lessons.

Learning activities and teaching methods:

26 O, 28 IS

Recommended or required reading:

Material given during the course

Assessment methods and criteria:

Participation in the group and piano lessons as well as theory exam

Grading:

0-5

Person responsible:

Lecturer Anja Tuovinen

393017A-02: Music didactics, 3 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

2nd year (autumn)

Learning outcomes:

Students will familiarize with music teaching methods and teaching material as well as learn to plan primary school music teaching.

The student will know the core content and objectives of music education as well as a variety of teaching methods.

The student has an ability to plan music education in basic education for years 0-6

Contents:

- Singing and voice formation
- The basics of school and band instruments
- The working and teaching methods of teaching music
- Evaluation and assessment of music teaching

Learning activities and teaching methods:

12 L, 24 O, 45 IS

Recommended or required reading:

Linnankivi, M. & Tenkku, L. & Urho, E. 1988. Musiikin didaktiikka. Juva: WSOY
Availability of course books can be checked [here](#).

Assessment methods and criteria:

Participation in the exercises, individual tasks and exam

Grading:

0-5

Person responsible:

Lecturer Anja Tuovinen

393020A: Art, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Penttilä Eeva-maija

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

1st and 2nd year

Learning outcomes:

The students understand the meaning of visual art education as a factor in shaping personality as a whole. The students will familiarize with the basics and the methods of visual expression. The students will develop their own abilities in planning and implementing goal based and rich visual art education.

Contents:

- 01) the basics of visual expression (3 ect)
- 02) art study and visual culture (1 ect)
- 03) visual art education (1 ect)

Grading:

0-5

Person responsible:

Eeva-Maija Penttilä, Matti Lukkari

Compulsory

393020A-01: Basics of visual expression, 2 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Lukkari, Matti Ilmari

Opintokohteen kielet: Finnish

ECTS Credits:

2 credits

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

The students cultivate both observation and imagination based visual expression. They become familiar with chromatics. They also develop skills to express their ideas visually.

Learning Outcomes: After the course the student has some basic skills and knowledge to express his ideas visually.

Contents:

- Drawing and painting
- plastic design

Learning activities and teaching methods:

4 L, 22 O, 27 IS

Assessment methods and criteria:

4 hrs of lectures, 22 lessons, 27 hrs of independent work. The student collects a portfolio, where s/he describes their learning process.

Grading:

0-5

Person responsible:

Lukkari Matti

393020A-02: Art study and visual culture, 1 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 credits

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

The student creates general view how art and visual culture has developed from prehistory to contemporary. S/he identifies factors and meanings of the images and is also able to use art museums and networks as learning environments.

After the course, the student will be able to conceptualize general ideas from history of European art.

Contents:

Essential European art, interpreting images, museum pedagogy

Learning activities and teaching methods:

10 L, 4 O, 13 IS

Recommended or required reading:

Töyssy, S. & Vartiainen, L. & Viitanen, P. 1999. Kuvataide. Visuaalisen kulttuurin käsikirja. Availability of course books can be checked [here](#).

Assessment methods and criteria:

12 hrs lectures, 4 hrs lessons, 11 hrs independent work

Grading:

0-5

Person responsible:

Matti Lukkari

393020A-03: Art Education, 1 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 credits

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

The student recognizes different kind of traditions in art education. The student reviews possibilities of art education in developing children's visual thinking, imagination and creativity. The student discovers the curriculum of art education and how to evaluate art as a school subject.

After the course the student is able to plan, implement, evaluate, and develop their own art teaching.

Contents:

Why art education? Stages of development in visual thinking, traditions in teaching art, art as a school subject.

Learning activities and teaching methods:

8 L, 6 O, 13 IS

Recommended or required reading:

Forsman, A. & Piironen, L. 2006. Kuvien kirja. Kuvataideopetuksen käsikirja perusopetukseen. Availability of course books can be checked [here](#).

Assessment methods and criteria:

8 hrs of lectures, 6 hrs of lessons, 23 hrs of independent work

Grading:

0-5

Person responsible:

Matti Lukkari

393020A-04: Basics of Colour Expression, 1 op

Voimassaolo: 01.08.2010 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Jyväskylä Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Penttilä Eeva-maija

Opintokohteen kielet: Finnish

ECTS Credits:

1 credits

Language of instruction:

Finnish

Timing:

1. study year

Learning outcomes:

The student cultivates both visual and imagination based visual expression. He makes himself familiar with chromatics. He also develops his skills to express himself with colours.

Learning Outcomes: After the course the student has some basic skills and knowledge to express his ideas visually.

Contents:

Colour expression

Learning activities and teaching methods:

16 O. 12 IS

Assessment methods and criteria:

16h lessons, 14h independent working. The student collects portfolio, where he describes his learning process.

Grading:

0-5

Person responsible:

Penttilä Eeva-Maija

393021A: Physical education, 5 op**Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Uolevi Mustikkamaa**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 credits

Language of instruction:

Finnish

Timing:1st year**Contents:**

01) Basics of physical education

02) Different forms of physical exercise

Person responsible:

Mustikkamaa Uolevi

*Compulsory***393021A-01: Basics of physical education, 3 op****Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 credits

Language of instruction:

Finnish

Timing:1st year**Learning outcomes:**

The students will activate themselves to think about their own relationship with physical exercise. They will realize their own attitudes and starting points for teaching physical education. The students will learn how to search for and apply information connected to teaching P.E. and internalize the goals and objectives of primary school P.E. The students will learn to plan, deliver and evaluate P.E. holistically and in goal orientated manner.

Upon completion of the course, students know the aims of physical education in basic education. They are able to make goal orientated plans for P.E. lessons, deliver them and evaluate them based on didactic principles: task output, demonstration, giving feedback, teaching methods, organisation and social relations.

Contents:

- Physical education as a part of child's growth and development
- The basics of motor development

- The basic teaching P.E.
- The P.E. curriculum
- The basics of family exercise

Learning activities and teaching methods:

14 L, 26 O, 41 IS

Recommended or required reading:

Fyysisen aktiivisuuden suositus kouluikäisille 7-18-vuotiaille. Opetusministeriö ja Nuori Suomi ry, 93s. Segercrantz, T. (toim.) 2001. Turvallisuus ja työsuojelu liikunnan opetuksessa. Opetushallitus, 54s.

Numminen, P. & Laakso, L. 2001. Liikunnan opetusprosessin ABC. Liikuntakasvatuksen laitoksen julkaisuja 5. Jyväskylän yliopisto. Sivut 18-103 ja 109-119.

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

Assessment methods and criteria:

Active participation during lectures and exercises, completion of assignments as well as learning diary or lecture/literature exam.

Grading:

0-5

Person responsible:

Lecturer

393021A-02: Different forms of physical exercise, 2 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Uolevi Mustikkamaa

Opintokohteen kielet: Finnish

ECTS Credits:

2 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

The student familiarizes with teaching physical education in the lower grades of basic education from the point of view of subject knowledge and didactics. Upon the completion of the course, the student is able to tell the core skills learnt during the course. The student is able to explain the diverse teaching methods that apply to different sports in the course.

Contents:

The course is delivered using active and rich teaching methods and learning environments. The course focuses especially in following sports:

- orienteering (6 hrs)
- cross-country skiing (6 hrs)
- swimming (4 hrs)
- ice skating (6 hrs)
- basic exercise (6 hrs)

Learning activities and teaching methods:

28 O, 26 IS

Assessment methods and criteria:

Active participation during the lectures and completion of assignments

Grading:

pass or fail

Person responsible:

Lecturer Uolevi Mustikkamaa

393022A: History and social studies, 5 op**Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Heikkinen, Reijo Antero**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 credits

Language of instruction:

Finnish

Contents:

01) Basic studies in history, 2 ect

02) Introduction to the development of educational systems, 1 ect

03) Introduction to social sciences, 1 ect

04) Introduction to environmental and social history, 1 ect

Person responsible:

Lecturer Reijo Heikkinen

*Compulsory***393022A-01: Basic studies in history, 2 op****Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Heikkinen, Reijo Antero**Opintokohteen kielet:** Finnish**ECTS Credits:**

2 credits

Language of instruction:

Finnish

Timing:3rd year**Learning outcomes:**

The objective of this course is to give the required basic knowledge and overview of taught subjects in grades 5 and 6. After completing the course, the student will be able to teach history in grades 5 and 6, possesses the core knowledge of the content of the taught subject and is able to use teaching material as well as directing children when facing difficulties.

Contents:

basic subject knowledge

- core content of grades 5. and 6. history teaching
- subject didactics
- What is history?
 - core content, objectives and special features
 - current trends in the research
- the core areas of substantive knowledge
- objectivity, critical source analysis and use of historical documents
 - visualisation of teaching
 - everyday history
 - home district teaching
 - use of museums with history and home district teaching

Learning activities and teaching methods:

18 L, 8 O, 28 IS

Recommended or required reading:

Perusopetuksen opetussuunnitelman perusteet: Historia. 2004. Helsinki: Opetushallitus. http://www.oph.fi/ops/perusopetus/pops_web.pdf

Jutikkala, E. & Pirinen, K., Suomen historia, s. 1-220.

Castrén, M., Lappalainen, O. & Nöjd, O. Historian ja yhteiskuntaopin didaktiikka soveltuvin osin tai Suutarinen S. (toim.), Nuoresta pätevä kansalainen. Yhteiskunnallinen opetus Suomen peruskoulussa. Uusin painos.

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

Assessment methods and criteria:

participation in lectures and exercises as well as literature exam

Grading:

0-5

Person responsible:

Lecturer Reijo Heikkinen

393022A-02: Introduction to the development of educational systems, 1 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Heikkinen, Reijo Antero

Opintokohteen kielet: Finnish

ECTS Credits:

1 credits

Language of instruction:

Finnish

Timing:

1st-2nd year

Learning outcomes:

The purpose of this course is to familiarize students with the history of Finnish education system, it's different levels from early years education to adult education, give the basic knowledge of the structure of the university institution and give a general view of the education systems of our neighbouring countries.

After the completion of the course, the students will be familiar with our and our neighbouring countries' education systems and their similarities and differences.

Contents:

- the central changes in education systems

- main stages in common education from folk school to basic education
- main stages of theoretical education
- different forms of adult education and their back ground
- The development of Finnish universities in the 1990's

Learning activities and teaching methods:

2 L, 25 IS

Assessment methods and criteria:

Participation in the first lecture and essay

Grading:

0-5

Person responsible:

Lecturer Reijo Heikkinen

393022A-03: Introduction to social sciences, 1 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Heikkinen, Reijo Antero

Opintokohteen kielet: Finnish

ECTS Credits:

1 credits

Language of instruction:

Finnish

Timing:

1st - 2nd year

Learning outcomes:

To give basic knowledge of the most central social sciences, especially of political science, sociology and social politics and about their special features and position as well as the classics of these sciences.

After the completion of the course, the student is able to recognize social issues and know how these issues have been studied during different times as well as is capable to take part in societal discussion.

Contents:

- classifying sciences
- political science and most well-known trends during different times
- some classics of political science in Finland
- Sociology and its most central classics (Comte, Durkheim, Weber, Spencer...)
- The most central researchers in Finnish sociology
- The birth of social politics in Finland and in the world
- The researchers of Finnish social politics

Learning activities and teaching methods:

20 L, 7 IS

Recommended or required reading:

Noponen, M. Poliitikka tutkimuksen kohteena. Uusin painos.

Karisto, A. & Takala, P. Suomi muuttuu. Uusin painos.

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

Assessment methods and criteria:

Participation in lectures and lecture/literature exam

Grading:

0-5

Person responsible:

Lecturer Reijo Heikkinen

393022A-04: Introduction to environmental and social history, 1 op**Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Heikkinen, Reijo Antero**Opintokohteen kielet:** Finnish**ECTS Credits:**

1 credits

Language of instruction:

Finnish

Timing:1st-2nd year**Learning outcomes:**

The objective is for the student to become familiar with the interaction between humans and nature during different time, give information about the evolution of humans and about those factors contributing humans becoming a force comparable to geological powers. Furthermore, familiarizing students with the development of technical innovations, and their effects on environment. After the completion of the course, the students will know the background factors of environmental threats and are able to give their pupils information about the interaction between humans and nature in different cultures during different times.

Contents:

- Environmental questions as historical and social phenomena
- Humans as a factor in environmental threats
- Humans shaping and using the nature in different cultures
- basic information about the environmental history of Finland, and the effects of industrialization on environment and its condition.

Learning activities and teaching methods:

20 L, 7 IS

Recommended or required reading:

Ympäristö ja aika. Historian ja yhteiskuntaopin opettajien vuosikirja 20/1991.

Massa I.- R. Sairanen. Ympäristökysymys. [tai](#)

Elkington & Hailes. Vihreän kuluttajan opas. Uusin painos.

Availability of course books can be checked [here](#).**Assessment methods and criteria:**

Participation in lectures and lecture/literature exam

Grading:

0-5

Person responsible:

Lecturer Reijo Heikkinen

393023A: Religion or ethics, 3 op**Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

1st-3rd year

Contents:

01) Religion, 3 ect or

02) Philosophy of life, 3 ect

Grading:

0-5

Person responsible:

Teacher

Alternative

393023A-01: Religion, 3 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

- To understand position and nature of religion teaching in basic education, knows the objectives and the main features of religious and ethical development.
- has a solid subject knowledge needed in teaching in basic education
- the student finds a own justified and suitable way of being a religion teacher and develop being one. It is based on the foundations of the curriculum so that the student can accept it and experience it being meaningful for education.

Contents:

- religion as a phenomena an its meaning for individual and society
- religious and ethical development
- the position of religion education and its organisation in Finland and around the world
- the core subject matters mentioned in the curriculum (core stories in the bible, pupils' own questions arising from their immediate surroundings, religious traditions of children's immediate surroundings, home congregation and Lutheran church in Finland, the main features of the history of Christianity and the main nature of Christian churches, examples of the meaning of religion to the lives of individuals and community.
- planning, delivering and evaluating teaching.

Learning activities and teaching methods:

10 L, 8 O, 63 IS

Recommended or required reading:

Luodeslampi, J. & Nevalainen, S. 2007. Opetan uskontoa alakoulussa. LK-kirjat
Availability of course books can be checked [here](#).

Assessment methods and criteria:

exam based on the lectures and literature

Students who are part of the evangelic Lutheran church will take the course. Students who are not part of church, can either take this course or substitute it with the course "philosophy of life" or take the both (in this case the other course will be added to optional studies). Students ho part of the Greek Orthodox church are given instructions when asked.

Grading:

0-5

Person responsible:

Teacher

393023A-02: Ethics, 3 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

1st-3rd year

Learning outcomes:

The students will obtain a picture of the role that philosophy of life plays in the whole educational work of schools as well as the basic knowledge and skills to teach philosophy of life in schools.

Contents:

- The objectives, teaching methods, teaching materials and the subject knowledge for primary school.
- The development of child's self-image, and problems related to own environment.
- Person's responsibility of themselves, of others and of nature
- The social starting point of moral: the traditions and customs of own and other cultures, non-religious views and historically the most significant religions

Learning activities and teaching methods:

10 L, 8 M, 63 IS

Recommended or required reading:

Perusopetuksen opetussuunnitelman perusteet: Elämänkatsomustieto. 2004. Helsinki: Opetushallitus. http://www.oph.fi/ops/perusopetus/pops_web.pdf
Harva, U. 1989. Hyvä ja paha: praktisen etiikan ongelmia. (osittain)
Wilenius, R. 1987. Ihminen, luonto ja tekniikka.
Kamppinen, M. (toim.) 1987. Elämänkatsomustieto.
Availability of course books can be checked [here](#).

Assessment methods and criteria:

exam based on the lectures and literature

Grading:

0-5

Person responsible:

Teacher

Other information:

Philosophy of life is compulsory for those who are not members of church and who do not take the religion (-01) course. Others can take the course as part of the optional or extra studies.

393024A: Optional studies, 8 op**Voimassaolo:** 01.08.2005 - 31.07.2013**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Kajaani Department of Teacher Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Voidaan suorittaa useasti:** Kyllä**ECTS Credits:**

8 credits

Language of instruction:

Finnish

Timing:2nd - 3rd year**Contents:**

Optional study bloc part of the multidisciplinary studies in the subjects and cross curricular themes taught in basic education. Following units are available and the students can present their own block worth of 8 ects. More detailed instructions are given separately.

Physical Education (5 ect)

01) Motor development and learning, 3ect

02) Developing physical education, 2 ect

Music (5 + 1-2 ect)

01) Music knowledge, 2 ect

02) Singing and school instruments, 2 ect

03) piano, 1 ect

04) choir, 1-2 ect

Visual art

01) Photography and graphic design, 3 ect

02) methods of graphic arts in visual expression, 2 ect

Technical work

01) integration of crafts, 2 ect

02) product design in crafts, 3 ect

Textile work

01) Knitting and crocheting, 2 ect

02) Embroidery, sewing and raw material samples of fabric, yarn and crafts design

Physical Education (5 ect)

01) Motor development and learning, 3ect

- The student will familiarize with child's physical and motoric development, with motor learning as well as with the meaning of exercise for child's development. During the exercises, familiarization is continued from the point of view of subject knowledge and didactics.
- After the completion of the course, student is able to tell what kinds of theories are used to explain the motoric development of children. The student is able to explain the main principles of the motoric

development of children (0-7 years). The student is able to support the motor development of children through physical education. The student understands and knows the central elements of practiced sports and can demonstrate suitable teaching methods for them.

02) Developing physical education, 2 ect

- Student internalizes the meaning of physical education as daily activity and school subject as well as adopts methods and an attitude to develop children's holistic well-being with the help of exercise. The student understands the connection between exercise and well-being from the child's perspective. During the course, the student will learn to see the school as a platform for active and sporty lifestyle and knows how in practice children's physical activity can be increased in schools. The course is an introduction to exercise related research.
- After completing the course, student is able to explain the connection between physical education and well-being from child's perspective. The student is able to make goal-orientated plans of actions to increase children's physical activity during the school day. The student is able to plan, carry out and present a small scale study on physical education.

Music (5 + 1-2 ect)

01) Music knowledge, 2 ect

- Student will learn subject knowledge needed in primary school, especially on grades 5 and 6. Learning outcome: The student will know the orchestral instruments, the most important periods in music history and some foreign music cultures.

02) Singing and school instruments, 2 ect

- The student will develop their singing, will learn new songs, and improves their skills in playing all school instruments Learning outcome: Student will know the basics of all school instruments and knows new song repertoire with arrangements.

03) piano, 1 ect

- The students will develop their piano skills and skills in free accompaniment, so that they will be able to use those skills as a working tool in music education. Learning outcome: The students will know how to play and accompany school songs from basic notes.

04) choir, 1-2 ect.

- The student can sing polyphonic songs

Visual art

01) Photography and graphic design, 3 ect

- The student discovers photography and the basic elements of graphic design Learning outcomes: After the course, the student is able to use photography and graphic design as one tool in teaching visual art.

02) methods of graphic arts in visual expression, 2 ect

- The student will familiarize with graphic arts as part of visual arts. The student learns different age-appropriate working methods and also how to use different tools and materials. The student develops his/her own readiness for visual expression. Learning outcome: After the course, the student is able to apply different methods of graphic art as a part of art education.

Technical work

01) integration of crafts, 2 ect

- To familiarize with practical working methods in integrating mainly technical and textile work

02) product design in crafts, 3 ect

- To familiarize with to the principles of product design. Deepen own crafts skills by designing a product.

Textile work

01) Knitting and crocheting, 2 ect

- Student familiarizes with the essence of knitting and crocheting and making of learning material The student posses the basics of knitting and crocheting and knows how to apply them in relation to colour and material expression in hand crafts design.

02) Embroidery, sewing and raw material samples of fabric, yarn and crafts design

- Student will familiarize with the basic essence of embroidery and sewing, in addition to the pedagogy of construction learning material and raw-materials. Also collecting fabric, yarn and raw-material samples is part of constructing learning materials. Has the required skills in embroidery, sewing and material knowledge and is able to apply them in relation to colour and material expression in hand crafts design.

Alternative

393018A: Technical work, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Turpeinen, Juha-Matti

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Learning outcomes:

During the course, the students will familiarize with good working skills, with planning, producing and evaluation processes as well as with the models of arts and crafts didactics during the lower years in the basic education.

The objectives of the course are:

- Getting familiar with and revising the basic skills required in the planning and implementation of the teaching projects in technical work and applying them in pedagogical manner focusing on e.g. responsibility and creativity.
- Practicing imitative and building logic (mainly used in primary school) needed for production in technical work.
- Realize the connection between common knowledge and learnt skills. Didactically this objective is practiced during the courses.

The student will recognise examples of following subject areas:

- growing as a person
- responsibility of environment, well-being, sustainable development
- Active citizenship and entrepreneurship
- humans and technology

Contents:

01) wood technology and arts and craft education, 2,5 ect

02) metal technology, didactics and electronics, 2,5 ect

- basics in hand and machine work needed to treat different materials
- basics of planning and implementation of learning entities and tasks suitable for primary school.
- Safety in primary school technical work
- The basics in planning of product planning and production
- The evaluation of learning processes in arts and crafts education
- Learnt skills will be practiced at Normal School by teaching part of a lesson at the end of the course
- How does hand crafts education support working and learning at schools?
- Subject areas: Active citizenship and entrepreneurship as well as humans and technology in teaching hand crafts

Grading:

0-5

Person responsible:

Lecturer Juha Turpeinen

Compulsory

393018A-01: Wood technology and crafts education, 2,5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Turpeinen, Juha-Matti

Opintokohteen kielet: Finnish

ECTS Credits:

2,5 credits

Language of instruction:

Finnish

Timing:

1st year (spring)

Learning outcomes:

To revise and reinforce the skills needed for safely treating wood and using machinery. The skills needed for planning are practiced through innovative crafts task. The goal is to see the working methods of technical work.

Contents:

- Wood treating methods needed in school
- safety when using machinery
- planning skills supporting teaching
- evaluation and assessment skills supporting teaching
- responsibility and self initiative as a part of the working methods

Learning activities and teaching methods:

8 L, 24 O, 35 IS

Recommended or required reading:

photocopies,

Kuhmonen, Pirkko Liisi (toim.) 1994. Käsityön, teknisen työn ja tekstiilityön opetuksen työturvallisuus opas tai

Aadeli Sirkka (et al.) 2004. Käsityön työturvallisuusopas teknisen työn ja tekstiilityön opetukseen.

Kuhmonen, Pirkko Liisi (toim.) 1994. Ideasta tuoteeksi.

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

Assessment methods and criteria:

Lectures and exercises as well as an exam about the subject area

Grading:

0-5 (the focus is on practical tasks (2) and exam (1) (2:1))

Person responsible:

Lecturer Juha Turpeinen

393018A-02: Metal technology, didactics and electronics, 2,5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Turpeinen, Juha-Matti

Opintokohteen kielet: Finnish

ECTS Credits:

2,5 credits

Language of instruction:

Finnish

Timing:

2nd year (autumn)

Learning outcomes:

To learn the working methods of treating metal in primary school . To learn the basic concepts and working methods of electronics

Contents:

- Metal as material
- The basic working methods using metal
- The basic concepts and working methods in electronics
- To teach a part of a lesson
- health and safety

The student knows the basic concepts and working methods and will be able to give examples of working methods when treating metal in primary school.

Learning activities and teaching methods:

8 L, 20 O, 40 IS

Recommended or required reading:

photocopies,

Kuhmonen, Pirkko Liisi (toim.) 1994. Käsityön, teknisen työn ja tekstiilityön opetuksen työturvallisuus opas [tai](#)

Aadeli Sirkka [et al.] 2004. Käsityön työturvallisuusopas teknisen työn ja tekstiilityön opetukseen.

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

Assessment methods and criteria:

Lectures and exercises as well as an exam about the subject area

Grading:

0-5 (the focus is on practical tasks with 2/3 and exam with 1/3)

Person responsible:

Lecturer Juha Turpeinen

393019A: Textile work, 5 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Learning outcomes:

The students will focus in their studies in the basic of hand craft. The starting point is realizing the main nature of textile work, the basics in the expression with materials and colour and pedagogy. The students will direct themselves to create cross curricular learning opportunities in hand craft in pre-school and primary level. The different perspectives will present the nature of hand craft and textile work: use of material, models, colours, shapes, objects of design, choosing the working methods, styles, interpretations vs. interaction of the learning group with in the surrounding society and its effects to the living conditions.

Contents:

01) Theoretical foundations (2ect)

02) Expression through materials and colours (3 ect)

Recommended or required reading:

Perusopetuksen opetussuunnitelman perusteet: Käsityö. 2004. Helsinki: Opetushallitus. http://www.oph.fi/ops/perusopetus/pops_web.pdf

Anttila, P. 1993: Käsityön ja muotoilun teoreettiset perusteet. Minerva. Porvoo: WSOY.

K. Virta (ed.) Current research on sloyd education and craft science. Turku Turun yliopisto. A, 5, 19-44.

Lappalainen, E-M. 2007: Learning arts and crafts design for enhancing the learning and cultural

knowledge. Learning papers, 5-41.

Lappalainen, E-M. 2007: The ethnic cultural orientation built on the staircase of creative integration. Learning papers, 1-17.

Lappalainen, E-M. 2008: Interesting studying language, arts and crafts design, and culture. The arts and craft design and teaching language. Learning papers, 1-11.

Lappalainen, E-M. 2007: Käsityöoppiminen kielitaidon, osaamisen ja kulttuuritiedon edistäjäksi; Käsityöoppimisen syklit ja sensitiivinen kulttuuritietoisuus kielen oppimisen välineinä. Kaukametsä Kajaani & OPH. s. 5-41.

Lappalainen, E-M. 2007: Nostetta käsityöoppimiselle. Teoksessa: Opettajankoulutuksen muuttuvat rakenteet. Ainedidaktiikan symposium 2007. K. Merenluoto; A. Virta & P. Carpelan (toim.) Turku: Turun opettajankoulutuslaitos kasvatustieteiden tiedekunnan julkaisuja B:77. Painotalo Auranen. 319-326.

Suojanen, U. 1993: Käsityökasvatuksen perusteet. Minerva. Porvoo: WSOY.

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

Grading:

0-5

Person responsible:

Lecturer Eeva-Maija Lappalainen

Compulsory

393019A-01: Theoretical foundations, 2 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 credits

Language of instruction:

Finnish

Timing:

1st-2nd year

Learning outcomes:

The student will focus into the theoretical foundation of hand craft learning. The starting point is realizing the main nature of textile work, the basics in the expression with materials and colour and pedagogy. The students will direct themselves to create cross curricular learning opportunities in hand craft in pre-school and primary level. The different perspectives will present the nature of hand craft and textile work: use of material, models, colours, shapes, objects of design, choosing the working methods, styles, interpretations vs. interaction of the learning group with in the surrounding society and its effects to the living conditions.

- 1. The students will realize the methods used in the expression through materials and colours and the factors affecting them.
- 2. The students are familiar with how to use their expertise knowledge and how to apply it in theory and in practice.

Contents:

Hand craft learning:

- present, history and future
- theoretical, practical, developed and functioning fundamentals
- choosing age-appropriate content and work as well as didactic content-knowledge
- the structure and function of surface design, advanced felting types, thread work and surface structures
- The processes in analyzing, interpreting and assessing unfinished and finished work.
- cross-curricular integration, the basics and the possibilities of integration (e.g. picture and word art, stories, fairytales, poems)

Learning activities and teaching methods:

8 L, 18 O, 28 IS

Recommended or required reading:

-

Assessment methods and criteria:

Lectures, exercises, exam and essay

Grading:

0-5

Person responsible:

Lecturer Eeva-Maija Lappalainen

393019A-02: Materials and colour expression, 3 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

1st-2nd year

Learning outcomes:

The student will focus into the theoretical foundation of hand craft learning. The starting point is realizing the main nature of textile work, the basics in the expression with materials and colour and pedagogy. The students will direct themselves to create cross curricular learning opportunities in hand craft in pre-school and primary level. The different perspectives will present the nature of hand craft and textile work: use of material, models, colours, shapes, objects of design, choosing the working methods, styles, interpretations vs. interaction of the learning group with in the surrounding society and its effects to the living conditions.

The future teacher is able to directing attention into the essence of the object of design and its origins through using pedagogy and interpretation, especially considering the learning environments in the lower levels of primary schools.

The following factors are a part of hand craft design and it pedagogical and multisensory observation and directing attention

- The student understands the importance of the appropriate choice of theme and/or topic.
- The student is able to pay attention to the use of textiles: meaningful and multisensory effects are apparent.
- Student is aware of choosing the appropriate working and teaching methods.
- Furthermore, the choosing the object of design to be made, its planning and the pedagogy that affects the process are highlighted.
- The student perceives the observing the sprit of the time in the object of design
- Student sees the cross curricular possibilities of hand crafts.
- The student understands the basics of how the hand crafts learning effects the creation of styles, shapes, models, structures, fabrics, textures and the essence of the object of design.
- the student is able to analyse and interpret the factors affecting the design process and the product itself.

Contents:

- Making and using learning material

- use of natural materials (e.g. wool and cotton) and didactically chosen content
- age-appropriate content and didactical knowledge
- the structure and function of surface design, advanced felting types, thread work and surface structures
- the processes in analyzing, interpreting and assessing unfinished and finished work.
- cross-curricular integration, the basics and the possibilities of integration (e.g. visual and worded art, stories, fairytales, poems)

Learning activities and teaching methods:

8 L, 31 O, 42 IS

Recommended or required reading:

Check the appropriate parts from the description of the course entity.

Assessment methods and criteria:

Lectures, exercises, learning diary and making of learning material.

Grading:

0-5

Person responsible:

Lecturer Eeva-Maija Lappalainen

390003Y: Orientation to university studies, 3 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Timo Mauno

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

Students assume a positive, independent and pro-active attitude towards their university studies and learn to understand the difference between tertiary level studies and schooling at lower levels. They receive information regarding study programmes, time use and study opportunities in relation to their own resources. In addition, the students familiarize themselves with self-reflective, critical and explorative forms of working and with self-evaluation as a part of programme development and work quality. They also get to know their learning environments and the services available to them. The students gain a sufficient amount of knowledge on studying in general so as to be able to successfully manage their upcoming studies, understand the importance of the Personal Study Plan (PSP)-and, and be able to identify those learning environments which positively support university-level studies.

Contents:

- Structure and objectives of the degree programme
- The university's expectations of the student
- Study technique and the library, the campus portal
- PSPs and discussions
- Study allowance, health care, congregational and other services
- Orientation to learning environment at hand
- Self-evaluation and feedback

Learning activities and teaching methods:

Lect 10, Other 14, IndStud 57 (incl. tutorials and, if necessary, a course in Optima)

Recommended or required reading:

Mira Huusko & Soile Jokinen: "En minä, mutta pojat". Yliopisto-opiskelun liittyvä epäeettinen toiminta sivistyksen ja tuloksellisuuden ristivedossa. Oulun yliopiston opetus- ja opiskelijapalveluiden julkaisuja A 19. Oulu: Oulun

yliopistopaino.

Jakku-Sihvonen, Ritva (toim.) 2004. Uudenlaisia maistereita. Opetus 2000. Jyväskylä: Ps-kustannus.
Tynjälä & Välimaa & Murtonen (toim.) 2004. Korkeakoulutus, oppiminen ja työelämä. Opetus 2000. Jyväskylä: Ps-kustannus.

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

Assessment methods and criteria:

Participation in contact teaching, group study trip and orientation, essay.

Grading:

Pass/fail

Person responsible:

Timo Mauno

390104Y: Second national language, 2 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Kajaani Department of Teacher Education

Opintokohteen kielet: Finnish

Proficiency level:

B1/B2/B3 (European framework)

Status:

Compulsory course. A pass constitutes the required linguistic abilities required of degree-holders working in the public sector in bilingual areas. (Finnish Law 424/03 Act 481/03)

Required proficiency level:

The required skill-level for compulsory Swedish courses at all faculties is the completion of B-level Swedish studies at the upper secondary level or equivalent, AND a pass in the initial level test taken at the beginning of or prior to the course. The initial level test assists in identifying areas in which students may need to further study. If students wish to complete this test and possible self-study before the actual course, this must be discussed with the teacher (coordinator). If the student has only completed none or a part of the B-level studies at the upper secondary level, sufficient Swedish skills must be obtained before the course.

ECTS Credits:

2 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

The students obtain skills in the Swedish language which are relevant to their future field of work. After the completion, the student will be able to function interactively in typical communication situations. The students understand the spoken language of their own field and are able to speak Swedish in different working life situations, can read texts, and are able to write working texts such as messages and reports.

Contents:

Communication exercises in oral and written skills, which aim to develop and enhance the Swedish skills which are required in the student's respective working field. Situation-based individual, pair and group exercises and small-group discussions. Current texts in education. Sector-specific written assignments. Practicing presentation skills.

Learning activities and teaching methods:

Contact-teaching 1x180min/week and set preparatory exercises, independent study 53h/course.

Recommended or required reading:

Copy of course handouts (for a fee)

Assessment methods and criteria:

The course focuses on enhancing both oral and written skills, which require regular and active participation in exercises and preparation work. Attendance level: 100%. Tests in both oral and written skills. Alternative completion: previous studies, demonstrating sufficient language skills through final course exams.

Grading:

Oral and written skills are tested separately and assessed within the KORU (Higher Education Institutions' Swedish Language Skills Assessment, HAMK 2006 publication) recommendations framework. Separate grades are given for successful passes in oral and written language skills: satisfactory or good (see Language Act 481 /2003). Grades are based on continuous assessment and testing. [Assessment criteria](#)

Person responsible:

Marjatta Heikkinen

Compulsory

390104Y-01: Written part, 1 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Language and Communication Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Opintokohteen kielet: Finnish

ECTS Credits:

1 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

The objective of course is to obtain language skills which are required by degree-holding civil servants working in bilingual areas. The students should understand spoken and written forms of the language in relation to their own respective fields and they should be able to discuss sector-specific issues using relevant terminology. They should also be able to prepare a written presentation in their respective fields, which shows their ability level of the language structure and the content of which are comprehensible.

Contents:

Text comprehension exercises which accustom the student to reading abstract documentation in Swedish and which train the student in identifying relevant content area and main points within text.

Learning activities and teaching methods:

18 O, 11 IS

Grading:

good - satisfactory - fail

Person responsible:

Teacher

390104Y-02: Spoken part, 1 op

Voimassaolo: 01.08.2005 - 31.07.2013

Opiskelumuoto: Language and Communication Studies

Laji: Partial credit

Vastuuyksikkö: Kajaani Department of Teacher Education

Opintokohteen kielet: Finnish

ECTS Credits:

1 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

The objective of course is to obtain language skills which are required by degree-holding civil servants working in bilingual areas. The students should understand spoken and written forms of the language in relation to their own respective fields and they should be able to discuss sector-specific issues using relevant terminology.

Contents:

Different types of oral exercises which aim to develop and enhance the students' abilities in receiving and relaying information in the Swedish language.

Learning activities and teaching methods:

18 O, 11 IS

Assessment methods and criteria:

Participation in teaching sessions, oral exercises/presentations

Grading:

good - satisfactory - fail

Person responsible:

Teacher