

Opasraportti

FEdu - Special Education, MA (Education) (2021 - 2022)

Tutkintorakenteet

Special Education, Master's Degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2021-22

Lukuvuoden alkamispäivämäärä: 01.08.2021

Special Education, Advanced Studies (80 ECTS cr) (vähintään 80 op)

A255104: Special Education, Advanced Studies, 75 - 80 op

Compulsory

- 413069S: Orientation to Master's Studies, 5 op
- 402140S: Learning Dimensions and Assessment, 5 op
- 402141S: Senses and Communication, 5 op
- 402142S: Society and Inclusive Education, 5 op
- 402143S: Work Community and Leadership in Special Education, 5 op
- 402146S: Practice 3 - Consultative Special Education, 5 op
- 402147S: Practice 4 - Final practice, 5 op
- 408043S: Master's Thesis, 30 op
- 408044S: Thesis Seminar, 5 op
- 408045S: Abstract / Maturity Test, 0 op

Choose 413030S or 413031S

- 413030S: Advanced course in quantitative research, 5 op
- 413031S: Advanced course in qualitative research, 5 op

Choose 402149S or 408014S

- 402149S: Cooperation and Professional Interaction, 5 op
- 408014S: Pedagogical Challenges in Research: Literature Course, 5 op

Optional Minor (25-40 ECTS cr) (vähintään 25 op)

Optional Studies (0-15 ECTS cr)

Depending on how extended minor student has, minimum 120 ECTS Master degree must be completed.

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

A255104: Special Education, Advanced Studies, 75 - 80 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Marjatta Takala

Opintokohteen kielet: Finnish

ECTS Credits:

80 ECTS cr

Language of instruction:

Finnish and English

Timing:

Master's stage

Learning outcomes:

After performing the studies, the student is able to

- argue about inclusion, think of its challenges and possibilities from different viewpoints.
- analyze the meaning and importance of consultative way of working, multiprofessional work and collaboration with caregivers from the point of view of a pupils in need of support
- evaluate the development of children and youngsters and challenges in it as well as plan and execute individual support
- discuss the contextuality of various learning models
- plan support for visually and hearing impaired children and youngsters
- use various communication methods
- use various research methods in thesis.

Contents:

- 413069S Orientation to Madter´s Studies 5 cr
- 402140S Learning Dimensions and Assessment 5 cr
- 402141S Senses and Communication 5 cr
- 402142S Society and Inclusive Education 5 cr
- 402143S Work Community and Leadership in Special Education 5 cr
- 402146S Practice 3 - Consultative Special Education 5 cr
- 402147S Practice 4 - Final practice 5 cr
- 408043S Master's Thesis 30 cr
- 408044S Thesis Seminar 5 cr
- 408045S Abstract / Maturity Test 0 cr
- Optional course a OR b
- 413030S a) Advanced Course in Quantitative Research, 5 cr
- 413031S b) Advanced Course in Quantitative Research, 5 cr
- Optional course a OR b
- 402149S Cooperation and Professional Interaction 5 cr
- 408014S Pedagogical Challenges in Research: Literature Course 5 cr

Mode of delivery:

Contact teaching and independent work

Learning activities and teaching methods:

Lectures, small group teaching, independent work and practical training. For more details, see the course-specific descriptions.

Target group:

Students majoring in special education

Prerequisites and co-requisites:

Introductory and intermediate studies in special education

Recommended optional programme components:

None

Recommended or required reading:

For course-specific details, see course descriptions.

Assessment methods and criteria:

0 = The students' output is unfinished and fragmented, the response shows no familiarity with the core themes and materials of the course. The output does not correspond to the assignment at all.

1 = The students' output is highly superficial, and the use of course materials is superficial and limited. The response has been structured incoherently.

2 = The students' output is quite superficial. They have made use of some of the core materials, but the use of source materials is coincidental and summary. The response is in accordance with the assignment. The structure of the response is mostly clear and logical.

3 = The students' output covers the core themes of the courses, and the style of writing is reflective and critical in places. The response makes thorough use of all the core materials of the course, and it is fully in line with the assignments. The response proceeds in a clear and logical manner.

4 = The students' output is wide-ranging and in-depth. In addition to the core materials of the course, national and international research materials have also been used to some extent. The style of writing is mainly reflective, argumentative and critical. The response is fully in line with the assignment. The structure of the output is scientific, proceeds logically and is easy to read.

5 = The students' output is a very wide-ranging and scientific entity that manifests a deep and broadly-based understanding of the themes of the course. Research materials are used in a wide-ranging, critical and analytical manner. The structure is in line with the requirements of scientific writing.

Grading:

The study module is assessed 1-5.

Person responsible:

Professor Marjatta Takala

Working life cooperation:

Yes. The module includes two practice periods of 5 credits each.

Compulsory

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

402140S: Learning Dimensions and Assessment, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Kielinen, Marko Esa Juhani

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Learning outcomes:

The student is familiarised with the concept of talent. S/he is familiarised extremes of development: the special pedagogical needs required by talent and mental disability and assessment of children and adolescents. The student learns to work with persons who are talented in various ways. S/he learns to use the means and interventions of special education when faced by the various challenges posed by talent. The student deepens his/her knowledge of assessment as a scientific and professional activity. The student knows how to construct a screening method and test. S/he knows how to analyse their characteristics and is familiar with and knows how to evaluate diagnostic decision making. The student combines evaluation with decisions and means, and knows how to describe the ethical dimensions of assessment. S/he learns to evaluate the effectiveness of her/his own work. S/he gets to know the ICF system.

Contents:

Mental disability and talent as concepts, differentiation and individualisation, different pedagogical approaches and models of rehabilitation. Construction of a screening and test, scales and their principles. Testing of children and analysis of the results, description of ethical issues. ICF.

Mode of delivery:

Face-to-face teaching and small groups.

Learning activities and teaching methods:

Lectures 12 h and small group sessions 12 h, possibly with a partial online implementation.

Target group:

Students pursuing major subject studies in special education, and student qualifying as special education teachers

Prerequisites and co-requisites:

ERKO-student: Basic studies in special education.

Major student: basic and intermediate studies in special education.

Recommended optional programme components:

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

Recommended or required reading:

3 books ja 2 articles:

Salvia, J. & Ysseldyke, S. & Bolt, S. (2013/2010). Assessment in special and inclusive education. 11th ed. Cengage Learning. Osat 1, 2 ja 5, sivut 3-128 sekä 308-369.

AND

Närhi, V., Seppälä, H., & Kuikka, P. 2010. Laaja-alaiset oppimisvaikeudet. NMI. 195 s.

AND

Snell, M. & Brown, F. (eds.) 2011. Instruction of Students with Severe Disabilities. s. 656 osin (6th edition, luvut 1-7; soveltuvien osin

AND

Jolly, J. & Hughes, C. E. 2015. Beyond Stereotypes: Understanding, Recognizing, and Working With Twice-Exceptional Learners. *Teaching Exceptional Children*, 47(4), 187-189. or article choose by teacher

Assessment methods and criteria:

A pass requires participation in face-to-face teaching and successful completion of a literature exam based on 3 books, 1 article and the lectures.

Grading:

0-5

Person responsible:

Nina Heräjärvi

Working life cooperation:

None.

402141S: Senses and Communication, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Marjatta Takala

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Learning outcomes:

The student understands the connection between the senses and communication and the historical and social development of communication. The student knows how to describe normal and anomalous language development in a child. S/he learns to evaluate and support a child's language development on the general level and knows how to use communications methods to support and substitute for speech. The student learns to identify communication problems, such as difficulties with articulations and special difficulties in language development, and knows how to rehabilitate them through various interventions. The student learns about the effects of auditory and visual disabilities on language development.

Contents:

The stages in the development of communication, supporting them through exercises and/or the AAC methods, identification, evaluation and rehabilitation of the most common articulation errors. Getting to know sign language and speech-supporting signs.

Mode of delivery:

Face-to-face teaching in the form of large group and small group sessions.

Learning activities and teaching methods:

Large group sessions 16 h, small group work 14 h, independent work. The examination is in the form of an essay.

Target group:

Students pursuing major subject studies in special education, and students qualifying as special education teachers

Prerequisites and co-requisites:

Basic and intermediate studies in special education or, in the case of students qualifying as special education teachers, basic studies

Recommended optional programme components:

The course is part of the advanced or intermediate studies in special education, depending on the year in which the student started his/her studies. The course is also part of the professional studies in special education.

Recommended or required reading:

3 books:

- Takala, M. & Sume, H. (toim.) 2016. Kieli, kuulo ja oppiminen. Kuurojen ja huonokuuloisten lasten opetus. Finn Lectura. Tampere: Tammer-Paino. 3. täysin uudistettu painos.
- Damico, J. S.; Muller, N. & Ball, M. J. 2010. The Handbook of Language and Speech Disorders - Wiley & Blackwell. 543 s. (osa III, vain luvut 15, 16, 19,20)
- Alant, Erna. 2017. Augmentative and alternative communication : engagement and participation Luvut 1-5. <https://oula.finna.fi/Record/oula.1660124>
- 2 articles chosen by the lecturer, from journal Autism & Developmental Language Impairments

Assessment methods and criteria:

Course approval requires participation in face-to-face teaching and successful completion of an examination based on four books and the lectures.

Grading:

0-5

Person responsible:

Marjatta Takala

Other information:

402142S: Society and Inclusive Education, 5 op**Voimassaolo:** 01.08.2014 -**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Marjatta Takala**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

Finnish

Learning outcomes:

The student understands the meaning of educational institutions, such as kindergarten and school, for the development of a human being. The student perceives the significance of social change for human development and the contribution of the near and distant environment to the goals, contents and forms of human activity. The student gets to know the sciences related to special education and s/he familiarises him/herself with current dialogue between society and special education. S/he familiarizes him/herself with international development of inclusion, and is informed of the stages and process nature of inclusive education. His/her conception of man and the meaning of values in education globally are clarified.

Contents:

The nature of knowledge about special education between and intermediating human development and school institutions, empirical description of the interaction between different levels of activity (the concepts and theoretical background of the micro, meso, exo and macro systems), consequences in terms of research methodology and the need to combine conceptually various research results. Societal change in relation to education and inclusive thinking internationally. Values and conception of man, development of and changes in them.

Mode of delivery:

Mainly distance, few contact lessons possible.

Learning activities and teaching methods:

Lectures 12 h

Target group:

Students pursuing major subject studies in special education

Prerequisites and co-requisites:

Intermediate studies in special education

Recommended optional programme components:

The course is part of the advanced studies in special education.

Recommended or required reading:

3 books for exam:

- Forlin: 2010. Teacher Education for Inclusion. Changing Paradigms and Innovative Approaches, Taylor & Francis, S. 259.
- Lintuvuori, M. 2019. Perusopetuksen oppimisen ja koulunkäynnin tuen järjestelmän kehitys tilastojen ja normien kuvaamar Helsingin yliopisto.
- Takala, M. Lakkala, S. & Äikäs, A. 2020. Mahdoton inkluusio- tunnista haasteet ja mahdollisuudet. PS-Kustannus.
- Pesonen, H. 2016. Sense of belonging for students with intensive special education needs - An exploration of students' belonging and teachers' role in implementing support. University of Helsinki.

Assessment methods and criteria:

For a student to get a pass s/he must take part in face-to-face teaching and pass an examination of three books.

Grading:

0-5.

Person responsible:

Marjatta Takala

Working life cooperation:

Yes, international visitors

402143S: Work Community and Leadership in Special Education, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Nina Heräjärvi

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

Spring term

Learning outcomes:

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

- describe the collaboration networks in the work community
- identifies power hierarchies and different types of interaction
- explain the concepts of organizational culture, learning organization, and s/he finds ways to support its development
- s/he develops her or his models and methods of interaction, gets an idea of the models of leadership and management, and identifies the requirements of leadership in special education
- explain the administrative structures, administrative activities, decision-making as well as the economics of education
- tell the meeting practices, responsibilities of various functionaries, and identify her or his competence and her or his individual development needs

Contents:

Types and requirements of collaboration in the work community, models of leadership, administration, the concept and different forms of consultation. Special education leadership, knowledge-based management. Organizational culture.

Mode of delivery:

Lectures and small group sessions in flexible alternation

Learning activities and teaching methods:

Lectures 14h, small group sessions 10h

Target group:

Students pursuing major subject studies in special education

Prerequisites and co-requisites:

Basic and intermediate studies in special education

Recommended optional programme components:

The course is part of the advanced studies in special education

Recommended or required reading:

- Law, H. (2013). The psychology of coaching, mentoring and learning. Second edition. Malden, USA: John Wiley & Sons. (282 pages).
- Perttula, J. & Syväjärvi, A. (2012). Johtamisen psykologia. Jyväskylä: PS-kustannus. (243 pages).
- Articles selected by the teacher.

Assessment methods and criteria:

A pass requires participation in face-to-face teaching, making one interview and an exam covering three books and the lectures

Grading:

0-5

Person responsible:

Nina Heräjärvi

Working life cooperation:

Yes

Other information:

The course has a connection with the early childhood education course 443195S Leadership in educational organisations

402146S: Practice 3 - Consultative Special Education, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Nina Heräjärvi, Leila Kairaluoma

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the practice period, the student knows how to

- knows how to compare different outlooks on teaching and education
- knows how to apply the theories, curricular contents and pedagogical documents s/he has learnt to children's individual needs in his/her work as a teacher and education
- knows how to analyse and use the consultative approach to work as a tool in the working environments of special education
- knows how to reflect on her/himself as a teacher and educator and enhance and maintain her/his own professional growth and coping at work
- is familiar with and has used models of co-teaching

Contents:

- Participation in early childhood education or basic education
- Work as a primary and secondary teacher or early educator
- Functions of the pupil welfare group
- Various structures and leadership in the school's work community
- Familiarisation with and composition of various documents (e.g. individual education plans, learning plans for intensified support, pedagogical assessments and accounts, curricula for early childhood education)
- Co-teaching with a special education teacher and also with other teachers

Mode of delivery:

Practice and face-to-face teaching

Learning activities and teaching methods:

Teaching practice in the Teacher Training School, 4 weeks, and group supervision, 8h. (The practice includes 1.5h of individual supervision per student.) As far as possible, the practice is implemented in the form of pair practice.

Lessons given by the student, about 10h/week; monitoring of lessons and working as a pair with a special education teacher with supervision by the teacher. The student will be spending a minimum of three full supervisor working days at the practice site every week. S/he will also produce a written output.

The practice of 5 ECTS credits includes 133.5h of work by the student

Target group:

Master level students

Prerequisites and co-requisites:

Basic and intermediate studies in special education

Recommended optional programme components:

Course is part of the advanced studies in special education

Recommended or required reading:

Article chosen by supervisor

Assessment methods and criteria:

Active participation in teaching practice and supervision meetings, completion of independent assignments, and a written output to be included in the pedagogical portfolio

Grading:

Pass/Fail/To be supplemented

Person responsible:

Leila Kairaluoma

Nina Heräjärvi and the practice coordinators in the Teacher Training School (Auli Halme, Erkki Pekkala, Markku Juopperi, Outi Takalo, Sirku Leppilahti and Katja Leinonen)

Working life cooperation:

Yes

Other information:

Practice 2 "Special Education in School" and Practice 3 "Consultative Special Education" are linked to each other in such a way that they are carried out at different school levels (preprimary, primary, secondary).

When registering for a practice period, the student shall report which his or her previous practice sites have been and present his or her wishes as regards the forthcoming practice period.

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

402147S: Practice 4 - Final practice, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Kielinen, Marko Esa Juhani, Elina Viljamaa

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd academic year spring (VEO)

5th academic year spring (5-year major studies)

Learning outcomes:

After completing the internship, the student is able to

- reflect on various special pedagogical fields of activity and work as an expert in special pedagogy
- utilize special pedagogical scientific knowledge and apply it in inclusive teaching and other practices
- To plan, implement and independently evaluate teaching and learning support based on special pedagogical principles and interprofessional cooperation
- look for the most important partner networks you need in your work

Contents:

- special educational settings (early childhood education, basic education, secondary education, third sector, disability organizations)
- teamwork, professional and interprofessional co-operation, as well as co-operation with parents
- inclusive education
- various pedagogical innovations and interventions
- internship report

Mode of delivery:

The internship is carried out in a special pedagogical unit chosen by the student and approved by the instructor, for example in a school, kindergarten or non-covermental organization.

Learning activities and teaching methods:

Method of organization: Internship and contact teaching Internship is carried out in a special pedagogical unit chosen by the student and approved by the instructor, for example in a school, kindergarten or non-covermental organization

The training takes place as a continuous training during four days a week, during four week period. During this period, the student cannot be employed by the internship. There is flexibility in the necessary overlaps in teaching. The supervisor of the internship gives guidance 3h / week / student or a pair of students. The student participates in group supervision organized by the faculty for a total of 8 hours.

Target group:

Students in the 2 and 5 year Programmes in Special Education

Prerequisites and co-requisites:

Prerequisites: Basic and subject studies in special pedagogy (especially internships 1,2,3 and Special pedagogical expertise). Internship 4 is the last internship in the special education major and cannot be completed before other internships.

Recommended optional programme components:

The course is part of the advanced studies in special education.

Recommended or required reading:

Article chosen by the supervisor

Assessment methods and criteria:

Active participation in internship activities at school and mentoring events, independent assignments, and a written internship report.

Grading:

accepted / rejected / to be completed

Person responsible:

Marko Kielinen and Elina Viljamaa

Working life cooperation:

Yes

Other information:

The student must present the report of criminal record. The student makes sure that the criminal record is shown before the start of the first internship. The report is presented once in the bachelor's level and once in the master's level.

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

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

Choose 413030S or 413031S

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.

Choose 402149S or 408014S

402149S: Cooperation and Professional Interaction, 5 op

Voimassaolo: 01.08.2019 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Nina Heräjärvi

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

Autumn semester

Learning outcomes:

After finishing the course the student

- can define the main concepts of the course (multidisciplinary cooperation, inclusion, pedagogical consultation, co-teaching, solution-focus professional interaction skills)
- can apply the main concepts to the real-life cases about school life and can analyze them critically
- has practiced and got readiness both to participate in multidisciplinary digital cooperation and plan and evaluate the progress of the cooperation
- has practiced and got readiness for solution-focused professional interaction in digital environment

Contents:

Content of the course comes from the special education research as well as from the educational psychological research about counseling and interaction.

- Professional interaction
- Solution-focusedness
- Inclusion
- Co-teaching
- Pedagogical consultation
- Multidisciplinary cooperation

Mode of delivery:

Delivered as an e-course, the only contact meeting is in the beginning of the course. Carried out in cooperation with educational psychology, teacher education and special education programmes.

Learning activities and teaching methods:

Lectures, article reading, independent and group work online 135h. On the course students proceed in groups. The course consists of modules which include weekly assignments (both individual and group assignments). Completing the course requires committing to the group work and following the module timetable. Groups organize their group work as they prefer so contact meetings during the course are not required.

Target group:

Students in educational sciences, especially special needs teacher and class teacher students

Prerequisites and co-requisites:

Basic studies in education

Recommended optional programme components:

None

Recommended or required reading:

Informed on the course area in Moodle

Assessment methods and criteria:

Assessment (0-5) is based on the final group essay.

Assessment criteria of the final group essay:

0 = unfinished, fragmented, matters presented are not essentially connected with the range of topics, the use of sources is notably deficient. Does not show an understanding or an ability to apply. Does not show participation of the

1 = highly superficial, matters are presented in complete detachment from each other, and the use of sources is poor. Does not indicate understanding or ability to apply.

2 = superficial, matters are partly presented in detachment from each other, the use of sources is satisfactory. Only shows a limited ability to understand and apply.

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 good. Shows an ability to understand and apply.

4 = quite analytical, matters are related to each other well and the use of sources is mainly very good, Shows well an ability to understand and apply.

5 = systematic and analytical, matters are related to each other well and the use of sources is mainly excellent. Shows a deep understanding and an excellent ability to apply. Shows the whole group has participated in shared knowledge-creation.

Grading:

0-5

Person responsible:

Nina Heräjärvi

Working life cooperation:

None

Other information:

The course starts with an orientation meeting (2 hours) and there are no other contact meetings.

The course will possibly be carried out as a MOOC during the summer period but so that there would be no guidance or group work but the materials are studied independently online.

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

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Minna Uitto

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Learning outcomes:

After completing this course, students are able to justify their educational viewpoints with recent and diverse scientific knowledge.

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

Contents:

The literature packages familiarize the student with various pedagogical challenges in the field of education. The student chooses one of the literature packages.

Mode of delivery:

Independent and face-to-face teaching

Learning activities and teaching methods:

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

The literature course comprises

- an information meeting 2 h
- small group sessions 6 h
- independent work 127 h

Target group:

Students in the Faculty of Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

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

Grading:

0 - 5

Person responsible:

Minna Uitto

Working life cooperation:

None