

Opasraportti

FEdu - Early Childhood Education, MA (Education) (2020 - 2021)

University's new study guide for academic year 2020-2021 is published at <https://opas.peppi oulu.fi>.

The study guide includes information on degrees, curriculums, courses and course timetables. Course registrations are still done in Oodi.

If you have questions on information in the study guide, please contact the study field's Academic Affairs Service Team <https://www oulu.fi/forstudents/faculty-study-affairs>.

Early Childhood Education is one of the specializations in the Degree Programme in Teaching and Education. The students in this programme graduate as pedagogical experts in the growth, development and learning of small children for multidisciplinary tasks in education, teaching, research and development.

A Master may find employment in a variety of educational tasks: early childhood education teacher, pre-primary education, administrative and development tasks, training and planning tasks, research, and guidance and management of various educational organizations. A Master may also find employment in the service of organizations and businesses.

The degree of Master of Arts consists of advanced studies in education, minor subject studies and optional studies.

The Master's degree provides the qualifications for working tasks requiring a higher university degree. It can include the pedagogical studies for teachers (60 credits) for teaching qualifications in accordance with the Decree on University Degrees (986/1998) for qualification to function in adult education positions. Based on the Early Childhood Education Act (540/2018), the Master's degree will be a qualification requirement for day care centre directors as of 2030.

Having completed the Master's degree, the student

- * has adopted an inquiring and developing grasp at work
- * is capable of working actively in the changing social environment of early childhood education
- * is capable of working in tasks related to management, educational planning, development, research, teaching, guidance and counselling
- * has constructed his/her personal pedagogical expertise through his/her choice of minor subjects and practice sites and by taking part in research and development projects

Tutkintorakenteet

Early Childhood Education, MA (Education)

Tutkintorakenteen tila: archived

Lukuvuosi: 2020-21

Lukuvuoden alkamispäivämäärä: 01.08.2020

Advanced Studies in Education, Especially Early Childhood Education (80 ECTS cr) (vähintään 80 op)

A251506: Early Childhood Education, Advanced Studies, 80 op

e1

413069S: Orientation to Master's Studies, 5 op

413062S: Theory of Education and Bildung: Pedagogical Action, 5 op

413064S: Economics of Education, 5 op

443194S: Ethical and Political issues in Education, 5 op

443195S: Leadership in educational organizations, 5 op

443196S: Guidance and mentoring in educational communities, 5 op

413019S: Working Life Studies, 10 op

408043S: Master's Thesis, 30 op

408044S: Thesis Seminar, 5 op

408045S: Abstract / Maturity Test, 0 op

Advanced research course

413030S: Advanced course in quantitative research, 5 op

413031S: Advanced course in qualitative research, 5 op

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

You can choose minor studies freely from among those offered by the University of Oulu.

Choose at least one (25 credits) minor subject to be included in the Bachelor's degree.

Optional Studies (15 ECTS cr) (vähintään 15 op)

The student can choose any higher education -level courses.

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

A251506: Early Childhood Education, Advanced Studies, 80 op

Opiskelumuoto: Advanced Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anna-Maija Puroila

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

80 credits

Language of instruction:

Finnish

Timing:

1th and 2th year

Learning outcomes:

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

Contents:

see under each course

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

see under each course

Target group:

Early Childhood Education students on the Master's level

Prerequisites and co-requisites:

Basic (25cr) and Intermediate (40 -50cr) Studies in Education, especially Early Childhood Education

Recommended optional programme components:

none

Recommended or required reading:

To be agreed on course by course

Assessment methods and criteria:

Vary by course

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

Grading:

0-5

Person responsible:

Puroila Anna-Maija

e1

413069S: Orientation to Master's Studies, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish and English

Timing:

1st year of master studies

Learning outcomes:

The course equips the student as a future expert of education and learning. It combines two themes obvious to master level studies – the questions connected to work life and scientific production of knowledge. The course helps the student to recognize and strengthen their own expertise. It also provides experiences of finding, reading and producing scientific knowledge.

Having passed the course, the student is able to:

- find information regarding their own studies and future career, as well as to plan them
- analyze and produce scientific text
- perceive different ways of conducting educational research and producing academic knowledge

- present and compare different kinds of educational expertise and profile oneself in relation to them
- concern oneself as a future conductor of research and as a professional acting based on scientific knowledge

Contents:

- Study and career planning and counselling
- Presenting faculty research
- Expert talks
- General master's thesis information
- Master's thesis groups' information
- Information services
- Seminars and teacher tutor sessions
- Independent work
- STEAM in master studies

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Contact lessons minimum 20h, including lectures 16h. Independent study 100-115, depending on the amount of contact teaching. Total amount of work 135h.

Target group:

All master level students (with the exception of students from music education programme)

Prerequisites and co-requisites:

no

Recommended or required reading:

Active participation in the joint sessions, assessment is done in the seminar groups and depends on the working methods of the seminar

Assessment methods and criteria:

Active participation in the joint sessions, assessment is done in the seminar groups and depends on the working methods of the seminar

Grading:

Pass/Fail

Person responsible:

TOV (Mirka Hintsanen), SUV (seminars)

Working life cooperation:

The course is implemented in cooperation with different experts and organizations in and outside of the university

413062S: Theory of Education and Bildung: Pedagogical Action, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Ari Kivelä

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Learning outcomes:

Having completed the course, the student

- knows how to use on his/her own the theoretical concepts and starting-points of education to discuss pedagogical activity
- is capable of participating in theoretical debate in his/her branch of science and field of research
- knows how to interpret and evaluate critically recent theoretical debate in his/her branch of science and field of research

Contents:

In this study module the is familiarized with theoretical and conceptual ways to discuss pedagogical activity. It is essential to identify the special characteristics of pedagogical (educative and instructive) interaction which set it apart from other intercourse between people and forms of human activity. The student understands how pedagogical activity opens up possibilities for the development of subjectness in the growing person and for individual choices in life. The student adopts conceptual-theoretical tools which allow him/her to view the special characteristics of pedagogical activity from the frame of reference offered by educational theory formation, and to conceptualize the essential areas of competence from the viewpoint of professional pedagogical activity. The course helps the student to develop his/her professional competence, to evaluate critically and analytically both scientific research results on pedagogical activity and views arising from different practical experiences.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

24h lectures, independent work

Target group:

Master's level students in the Faculty of Education

Prerequisites and co-requisites:

Basic studies in education

Recommended or required reading:

The student also chooses two of the following books:

- 1)
 - Stojanov, K. (2018) Education, Self-Consciousness and Social action. *Bildungas* a neo-Hegelian Concept. Routledge
 - Bakhurst, D. (2011) Formation of Reason. Wiley-Blackwell
- 2)
 - Biesta, G. J.J. (2006) Beyond Learning: Democratic Education for a Human Future. Paradigm Publishers.
 - Biesta, G. J.J. (2013) The Beautiful risk of Education. Paradigm Publishers.
- 3)
 - David, T., Gooch, K., & Powell, S. (Eds.) (2016) The Routledge International Handbook of Philosophies and Theories of Early Childhood Education and Care. London: Routledge.
 - Lenz-Taguchi, H. (2010). Going Beyond the Theory/Practice Divide in Early Childhood Education: Introducing an Intra-active Pedagogy. London: Routledge.

Assessment methods and criteria:

Written assignment or exami

Assessment criteria:

0 = unfinished, fragmented, issues presented not essentially connected with the topic, the use of sources is non-existent.

1 = highly superficial, issues presented quite detached from each other, use of sources is poor.

2 = superficial, matters are partly presented disconnected from each other, use of sources is satisfactory.

3 = reflective and matters are related to each other to some extent; a common thread is to be seen, and the use of sources is mainly at a good level.

4 = quite analytical, matters are related to each other well, the use of sources is mainly very good.

5 = systematic and analytical, matters are related to each other very well, and the use of sources is mainly excellent.

Grading:

0-5

Person responsible:

Ari Kivelä

413064S: Economics of Education, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Kimmo Kontio**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS credits

Language of instruction:

Finnish

Learning outcomes:

Having completed the course, the student:

- knows how to use independently the theoretical concepts of economics of education to analyze the economical dimensions of the activities of pedagogical institutions
- is able to participate in theoretical discussion on the economical basis of education
- knows how to interpret and evaluate critically economic decision-making on education and national and supranational definitions of educational policy

Contents:

The course familiarizes the student with the theoretical and conceptual ways of the economics of education to view education. It is essential to identify the issues concerning the economic tasks and impacts of education and the economy of the activities of pedagogical institutions in relation to the peculiarities of pedagogical activity, to identify the essential significance of education both from the viewpoint of the economic and social welfare of society and in enabling individual professional and career choices and labour market qualifications. The course offers conceptual-theoretical tools to allow examination of the economic significance of education and economy of pedagogical institutions and development of professional competence, a readiness to evaluate critically and analytically scientific research results in the economics of education, economic decision-making on pedagogical institutions, and international and supranational definitions of education policy.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 24 h

Target group:

Master's level students in the Faculty of Education

Prerequisites and co-requisites:

Candidate level studies in education

Recommended optional programme components:

The study module is part of the orientation option of "Pedagogical Institutions and Expertise" in the Master's programme in education

Recommended or required reading:

Materials will be distributed during the course

Assessment methods and criteria:

Completion of individual assignments/exam

Assessment criteria:

0 = unfinished, fragmented, issues presented not essentially connected with the topic, the use of sources is non-existent.

1 = highly superficial, issues presented quite detached from each other, use of sources is poor.

2 = superficial, matters are partly presented disconnected from each other, use of sources is satisfactory.

3 = reflective and matters are related to each other to some extent; a common thread is to be seen, and the use of sources is mainly at a good level.

4 = quite analytical, matters are related to each other well, the use of sources is mainly very good.

5 = systematic and analytical, matters are related to each other very well, and the use of sources is mainly excellent.

Grading:

0-5

Person responsible:

Kimmo Kontio

Working life cooperation:

None

443194S: Ethical and Political issues in Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Karin Murriss

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

English

Timing:

The course is held in the spring semester (IV period)

Learning outcomes:

At the end of the course, students will be able

- To know and be able to apply key concepts and theories in the field of ethics and politics of education
- To show awareness of and think through professional moral dilemmas and why they matter politically (incl. intersectionality and decolonisation)
- To conduct ethical enquiries in educational settings in small groups with peers
- To identify discourses about child(hood) and recognise why they matter politically in educational settings

Contents:

- Major and minor politics in education (epistemic injustice)
- The theory and practice of facilitating ethical enquiry in educational settings.
- Key political and ethical concepts, including authority, democracy, citizenship, animals, materials, environment, place, space and time.
- Current research from the social sciences, the natural sciences, engineering, health sciences, the arts, law and the humanities as relevant for the ethics and politics of education

Mode of delivery:

Half the course will be taught through a series of guest lectures by a wide range of local experts and through podcasts with international experts from the UK, Canada, Australia, South Africa and South America.

The other half of the course will be taught through a transdisciplinary fund of narratives (e.g. picturebooks), films and images.

Both parts will be followed by weekly small group seminars. Available during these seminars will be a range of art and other materials chosen to facilitate a transmodal expression of ideas.

Google and Whatsapp are used as a learning environment for the course, between the students, but also as a means of communication between the guest lecturers and podcast lecturers. When appropriate field trips or workshops outside will be included to support the theoretical work as part of the lectures or seminars

Learning activities and teaching methods:

24h lectures (12 lectures)
 24h seminars (12 lectures)
 10h field trips/outdoor workshops
 40h online work with peers on Google and Whatsapp
 17h visual essay and case-study writing
 30h self- study

Target group:

Master-level students of early childhood education. & Master- level students of educational sciences

Recommended optional programme components:

Part of advanced studies

Recommended or required reading:

Internet searches will be integrated during all contact time so students can source reading directly relevant for the enquiries. In terms of recommended reading, the following books will inform the lectures and selected chapters and papers will be set during the course when appropriate:

- Campbell, E. (2003). *The Ethical Teacher*. Philadelphia: The Open University Press.
- Dahlberg, G. and Moss, P. (2005) *Ethics and Politics in Early Childhood Education*. London: Routledge.
- Dixon, K. (2011) *Literacy, Power and the Schooled Body: Learning in Time and Space*. New York: Routledge.
- Erion, G. E. *Engaging Student Relativism*. In: *Discourse*, Vol 5, No 1, Autumn 2005. pp 120-134.
- Garner, R. & O'Sullivan, S. (2016). *The Political Turn in Animal Ethics*. Rowman & Littlefield.
- Haraway, D.J. (2016), ' *Staying with the Trouble: Making Kin in the Chthulucene* ', Durham: Duke University Press.
- Moss, P. (2019) *Alternative Narratives in Early Childhood: An Introduction for Students and Practitioners*. London: Routledge.
- Murris, K. (2016) *The Posthuman Child: Educational Transformation through Philosophy with Picturebooks*. London: Routledge.
- Prinsloo, I.J. (2009) *Classroom management and Discipline*. Kate McCallum/MacMillian, Northlands (Gauteng).
- Rachels, J. (2007) *The Elements of Moral Philosophy* (5th ed by Stuart Rachels). McGraw-Hill Higher Education.
- Pacini-Ketchabaw, V. (2015). *Unsettling the Colonial Places and Spaces of Early Childhood Education*. New York: Routledge.
- Rollins Gregory, M., Haynes, J. & Murris, K. (2017) (Eds.) *The Routledge International Handbook of Philosophy for Children*. London: Routledge.
- Rollins, Gregory, M. & Laverty, M.J. (2018) *In Community of Inquiry with Ann Margaret Sharp: Childhood, Philosophy and Education*. London: Routledge.
- Warburton, N. (2004) *Right and Wrong*. In: *Philosophy The Basics*. London: Routledge

Assessment methods and criteria:

Assessment is made through:

- 1) 50%: a visual essay. Still or moving images constructed during the seminars will be the core of this assignment. A short written essay (1500-2500 words) needs to engage with the political and ethical dimensions of the artefact, thereby giving insight in how differences are made and unmade.
- 2) 50%: case-study of a professional dilemma (a 6-step template).

Grading:

0-5

Person responsible:

Karin Murris

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Marjo Mäntyjärvi

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

The course is held in spring semester, III period

Learning outcomes:

The student will be able to:

- analyse basic concepts which are related to leadership and organisations and the central theories
- interpret practical leadership situations in pedagogical organisations in the light of the educational research information
- identify different ways to promote the learning and development in the organisations
- estimate the leadership as a part of ones own expertise

Contents:

- the basic concepts and approaches in leadership research
- Organizational culture
- Pedagogical leadership
- Work-related well-being and interaction in working communities
- Entrepreneurial leadership

Mode of delivery:

Blended teaching

Moodle

An alternative, independent learning method

Learning activities and teaching methods:

Lectures 12h + 2h feedback

Group work 10h

Online work 8h

Self-study 100h

Target group:

Master level students, early childhood education

Prerequisites and co-requisites:

Basic and intermediate studies in education

Recommended or required reading:

Scientific articles

Assessment methods and criteria:

Active participation in seminars, completing the assignments set for the course, self-evaluation, and essay. The course contains literary and functional exercises that focus on leading and developing organizations. Self-evaluation includes setting goals before the course and evaluation of achieving those goals during the course. The student provides independently an essay using literature and material from the lectures

Grading:

0-5

Person responsible:

Marjo Mäntyjärvi

Other information:

Connected to course 42143S Work Community and Leadership in Special Education

443196S: Guidance and mentoring in educational communities, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

The course is held both in autumn (I and II period) and spring semester (III and IV period)

Learning outcomes:

Upon completion of the course, the student will be able to:

- know the key concepts, theoretical approaches and methods of supervision
- apply supervision approaches and methods in supervising individuals and groups in educational communities
- analyze and develop her/his own actions as a supervisor

Contents:

- Key concepts, approaches and methods of supervision
- Interaction in supervision
- Ethical questions in supervision
- Mentoring

Mode of delivery:

The course consists of two parts (Supervisions 3ects) and Mentoring (2ects). The course will be implemented as blended teaching, mostly as web-based teaching. Moodle is used as a learning environment of the course.

Learning activities and teaching methods:

4h face-to-face-teaching
40h online work
18h developmental assignment
70h self- study

Target group:

Master-level students of early childhood education.

Mentoring teachers from the field in the first part of the course Supervision (3ects)

Prerequisites and co-requisites:

Candidate level studies

Recommended optional programme components:

Part of advanced studies

Recommended or required reading:

Liinamaa, T. (2014). Merkityksellisen ohjaus- ja vuorovaikutussuhteen olemus lastentarhanopettajakoulutuksen ohjatussa harjoittelussa. Jyväskylä: Jyväskylän yliopisto. Scientific articles appointed in the beginning of the course.

Assessment methods and criteria:

The students participate in face-to-face teaching and online meetings, familiarize themselves with the material in Moodle and complete the assignments set for the course. Peer assessment (pass/fail) is applied in the first part of

the course, Supervision (3ects). After passing the first part of the course the students proceed to the second part of the course, Mentoring (2 ects), familiarize themselves in the material in Moodle and write a reflective essay on the whole course. A numerical grading scale (0-5) will be used when assessing the essays

Grading:

0-5

Person responsible:

Anna-Maija Puroila

Other information:

Mentoring teachers from the field in the first part of the course Supervision (3ects)

413019S: Working Life Studies, 10 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Teemu Suorsa

Opintokohteen kielet: Finnish

ECTS Credits:

10 ECTS credits

Language of instruction:

Finnish

Timing:

1st to 2nd years

Learning outcomes:

The student

- expands and deepens his/her professional identity, competence and expertise
- acquires a knowledge of the theoretical basis of his/her field of duties and knows how to apply and evaluate it professionally
- identifies and strengthens his/her networks and understands their meaning in expert work

Contents:

- Mapping of personal interests and strengths, application for and practical arrangements with a work practice site
- Familiarization with the theoretical starting-points and practical implementation of expertise required in the practice site
- Analysis of personal skills and working habits individually and in a group

Mode of delivery:

Face-to-face and blended teaching

Learning activities and teaching methods:

Practical training approx. 200h, pedagogical group guidance 8h, independent work 67h.

Target group:

Students pursuing advanced studies in early childhood education and education

Prerequisites and co-requisites:

Bachelor's degree

Recommended optional programme components:

The course is part of the advanced studies in early childhood education

Recommended or required reading:

To be agreed on at the start of the course. Literature connected with the student's own practice.

Assessment methods and criteria:

Participation in the seminars, completion of a practice report.

Grading:

pass/fail

Person responsible:

Suorsa Teemu (kako)
Juutinen Jaana (vaka)

Working life cooperation:

Practical training in a working place chosen by the student.

Other information:

Student is liable to present criminal record before the practical training begins if the training includes work with minors. The record must be presented to the secretary at the Academic Affairs Compass service point counter on the 1st floor. Please contact the secretaries and make an appointment via study.education@oulu.fi

408043S: Master's Thesis, 30 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Advanced Studies

Laji: Diploma thesis

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

Other information:

"See 408044S Thesis Seminar"

408044S: Thesis Seminar, 5 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS + 30 ECTS Thesis

Language of instruction:

Finnish and English (especially in the ITE programme)

Timing:

1th and 2th years

Learning outcomes:

The student

- gets practice in using the basic concepts of his/her branch of science and knows how to determine and analyze the main research results in his/her field of science and how to evaluate them in relation to his/her own research
- masters the research methods chosen by him/herself and is able to describe the scientific traditions of the educational and social sciences, especially education and educational psychology
- knows how to compose alone, in pairs or in a group an educational thesis that show familiarity with its topic and proves a readiness for scientific thinking

- knows how to evaluate studies made by others and take part in scientific debate and defend his/her own thesis

Contents:

5 credits: seminar session and 30 credits: writing a thesis

1. Composing your own research plan and presenting it in a seminar.
2. Presenting an international (or domestic) refereed article related to your own thesis in a seminar (to be agreed on with the supervisor)
3. Presenting an intermediate stage of your own thesis (e.g. methodological solutions/basis of analysis - to be agreed on with the supervisor)
4. Presenting your Master's thesis and responding to an opponent's criticisms.
5. Acting as an opponent to another student's thesis
6. Other activities in the seminars
7. Finishing your own thesis

Mode of delivery:

Seminar and supervision meetings agreed on with the supervisor

Learning activities and teaching methods:

Seminars and supervision

Target group:

Students in the Faculty of Education

Recommended or required reading:

To be agreed on at the start of the study module.

Assessment methods and criteria:

Method: Active participation in seminars, completion of individual assignments and successful completion of the assignments connected with the seminar (5 credits). A major effort is the Master's thesis (30 credits), with criteria on the faculty website <http://www.oulu.fi/ktk/opinnaytetyot>.

Grading:

0-5

For the assessment criteria, see the faculty website <http://www.oulu.fi/edu/theses>.

Person responsible:

Hannu Heikkinen and the leaders of thesis groups

408045S: Abstract / Maturity Test, 0 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Advanced research course

413030S: Advanced course in quantitative research, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Peltonen, Jouni Aslak

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

English (ITE)

Timing:

1st year

Learning outcomes:

Having completed the course, the student

- knows how to analyse and interpret typical educational and psychological quantitative research data by using research methods designed for the examination of one-, two- or more dimensional distributions
- knows how to describe the basic ideas of research data analysis based on structural equation modelling and how to interpret models created by others
- knows how to assess the credibility, reliability and ethical aspects of her/his own research and research done by others

Contents:

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

Mode of delivery:

Teaching and independent study

Learning activities and teaching methods:

Lectures 18h, small group sessions 14h, independent work 96h

Target group:

Students pursuing advanced studies in the Faculty of Education

Prerequisites and co-requisites:

Basic course in quantitative research 5 cr. or equivalent studies in statistics

Recommended optional programme components:

The study module is part of the advanced studies in the education programme and supports the writing of a Master's Thesis

Recommended or required reading:

Metsämuuronen, J. (2003 or later edition) Tutkimuksen tekemisen perusteet ihmistieteissä (pages 273-764)

OR

Kerlinger, F. & Lee, H. (2003 or later edition) Foundations of behavioral research. Fourth edition.

OR

Hair, J.F., Anderson, R.E, Tatham, R.L. & Black, W.C. (1998 or later edition) Multivariate data analysis.

Assessment methods and criteria:

The students carry out, either independently or in small groups, assignments of analyzing quantitative data, in which the basis and materials are provided by the lectures, literature and other sources whenever possible (such as recordings of expert lectures). In concrete terms, a learning assignment can consist, for instance, of the analysis of data collected for the student's own thesis, or of sample data used in the course. By agreement, the course can also be arranged and carried out in other ways, such as by taking part in the activities of a research group in the faculty.

The student's course performance is

0 = unfinished and fragmented, with no concretization of the basic principles of analyzing quantitative research data

1 = highly superficial, the analysis is very superficial and contains lots of mistaken interpretations and erroneous conclusions

2 = superficial, the analysis is superficial and contains some mistaken interpretations and erroneous conclusions

3 = reflective. the analysis is justified and the results do not reveal many mistaken interpretations or erroneous conclusions

4 = an analytical and partly very successful whole, in which the proper methods of analysis were chosen for each situation, the student knew how to interpret the results mainly right without any significant erroneous conclusions

5 = a systematic and analytical whole, in which the proper methods were chosen for each situation, the student knew how to interpret the result correctly without any erroneous conclusions

Grading:

0 - 5

Person responsible:

Jouni Peltonen

413031S: Advanced course in qualitative research, 5 op

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anu Alanko

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

English (ITE)

Timing:

1st year

Learning outcomes:

Having completed the course, the student

- knows how to describe and interpret qualitative data analysis methods used in education and psychology and their background
- knows how to analyse and interpret typical educational and psychological research data
- knows how to assess the credibility, reliability and ethicality of her/his own research and research done by others

Contents:

- the meaning of different paradigms and research traditions in the planning and implementation of qualitative research
- different reading methods in the analysis and interpretation of qualitative research data
- proving credibility in qualitative research
- research reporting in qualitative research
- ethical issues in qualitative research

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 18h, small group sessions 16h, independent work approx. 100h

Target group:

Students in the Faculty of Education.

Prerequisites and co-requisites:

Completion of the Basic course in Qualitative Research (5 ECTS) or an equivalent course

Recommended optional programme components:

The study module is a part of the advanced studies and supports the writing of a Master's thesis

Recommended or required reading:

English literature on request. Contact the teacher responsible for the course.

Assessment methods and criteria:

Lectures: Students write a lecture diary, based on the lectures and the literature either alone or in pairs. In the lecture diary, students are also expected to discuss their own research ideas.

Seminars: Students practice the analysis of research material, either alone or in pairs. Students may utilize their own research material (if available) or some other material. Analysis reports are presented and discussed in the seminars.

Completion of the course requires active participation in face-to-face teaching and successful completion of all individual learning tasks:

5: The student has participated actively in all face-to-face meetings and done all required individual tasks according to the course requirements. All tasks represent very good familiarity with course contents, course materials, and additional materials. The student is able to express deep understanding of core course contents in the digital portfolio.

4: The student has participated actively in all face-to-face meetings and done all required individual tasks according to the course requirements. All tasks represent good familiarity with course contents and course materials. The student is able to express understanding of core course contents in the digital portfolio.

3: The student has participated actively in most of the face-to-face meetings and done all required individual tasks. Tasks mostly represent good familiarity with course contents and core course materials. The student is able to express understanding of core course contents in the digital portfolio.

2: The student has participated in several face-to-face meetings and done individual tasks, but there are a few tasks missing. Tasks are done mostly based on one's own experiences and opinions, not on course literature and other course materials. Reflection of one's own learning in the digital portfolio is mostly superficial.

1: The student has been passive in face-to-face meetings, and there are assignments missing or they represent superficial understanding of the course content. The student is able to express the understanding of some course content either in the digital portfolio or in individual tasks, but the level of reflection is superficial and irrelevant, and it does not represent familiarity with the course materials.

Grading:

Lecture diary: Pass/Fail

Analysis report: 0-5

Person responsible:

Anu Alanko

Other information:

Research studies completed elsewhere can once replace the research studies taken in the faculty. The studies taken in the faculty can also once replace the research studies in a minor subject, if the original studies were completed in the faculty (and were not acknowledged through recognition of prior learning). Otherwise, the teacher-in-charge shall decide on the studies to be taken.