

Opasraportti

Open University - Education (2018 - 2019)

Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

ayA250505: Education, Intermediate Studies (OPEN UNI), 35 op

Compulsory

ay411004A: Educational and cultural theory I (OPEN UNI), 5 - 4 op

ay411005A: Theoretical foundations of education (OPEN UNI), 5 op

ay407040A: Basic course in quantitative research (OPEN UNI), 5 op

ay411007A: Educational systems I (OPEN UNI), 4 - 5 op

ay411008A: Introduction to the Economics of Education (OPEN UNI), 5 - 4 op

ay407041A: Basic course in qualitative research (OPEN UNI), 5 op

ay411016A: Proseminar (OPEN UNI), 5 - 8 op

ayA250504: Education, Basic Studies (OPEN UNI), 25 op

Compulsory

ay410084P: Education as an Object of Scientific Research (OPEN UNI), 5 op

ay410085P: Growth, Development and Learning (OPEN UNI), 5 op

ay410087P: Sociocultural Contexts of Education (OPEN UNI), 5 op

ay410086P: Teaching and Educational Interaction (OPEN UNI), 5 op

ay410088P: Philosophical and Ethical Foundations and Objectives of Education (OPEN UNI), 5 op

ayA250590: Education, Basic Studies 10 ECTS (VTE) (OPEN UNI), 10 op

ayA791404: Health Education, Basic Studies (OPEN UNI), 25 op

Compulsory

ay402103P: Psychological Development of Children and Adolescents (OPEN UNI), 5 op

ay402951P: Basics of the Didactics of Health Education (OPEN UNI), 5 op

ay402961P: Basics of Anatomy and Physiology (OPEN UNI), 5 op

ay402960P: Introduction to Health Education Studies (OPEN UNI), 5 op

ay402956P: Improving Health Through Nutrition (OPEN UNI), 5 op

ayA791407: Health Education, Intermediate Studies (OPEN UNI), 35 op

Compulsory

ay402952A: School as a promoter of inclusion and life management of children and adolescents (OPEN UNI), 5 op

ay402953A: Advanced Course in the Didactics of Health Studies (OPEN UNI), 5 op

ay402957A: Drugs and Health (OPEN UNI), 5 op

ay402964A: Thesis (OPEN UNI), 5 op

ay402962A: Oral Health (OPEN UNI), 5 op

ay402959A: Supporting Sexual Growth and Development (OPEN UNI), 5 op

ay402958A: Physical Exercise in Promoting Health (OPEN UNI), 5 op

ay407062A: Programming in Basic Education (OPEN UNI), 5 op

ayA250603: Psychology, Basic Studies (OPEN UNI), 25 op

Compulsory

ay412070P: Basics of psychological research (OPEN UNI), 5 op

ay412054P: Developmental psychology I (OPEN UNI), 5 op

ay412057P: Applications of Psychology: Psychology of Health and Mental Health (OPEN UNI), 5 op

ay412056P: Basics of Cognitive and Neuropsychology (OPEN UNI), 5 op

ay412071P: Personality Psychology (OPEN UNI), 5 op

A250604: Psychology, Intermediate Studies, 35 - 55 op

Compulsory

- 412072A: Cognitive Psychology II, 5 op
 412059A: Developmental psychology II, 5 op
 412067A: Psychology of counselling I, 5 op
 412062A: Applications of Psychology II, 5 op
 407040A: Basic Course in Quantitative Research, 5 op
 407041A: Basic Course in Qualitative Research, 5 op

Following courses belong to Educational Psychology main subject: 412074A, 407047A and 411014A.

Following course belongs to minor subject: 412073A

- 412074A: Bachelor's Thesis in Educational Psychology, 10 op
 407047A: Maturity Test, 0 op
 411014A: Paths to Working Life, 5 op
 412073A: Proseminar, 5 op

ay414069P: Social research fields (OPEN UNI), 10 op

ayA211401: Sociology, Basic Studies (OPEN UNI), 25 op

Compulsory

- ay414067P: Basic course in sociology (OPEN UNI), 5 op
 ay414078P: Introduction to methodology and methodics (OPEN UNI), 5 op
 ay414079P: Topical research (OPEN UNI), 5 op

Alternative

- ay414080P: Family research and lifespan analysis (OPEN UNI), 5 op
 ay414081P: Sociological environment research (OPEN UNI), 5 op
 ay414082P: Globalisation (OPEN UNI), 5 op
 ay414083P: Education in Society (OPEN UNI), 5 op
 ay414084P: Sociology of racism and multiculturalism (OPEN UNI), 5 op

ayA255102: Special Education (Oulu) (OPEN UNI), 25 op

Compulsory

- ay402106P: Basic Course in Special Education (OPEN UNI), 5 op
 ay402107P: Challenges in Language and Communication (OPEN UNI), 5 op
 ay402108P: Diversity of Learning (OPEN UNI), 5 op
 ay402109P: Challenges of Behaviour (OPEN UNI), 5 op
 ay402110P: Special Education and the Course of Life (OPEN UNI), 5 op

ay405028Y: Technology-Enhanced Learning and Orientation to Studies (OPEN UNI), 5 op

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

ayA250505: Education, Intermediate Studies (OPEN UNI), 35 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

A250505 Education, Intermediate Studies 35.0 op

ECTS Credits:

35-45 credits

Language of instruction:

Finnish

Timing:

2nd to 3rd year

Learning outcomes:

At the end of the module, the student knows how to apply the approaches and theoretical foundations of educational and human sciences to research pedagogical phenomena. S/he is capable of independent scientific argumentation and Bachelor level academic work. S/he is also able to acquire knowledge in a flexible way and capable of analytical written work.

Contents:

The module consists of the following courses:

411004A Educational and Cultural Theory I, 4 credits

411005A Theoretical Foundations of Education, 5 credits

407040A Basic course in quantitative research 5 credits

407040A-01 Basic course, lecture 2

407040A-02 Statistical analysis, lecture 2

407040A-03 Exercises Harjoitukset 1

407041A Basic course in qualitative research 5 credits

407041A-01 Lectures 3

407041A-02 Exercises 2

411007A Educational Systems I, 4 credits

411008A Educational Planning and Economics of Education I, 4 credits

411010A Bachelor's Thesis, 10 credits. The course consists of two parts (a and b):

a) 411010A-01 Proseminar, 8 credits

b) 411010A-02 Bachelor's Seminar, 2 credits

411013A Career Planning Studies

The Bachelor's seminar and Career Planning Studies are part of the major subject studies.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other face-to-face teaching

Prerequisites and co-requisites:

Basic Studies in Education

Recommended or required reading:

To be announced in connection with the courses

Assessment methods and criteria:

Exams, seminar work

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

Grading:

0-5

Person responsible:

Pauli Siljander

Working life cooperation:

None

Other information:

The scope is 35 credits for minor subject students

Compulsory

ay411004A: Educational and cultural theory I (OPEN UNI), 5 - 4 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen oppimateriaali:

Siljander, Pauli, , 1997, pakollinen

Siljander, Pauli, , 2000, pakollinen

Puolimatka, Tapio, , 1999, pakollinen

Opintokohteen kielet: Finnish

Leikkaavuudet:

411004A Educational and Cultural Theory 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st -2nd year

Learning outcomes:

After completion, the student will be able to identify the basic principles and concepts of educational thought and civilisation theory and their effect on the birth of modern educational sciences. The course will also look into their distinctive styles of question formulation and conceptual and theoretical structuring. In addition, the student learns to adopt conceptual tools for use in professional pedagogical activity and in understanding the multiple forms it comes in as well as in critical reflection and development.

Contents:

The course focuses on the basic concepts and principles of modern educational thought and civilisation theory, and examines their effect on the birth of modern educational sciences. The course will also look into their distinctive styles of question formulation and conceptual and theoretical structuring. In addition, the student learns to adopt conceptual tools for use in professional pedagogical activity and in understanding the multiple forms it comes in as well as in critical reflection and development.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other contact teaching 22 h.

Target group:

Ed. sciences students in all faculties

Prerequisites and co-requisites:

Basic studies

Recommended optional programme components:

No

Recommended or required reading:

Mollenhauer Klaus: *Forgotten Connections: On Culture and Upbringing*. Routledge (2014)

AND two of the following:

Siljander, P. (ed.) (1997). *Kasvatus ja sosiaalisuus*.

Siljander, P. (ed.) (2000). *Kasvatus ja sivistys*.

Kivelä, A. & Sutinen A. (toim.). 2009. *Teoria ja traditio*

Assessment methods and criteria:

Exam

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

Grading:

0-5

Person responsible:

Ari Kivelä

Working life cooperation:

None

ay411005A: Theoretical foundations of education (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen oppimateriaali:

Wulf, Christoph , , 2003, pakollinen

Tschamler, Herbert , , 1983, pakollinen

Tschamler, Herbert , , 1996, pakollinen

Opintokohteen kielet: Finnish

Leikkaavuudet:

411005A Theoretical Foundations of Education 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st to 3rd years, Spring

Learning outcomes:

Having completed the course, the student knows how to elucidate and compare the philosophical arguments of the main theoretical trends of education as well as their problems and strengths. The student understands the meaning of fundamental theoretical assumptions and commitments in educational research. The student is capable of scientific argumentation and discussion.

Contents:

- historical turning points in educational theory
- basic philosophical and theoretical foundations of main areas of education (empirico-analytical, hermeneutic, critical, pragmatic)
- recent trends and their epistemologies

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 12 h, exercises 16 h. The lectures and exercises constitute a uniform whole. The exercise groups study in depth the themes of the lectures through discussion, argumentation and reflection.

Target group:

Ed. sciences students

Prerequisites and co-requisites:

Basic studies

Recommended optional programme components:

Course is part of Intermediate studies in Education.

Recommended or required reading:

Esseetehtävän pohjaksi luetaan soveltuvin osin noin 350 sivua kurssikirjallisuutta, sisältäen sekä suomen- että vieraskielistä materiaalia. Opettajan kanssa sovitusti on mahdollista käyttää myös muuta opintojakson teemaan sopivaa kirjallisuutta.

Aaltola, J. 1994. Eräitä tieteenteorian peruskysymyksiä ihmistutkimuksen näkökulmasta.

Hilpelä, J. 1998. Kasvatustieteellinen ajattelu.

Holma, K. & Mälkki, K. (2011) Tutkimusmatkalla. Metodologia, teoria ja filosofia kasvatustutkimuksessa.

Kiikeri, M. & Ylikoski, P. (2004) Tiede tutkimuskohteena. Filosofinen johdatus tieteentutkimukseen.

Raatikainen, P. (2004) Ihmistieteet ja filosofia.

Trigg, R. (1993) Rationality & Science. Can Science Explain Everything?

Trigg, R. (2000) Understanding Social Science. Philosophical Introduction to the Social Sciences.

Tschamler, H. (1983). Wissenschaftstheorie: Eine Einführung für Pädagogen.

Wulf, C. (2003). Educational science. Saatavana myös pdf-versiona netistä:

http://www.pedocs.de/volltexte/2010/1564/pdf/Educational_Science_final_D.pdf

Assessment methods and criteria:

Exam, participation in exercises

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

Grading:

0-5

Person responsible:

Katariina Holma

Working life cooperation:

None

ay407040A: Basic course in quantitative research (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

407040A Basic Course in Quantitative Research 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish, English for ITE

Timing:

2. or 3. year

Learning outcomes:

Having completed the course, the student knows how to

- describe and analyze the foundations of quantitative research in the philosophy of science, its characteristics, and the main stages in the progress of a research process
- plan and implement the main stages of a simple quantitative study
- evaluate and interpret quantitative studies conducted by others

Contents:

- starting-points of quantitative research and the main stages of the research process
- reliability of quantitative research
- representation of a one- and two-dimensional empirical distribution
- basics of statistical reasoning
- estimation
- statistical testings

Mode of delivery:

Face-to-face or blended teaching

Learning activities and teaching methods:

Lectures 24h, small group teaching 14h, independent work 90h

Target group:

Students in the Faculty of Education and students pursuing minor subject studies in education

Prerequisites and co-requisites:

Basic studies in education/psychology

Recommended optional programme components:

The study module is part of the intermediate studies in education/psychology and supports the writing of a Bachelor's thesis

Recommended or required reading:

As agreed, other works and videotaped expert lectures may also be used as learning materials.

Assessment methods and criteria:

The students carry out a learning assignment, either independently or in small groups, based on the lecture and other teaching in the course, the video materials compiled from the expert lectures, and literature. The learning assignment is planned and elaborated through work in small groups with the help of the teacher and other students, and the work is finally presented to the other students in a poster session, for instance. The learning assignment can also consist of several smaller parts.

In concrete terms, the learning assignment can be a small-scale quantitative study, analysis or summary of quantitative studies conducted by others on a certain theme, an analysis of an available quantitative data set, or an essay analyzing a special issue in quantitative research.

As agreed, the course can also be arranged and credits earned in some other way, for instance by taking part in the activities of a research group in the faculty.

Criteria for course performance:

0 = unfinished and fragmented, matters presented are not essentially connected with the topic, the use of sources is almost non-existent and there is no successful concretization of the basic principles of research.

1 = highly superficial, matters are presented detached from one another, the use of sources is one-sided and superficial.

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

3 = reflective and matters are related to each other to some extent, the core argument is to be seen and the use of sources is mainly good.

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

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

Grading:

0 - 5

Person responsible:

Jouni Peltonen

Working life cooperation:

None

Other information:

Students in the education programme and in the specialization option of special education: If a similar course has been taken by the student in his/her major subject studies, s/he shall, instead of the research methodology studies, sit a literature exam of a similar scope in a minor subject at the level of intermediate studies (education/psychology) OR study a similar scope of content courses toward a minor subject, choosing such courses from among those offered in the optional studies in the broadly-based Master's programme.

ay411007A: Educational systems I (OPEN UNI), 4 - 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen oppimateriaali:

Jauhiainen, Arto, , 2001, pakollinen

Lampinen, Osmo, , 1998, pakollinen

Opintokohteen kielet: Finnish

Leikkaavuudet:

411007A Educational systems I 5.0 op

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Having completed the course, the student

- is able to consider the Finnish educational system from a comparative perspective and to use its conceptual tools to do so
- perceives the developmental lines and changes in Finnish educational system
- knows how to evaluate the economic and political factors affecting national educational systems

Contents:

The course introduces the students to the Finnish educational system as part of the European educational system and EU education policy. Special attention is given to issues of educational systems assessment, the international dimensions of education, and economic and political factors with an impact on national educational systems.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Seminar 18 h.

Target group:

Students in the educational sciences programme studying the Intermediate Studies (35-45 ECTS) in Education.

Prerequisites and co-requisites:

Basic studies

Recommended optional programme components:

The course is part of the Intermediate Studies (35-45 credits) in Education.

Assessment methods and criteria:

Active participation and seminar assignment

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

Grading:

0-5

Person responsible:

Pauliina Rautio

Working life cooperation:

None

ay411008A: Introduction to the Economics of Education (OPEN UNI), 5 - 4 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

411008A Introduction to the Economics of Education 5.0 op

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

1st and 2nd year

Learning outcomes:

Having completed the course, the student perceives the connection between pedagogical institutions on the one hand, and work, division of work and labour markets on the other. The student identifies the stressed relationship between the thinking represented by modern educational theory and economic thinking. The student knows how to evaluate the fundamental theories and models related to the relationship between pedagogical institutions and labour markets as the basis for educational planning, and gets to know the main research areas in educational economics.

Contents:

During the course the students are introduced to the basics of educational planning and the economics of education. In addition, the interdependent relationship between decision-making on educational systems and economic decision-making is investigated.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Contact teaching 22 h.

Target group:

Students of Education subject studies

Prerequisites and co-requisites:

Basic studies

Recommended optional programme components:

Course is part of subject studies in education

Recommended or required reading:

To be agreed on at the beginning of the course.

Assessment methods and criteria:

Participation in seminar work and preparing a seminar work/ exam.
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

0-5

Person responsible:

Kimmo Kontio

Working life cooperation:

None

ay407041A: Basic course in qualitative research (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

407041A Basic Course in Qualitative Research 5.0 op

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish, English for ITE

Timing:

2nd or 3rd year

Learning outcomes:

Having completed the course, the student knows how to

- define the basic ideas in the approaches and methods of research in the human sciences from the viewpoint of different traditions of science
- describe the possibilities to use various data collection methods, their strengths and weaknesses
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret qualitative studies conducted by others

Contents:

- starting-points of qualitative research
- theories and concepts in qualitative research
- different approaches to qualitative research
- formulation and shaping of research questions in qualitative research
- progression and main stages of the research process
- data in qualitative research
- research plan

Mode of delivery:

Face-to-face teaching, lectures and small group teaching

Learning activities and teaching methods:

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

Target group:

All students in the faculty pursuing Intermediate Studies in Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

The study module is part of the intermediate studies in education/psychology and it supports the writing of a Bachelor's thesis

Recommended or required reading:

Applicable parts:

Eskola, J. & Suoranta, J. (1998) Johdatus laadulliseen tutkimukseen. Tampere: Vastapaino. Especially chapters 1-3 ja 5-6.

Aaltola, J. & Valli, R. (eds.) (2015) Ikkunoita tutkimusmetodeihin I: Metodien valinta ja aineistonkeruu, virikkeitä aloittelevalle tutkijalle. Jyväskylä: PS-kustannus.

Valli, R. & Aaltola, J. (eds.) (2015) Ikkunoita tutkimusmetodeihin II: Näkökulmia aloittelevalle tutkijalle tutkimuksen teoreettisiin lähtökohtiin ja analyysimenetelmiin. Especially Part I. Jyväskylä: PS-kustannus.

Metsämuuronen, J. (2003–). Tutkimuksen tekemisen perusteet ihmistieteissä (opiskelija- ja tutkijalaitokset). Helsinki: International Methelp. (Chapter: Laadullisen tutkimuksen perusteet).

Alasuutari, P. (2011). Laadullinen tutkimus 2.0. Tampere: Vastapaino. (also Ellibs).

As agreed, other works and videotaped expert lectures can also be used as learning materials.

Assessment methods and criteria:

Lectures:

The students compose learning assignments, either alone or in pairs, with the goal of applying the contribution of the lectures and literature to the formulation of the theme or problem setting of their own Bachelor's theses.

Exercises:

The students compose either alone or in pairs a research plan for their Bachelor's thesis.

Grading:

The lecture assignments are graded Pass or Fail.

The research plan composed in a small group is graded on a scale from 0 to 5.

Person responsible:

Anu Alanko

Working life cooperation:

None

Other information:

Students in the Education and Special Education programmes: if Qualitative Research Methods has been completed in the major subject studies, the student will sit a literature exam requiring equivalent credits in an intermediate-level minor subject, OR takes part in the activities of a research group in the faculty, OR completes an equivalent amount of content courses for a minor subject (choosing from among the optional courses in the broadly-based Master's programme).

ay411016A: Proseminar (OPEN UNI), 5 - 8 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay411010A-01 Proseminar (OPEN UNI) 8.0 op

ECTS Credits:

5/8 credits

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

After completion, the student knows how to compose a research plan in the field of education and implement it using methodologies relevant to the research problem. The student is able to take a part in academic debate and report on his/her research work according to the principles of scientific writing.

Contents:

The student composes a thesis on his/her chosen topic in the field of education. The thesis focuses on the mastery of the basics of scientific thinking, a scientific and theoretical approach to research, designing a research setup, and research methods. Seminar work will also focus on critical scientific writing and acting as an academic opponent. In designing the research setup, the student is encouraged to take an experimentally and developmentally minded attitude.

Mode of delivery:

Face to face teaching

Learning activities and teaching methods:

Seminar work 16h, proseminar thesis.

Target group:

Students minoring in education

Recommended or required reading:

Research literature pertinent to research topic

Assessment methods and criteria:

Active participation in seminars and the proseminar thesis.

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

Grading:

pass/fail

Person responsible:

Eetu Pikkarainen

Working life cooperation:

None

ayA250504: Education, Basic Studies (OPEN UNI), 25 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

A250504 Education, Basic Studies 25.0 op

ECTS Credits:

25 ECTS credits

Language of instruction:

Finnish or English

Timing:

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

Learning outcomes:

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

Contents:

Consists of the following courses:

- [410084P](#) Education as an Object of Scientific Research 5 ECTS cr
- [410085P](#) Growth, Development and Learning 5 ECTS cr
- [410086P](#) Teaching and Educational Interaction 5 ECTS cr
- [410087P](#) Sociocultural Contexts of Education 5 ECTS cr
- [410088P](#) Philosophical and Ethical Foundations and Objectives of Education 5 ECTS cr

The courses are divided into the following areas:

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

Mode of delivery:

Face-to-face and mixed teaching

Learning activities and teaching methods:

Lectures and seminar sessions

Target group:

Students pursuing major or minor studies in education

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

To be announced in connection with the courses

Assessment methods and criteria:

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

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

Grading:

pass/fail

Other information:

None

Compulsory

ay410084P: Education as an Object of Scientific Research (OPEN UNI), 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

410084P Education as an Object of Scientific Research 5.0 op

ay410067P Basic course in education (OPEN UNI) 4.0 op

Ei opintojaksokuvauksia.

ay410085P: Growth, Development and Learning (OPEN UNI), 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

410085P Growth, Development and Learning 5.0 op

ay410069P Educational psychology: (OPEN UNI) 4.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

- Identify the most prominent paradigms and their representatives of psychology
- Apply acquired knowledge of psychological trends and theories in classroom discussions considering different learning and teaching environments
- Compare different perspectives of educational psychology focusing on age- and culture-specific aspects in education and upbringing

Contents:

- The most prominent paradigms and their representatives of psychology

- Age- and culture-specific issues of developmental psychology
- The impact of educational psychology in intercultural and inclusive education

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures 20h, seminars 10h, and independent study 105h

Target group:

ITE, LO, Taika, Tekno, Vaka, Kako, AO, Avoin, AMOK

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of Basic Studies in Education

Recommended or required reading:

Theories of Development: concepts and applications. 6 th ed. 2011.

Assessment methods and criteria:

Active participation,
Essay

Grading:

Pass/Fail

Working life cooperation:

Seminar phase of the course work includes observation task on field.

ay410087P: Sociocultural Contexts of Education (OPEN UNI), 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

410087P Sociocultural Contexts of Education 5.0 op

ay410070P Sociology of education: Society, educational institutions and social interaction (OPEN UNI) 4.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish. English for the ITE students.

Timing:

1st year

Learning outcomes:

After completion the student is able

- to use the central concepts of social sciences in educational research and analyze the related basic issues in various contexts of education and growth
- to apply social, multicultural and juridical issues related to education and schooling in everyday life situations
- to describe the historical, socio-political and professional starting points of Finnish education system and educational politics

Contents:

Contents

- The basics of social sciences in educational research

- The possibilities and limitations of education and growth determined by the context, i.e. culture, society and environment
- The social, multicultural and juridical issues related to education
- Education systems as part of the historical development of society
- Education politics as a part of social politics

Mode of delivery:

Face-to-face teaching / blended teaching and learning

Learning activities and teaching methods:

Basic part 3 ECTS: Lectures for all 14 h, independent working 67 h

The basic part is composed of studying pre-given material, expert lectures (possibly by guest lecturers), and learning task. In addition, the adoption of learning outcomes are measured by separate assignment (e.g. examination or essay).

Seminar part 2 ECTS: Contact teaching in small study programme groups 10 h, independent working 44 h

The assignment can be for instance learning portfolio, which combines the contents of basic part and student's own life-world experiences.

Target group:

Students in all study programmes of Faculty of Education

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of the Basic Studies in Education (25 ECTS)

Recommended or required reading:

(in applicable parts; to be negotiated with instructor):

- Arum, R., Beattie, I. R. & Ford, K. (Eds.). (2011). *The Structure of schooling: Readings in the sociology of education*. Los Angeles: SAGE.
- Ballantine, J. H. & Spade, J. Z. (Eds.). (2012). *Schools and society: A sociological approach to education*. Los Angeles: SAGE.
- Demaine, J. (Ed.). (2001). *Sociology of education today*. London: Palgrave.
- Simola, H. (Ed.). (2014). *Finnish education mystery: Historical and sociological essays on schooling in Finland*. London: Routledge.
- Verdugo, R. R. (Ed.). (2014). *Educational reform in Europe: History, culture, and ideology*. Information Age Publishing.
- Original text from one of these theorists: Louis Althusser, Basil Bernstein, Pierre Bourdieu, Michel Foucault, Henry Giroux, Jürgen Habermas, Axel Honneth, Peter Jarvis, Peter McLaren, Paul Willis, or Thomas Ziehe.

Assessment methods and criteria:

Basic part 3 ECTS.

Assessment method: Both learning task and examination or essay based on the learning material and lectures.

Seminar part 2 ECTS.

Assessment method: Learning portfolio in study group working

The assessment criteria are weighted in the following way:

- first learning outcome is highlighted in learning task (Basic part)
- all three learning outcomes are highlighted in examination or essay (Basic part)
- third learning outcome is highlighted in portfolio (Seminar part)

In approved (Pass) completion of the course, the use of central concepts of social sciences in educational research and analytical handling of basic issues in various contexts of education and growth is clearly structured, and matters are connected to each other at least to some degree. The handling of social, multicultural and juridical issues related to education and schooling in everyday life situations is reflective, and connections between matters are handled at least to some degree. In addition, the description of the historical, socio-political and professional starting points of Finnish education system and educational politics is clear and appropriate. In all assignments, there has to be a visible plot and mainly the use of references has to be at a good level.

In not approved (Fail) completion of the course, student's study products are unfinished, fragmentary and superficial, matters are presented in disconnected way, or the presentation does not show own thinking nor

acquisition to the core themes of the course. Study material is not utilized sufficiently, and references are weakly used.

Grading:

pass/fail

Person responsible:

Vesa Puuronen (Veli-Matti Ulvinen)

Working life cooperation:

The seminar part contains working life cooperation.

ay410086P: Teaching and Educational Interaction (OPEN UNI), 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

410086P Teaching and Educational Interaction 5.0 op

ay410068P Didactics: (OPEN UNI) 4.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish. For ITE students English

Timing:

1st year

Learning outcomes:

- Summarize the historical development of paradigms in learning sciences
- Identify the most significant paradigms of learning sciences and the most influential theorists
- Relate the different cultural circumstances on pedagogical solutions in learning and teaching situations with special focus on intercultural competence
- Discuss the possibilities offered by ICT in teaching and learning situations

Contents:

- historical overview of the development of learning paradigms
- theories of intercultural/ transformative/ experiential and social learning and critical pedagogy
- the impact of cultural factors on learning and teaching
- learning and teaching as individual and social-psychological phenomena
- the role of ICT in learning and teaching
-

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures 20h, seminars 10h, and independent study 105h

Target group:

ITE, LO, Taika, Tekno, Vaka, Kako, AO, Avoin, AMOK

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of Basic Studies in Education

Assessment methods and criteria:

Active participation,
Essay

Grading:

Pass/fail

Person responsible:

Sanna Järvelä

Working life cooperation:

Seminar phase of the course work includes observation task on field.

ay410088P: Philosophical and Ethical Foundations and Objectives of Education (OPEN UNI), 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

410088P	Philosophical and Ethical Foundations and Objectives of Education	5.0 op
ay410071P	Educational philosophy: (OPEN UNI)	4.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish. For ITE students: English

Timing:

1st year

Learning outcomes:

- Summarize and contrast central concepts and approaches of educational philosophy
- Compare international perspectives on ethics
- Apply concepts related to philosophy and ethics to discuss educational tasks and relationships in global contexts
- Describe their current educational philosophy and explain and illustrate their approach to professional ethics

Contents:

- Western and non-western schools of educational philosophy
- Perspectives on global and professional ethics
- Educational implications of different approaches
- Ethical dilemmas in educational contexts

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures 20h, seminars 10h, and independent study 105h

Target group:

ITE, LO, Taika, Tekno, Vaka, Kako, AO, Avoin, AMOK

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of Basic Studies in Education

Recommended or required reading:

- Freire, P. (1998). Pedagogy of Freedom: Ethics, Democracy, and Civic Courage. Oxford: Rowman & Littlefield Publishers.
- Noddings, N. (2005). Challenge to care in Schools. 2 nd ed. New York: Teachers' College Press.

Assessment methods and criteria:

Active participation,
Essay

Grading:

Pass/Fail

Person responsible:

Jouni Peltonen, Eetu Pikkarainen

Working life cooperation:

Seminar phase of the course work includes observation task on field.

ayA250590: Education, Basic Studies 10 ECTS (VTE) (OPEN UNI), 10 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Ei opintojaksokuvauksia.

ayA791404: Health Education, Basic Studies (OPEN UNI), 25 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

A791404 Health Education, Basic Studies 25.0 op

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

25 ECTS

Language of instruction:

Finnish

Timing:

1.-5. year

Learning outcomes:

Having completed the Basic Studies, the student identifies the individual, social and environmental factors connected with health, health behavior, health challenges and most common illnesses among all population groups, especially children and adolescents. The student also knows how to describe the meaning for health of the biological processes in the organs and of mental and social factors. S/he also knows how to apply the principles of subject didactics to promote the health of people in different ages, especially children and

adolescents, and to reinforce their knowledge of health. S/he knows how to solve ethical issues connected with promotion of health and with health education, and knows how to explain both the individual and the community's responsibility for healthy life.

Contents:

The module consists of the following courses:

Basics of Health Education (5 credits) – 402960P

Mental Development among Children and Adolescents (5 credits) – 402103P

Nutrition in Promotion of Health (5 credits) – 402956P

Basics of Anatomy and Physiology (5 credits) – 402961P

Basics of the Didactics of Health Education (5 credits) – 402951P

Mode of delivery:

web based teaching

Learning activities and teaching methods:

Web-based teaching, group work sessions

Target group:

Health Education minor subject students

Prerequisites and co-requisites:

no

Recommended optional programme components:

no

Recommended or required reading:

To be announced for each course specifically

Assessment methods and criteria:

participating in teaching, literal work, exams

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

Grading:

pass/fail

Person responsible:

Anne Pellikka

Working life cooperation:

No

Other information:

The teaching is arranged by the Open University

Compulsory

ay402103P: Psychological Development of Children and Adolescents (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

402103P Psychological Development of Children and Adolescents 5.0 op

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

The course is held in the autumn semester.

Learning outcomes:

Upon completion of the course the student should be able to:

- identify a psychological way of thinking and is able to apply it in the study of the life course of children and adolescents
- explain the stages of psychological and social development of children and adolescents

- display an understanding of the connection between the psychological development in childhood and adolescence and the later life and well-being of an individual phases of their lives and understand the meaning of childhood and adolescence growth for later life and wellbeing
- explain mental disorders as disorders of growth, and identify the basic categories of mental disorders

Contents:

- psycho-social growth and development during childhood and adolescence and its meaning to the later life
- self-knowledge, mental balance, supporting emotional development

Mode of delivery:

web-based teaching

Learning activities and teaching methods:

web-based learning, independent work

Target group:

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

Prerequisites and co-requisites:

none

Recommended optional programme components:

The course is an independent entity and does not require additional studies carried out at the same time.

Recommended or required reading:

Kronqvist & Pulkkinen. 2007. Kehityopsykologia - Matkalla muutokseen. WSOY.
 Nurmi, J-E. & al. 2006. Ihmisen psykologinen kehitys. WSOY.
 Dunderfelt, T. (useita painoksia) Elämänkaaripsykologia.
 Berger, K. 2011. The developing person through the lifespan.
 Current articles and research publications to be announced at the beginning of the course.
 The availability of the literature can be checked [here](#).

Assessment methods and criteria:

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.
 Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

The course utilizes verbal grading scale Pass/Incomplete.

Person responsible:

Milla Merilehto

Working life cooperation:

None

ay402951P: Basics of the Didactics of Health Education (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

402951P Basics of the Didactics of Health Education 5.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Learning outcomes:

- to take a comprehensive look at the individual and collective starting-points for health promotion and health education
- to choose contents and didactic teaching methods of health education from the perspective of reinforcing the community's knowledge of health
- plan different learning environment, tools and learning materials and compare their applicability from the viewpoint of the achievement of goals for learning
- choose and plan forms, methods and ways of teaching that support the learner's purposeful work and achievement of goals
- choose and plan various assessment methods and plan and implement the assessment
- explain the ethical responsibility associated with teaching

Contents:

Premises of health education

- the features of health-promoting individuals and communities
- health literacy

Planning as a pedagogical activity

- health education curriculum
- principles of planning, implementing, evaluating health education

Learning environments, tools and learning materials in support of the learner's growth and development

- choice and significance of learning environments, tools and learning materials
- ICT in support of health education

Forms, methods and ways of teaching and their development

- the role and tasks of the teacher and learner
- different working methods

Assessment of teaching and learning

- principles, forms and development of assessment

Mode of delivery:

Online studies

Target group:

Minor subject students in all faculties

Prerequisites and co-requisites:

No

Recommended optional programme components:

No

Recommended or required reading:

Clift, S. & Jensen, B.B. (toim.) (2005). The Health Promoting School: International Advances in Theory, Evaluation and Practice.

Jeronen, E. et al. (toim.) (2009). Terveystietoa oppimaan ja opettamaan. Jyväskylä, Jyväskylän yliopisto. You can check for the availability of course books [here](#).

Assessment methods and criteria:

Participation in teaching and independent written assignment

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

Grading:

pass/fail

Person responsible:

Kristiina Simojoki

Working life cooperation:

No

ay402961P: Basics of Anatomy and Physiology (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

402961P Basics of Anatomy and Physiology 5.0 op

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

The course is held in the spring semester

Learning outcomes:

Upon completion of the course students should be able to:

- the construction of tissue from different types of cell and matrix
- explain the structure and interconnection of different organ systems

Contents:

- liquid states and electrolytes of the organism
- nervous system and sense organs
- hormones
- sensory and motoric functions
- respiration
- blood circulation
- nutrition
- metabolism

Mode of delivery:

web-based teaching

Learning activities and teaching methods:

web-based teaching/independent study

Target group:

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

Prerequisites and co-requisites:

none

Recommended optional programme components:

The course is an independent entity and does not require additional studies carried out at the same time.

Recommended or required reading:

Vierimaa, H. & Laurila, M., (2013). Keho. Anatomia ja fysiologia. Helsinki, SanomaPro.

Other suitable readings:

Bjälle, J. G. et al. (1999 tai uudempi). Ihminen. Fysiologia ja anatomia. Porvoo, WSOY. OR

Leppäluoto, J. et al. (2008) Anatomia ja fysiologia – Rakenteesta toimintaan. Porvoo, WSOY

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

Assessment methods and criteria:

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.

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

Grading:

The course utilizes verbal grading scale Pass/Incomplete.

Person responsible:

Johanna Veijola

Working life cooperation:

None

ay402960P: Introduction to Health Education Studies (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

402960P Introduction to Health Studies 5.0 op

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

The course is held in the autumn semester

Learning outcomes:

Upon completion the student should be able to:

- explain the multidimensional nature of health and sickness
- display an understanding of the essential concepts related to health
- analyse health promotion and its possibilities from the health educational point of view

Contents:

- health and related concepts
- health promotion, ethics and philosophy of health promotion
- research in health promotion
- national health promotion strategies

Mode of delivery:

web-based teaching

Learning activities and teaching methods:

web-based teaching, independent work

Target group:

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

Prerequisites and co-requisites:

None

Recommended optional programme components:

The course is an independent entity and does not require additional studies carried out at the same time.

Recommended or required reading:

Current research publications and articles to be announced at the beginning of the course.

Assessment methods and criteria:

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.

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

Grading:

pass/fail

Person responsible:

Kristiina Simojoki

Working life cooperation:

None

ay402956P: Improving Health Through Nutrition (OPEN UNI), 5 op**Voimassaolo:** 01.08.2012 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** University of Oulu, Open University**Arvostelu:** 1 - 5, pass, fail**Opetus suunnattu:** University of Oulu, Open University**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

402956P Improving Health Through Nutrition 5.0 op

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

The course is held in the spring semester

Learning outcomes:

Objectives of the course:

- identify health eating habits and individual and social factors influencing ways to use food
- evaluate factors related to the promotion of healthy eating habits and weight control among differently aged people
- name national health problems caused by nutrition
- give examples of special diets

Contents:

- possibilities and means of schools to promote good nutrition among school aged children and adolescents
- nutritional guidelines
- nutrition and weight management
- special diets

Mode of delivery:

web-based teaching

Learning activities and teaching methods:

Web-based teaching/independent study.

Target group:

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

Prerequisites and co-requisites:

none

Recommended optional programme components:

The course is an independent entity and does not require additional studies carried out at the same time.

Recommended or required reading:

Aro, A., Mutanen, M. & Uusitupa M. (eds.) (2005). Ravitsemustiede. Helsinki, Duodecim.
 Borg, P., Fogelholm, M. & Hiilloskorpi, H. (2004). Liikkujan ravitsemus. Helsinki, Edita.
 Valtion ravitsemusneuvottelukunta (2014). Terveyttä ruoasta! Suomalaiset ravitsemussuosituksset 2014.
 Other contemporary readings announced at the beginning of the course.

The availability of the literature can be checked [here](#).

Assessment methods and criteria:

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.

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

Grading:

The course utilizes verbal grading scale Pass/Incomplete.

Person responsible:

Anna-Maria Keränen

Working life cooperation:

None

ayA791407: Health Education, Intermediate Studies (OPEN UNI), 35 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

A791407 Health Education, Intermediate Studies 35.0 op

ECTS Credits:

35 credits

Language of instruction:

Finnish

Timing:

2.-5. year

Learning outcomes:

Having completed the subject studies, the student is able to explain factors related to the health and welfare, health behavior, health challenges and health promotion of different population groups, especially children and adolescents. The student also knows how to evaluate his/her ability to reinforce the health knowledge of children and adolescents and how to build the contents of health education teaching and learning in a goal-oriented way. S/he also knows how to evaluate their relationship to the promotion of health at school and to develop their own activities in promoting health.

Contents:

The module consists of the following courses:

- Drugs and Health (5 ECTS cr)
- Physical Exercise in Promoting Health
- School as a promoter of inclusion and life management of children and adolescents 402952A (5 ECTS cr)
- Supporting Sexual Growth And Development (5 ECTS cr)
- Oral Health (5 ECTS cr)
- Advanced Course in the Didactics of Health Education (5 ECTS cr)
- Thesis (5 ECTS cr)

Mode of delivery:

web-based teaching

Learning activities and teaching methods:

online studies, independent work

Target group:

Students pursuing studies in the minor of Health Education

Prerequisites and co-requisites:

none

Recommended optional programme components:

no

Recommended or required reading:

To be announced for each specific course

Assessment methods and criteria:

Participation in teaching, written work, participation in online discussions, learning assignments, exams

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

Grading:

0-5

Person responsible:

Anne Pellikka

Working life cooperation:

No

Compulsory

ay402952A: School as a promoter of inclusion and life management of children and adolescents (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

402952A School as a promoter of inclusion and life management of children and adolescents
5.0 op

ECTS Credits:

4 ect

Language of instruction:

Finnish

Learning outcomes:

- understand the mechanisms that produce and maintain social and societal welfare
- explain how the social welfare of children and adolescents can be maintained and how exclusion can be prevented by different means of helping

Contents:

- social practices and action methods as factors that support welfare and expose to exclusion
- the viewpoint of life control to exclusion
- meaning of the family and school in supporting welfare and preventing exclusion
- challenges of educational cooperation and different means of helping

Mode of delivery:

Online studies

Target group:

Minor subject students in all faculties

Prerequisites and co-requisites:

Basic studies

Recommended optional programme components:

No

Recommended or required reading:

Anttila, A. & Uusitalo, A. (toim.) (1998): Contemporary Marginalization and Exclusion of Young People; Whose Reality Counts? Nuorisosiain neuvottelukunta. NUORAn julkaisu 10. Mannerheimin Lastensuojeluliitto, Helsinki.

Kuorelahti, M. & Viitanen, R. (toim.) (1999): Holtittomasta hortoilusta hallittuun harhailuun; nuorten syrjäytymisen riskit ja selviytymiskeinot. Nuorisosiain neuvottelukunta. NUORAn julkaisuja 14. Mannerheimin Lastensuojeluliitto, Helsinki.

Pyökkönen, M. & Ulvinen, V-M. (toim.) (2006): TUHTI2004 Pohjoinen nuorisotyön, tutkimuksen ja hallinnon ulottuvuus. Oulun yliopiston kasvatustieteiden tiedekunnan elektronisia julkaisuja 4.

Ruoho, K. & Ihatsu, M. (toim.) (1997): Kasvatuksellisia ja kuntoutuksellisia katsauksia nuorten syrjäytymiseen. Nuorisosiain neuvottelukunta. NUORAn julkaisuja 4. Mannerheimin Lastensuojeluliitto, Helsinki.

Ulvinen, V-M. (toim.) (1998): Lasten ja nuorten syrjäytymistä koskevan tutkimuksen mahdollisuudet. Nuorisosiain neuvottelukunta. NUORAn julkaisuja 6. Mannerheimin Lastensuojeluliitto, Helsinki.

Viitanen, R. (toim.) (2000): Nuorisokasvatus ammattina - interventioita osattoman nuoren arkeen - verkkojulkaisu. Nuorisotutkimusverkosto, Helsinki.

Availability can be checked [here](#).

Assessment methods and criteria:

- 1) learning assignments in preparation for the final report
- 2) online discussions on the above
- 3) final report

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

Grading:

0-5

Person responsible:

Veli-Matti Ulvinen

Working life cooperation:

No

ay402953A: Advanced Course in the Didactics of Health Studies (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

402953A Advanced Course in the Didactics of Health Studies 5.0 op

ECTS Credits:

6 ECTS

Language of instruction:

Finnish

Learning outcomes:

- plan the contents and methods of teaching in health education in a goal-oriented way, taking into account different learners and the needs of the group
- build and reform teaching in health education and practices related to it from the viewpoint of developing the school
- consider his/her educational and health awareness and abilities to promote health from the educational point of view
- evaluate his/her ideas and activities as a health educator

Contents:

- the meaning of the worldview in health education
- development of the health education curriculum
- core content analysis and pupil analysis
- pedagogical approaches and related teaching methods
- learning materials in support of teaching and learning activities
- assessment of teaching and learning in general and in the matriculation examinations

- development of the school in promoting health

Mode of delivery:

Online studies

Target group:

Minor subject students

Prerequisites and co-requisites:

Basic studies

Recommended optional programme components:

No

Recommended or required reading:

Koskinen-Ollonqvist, P., Rouvinen-Wilenius, P. & Palojärvi, E. (2003). Elämyksellisyys nuorten päihdekasvatuksessa. Paikallistoiminnan arviointikokonaisuuden, elämyksellisten päihdereittien ja draamojen arviointi. Terveystieteen edistämisen keskus, arviointipalvelu. Helsinki, Trio-Offset.
 Soikkeli, M. (2002). Miten puhua huumeista. Stakes, ehkäisevä päihdetyö. Jyväskylä, Gummerus.
 Jeronen, E. et al. (toim.) (2009). Terveystietoa oppimaan ja opettamaan. Jyväskylä, Jyväskylän yliopisto
 Availability of the course books can be checked [here](#).

Assessment methods and criteria:

Participation in teaching and literalwork

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

Grading:

0-5

Person responsible:

Kristiina Simojoki

Working life cooperation:

No

ay402957A: Drugs and Health (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

402957A Drugs and Health 5.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:**TIMING**

The course is held in the autumn semester.

Learning outcomes:

Upon completion of the course students should be able to:

- name and present factors related to the connection between drug abuse and health
- name the most commonly used drugs
- explain the effects of drug abuse

Contents:

- what drugs are
- how drugs influence on health and well-being
- why drugs cause addiction

Mode of delivery:

Web-based teaching

Learning activities and teaching methods:

web-based teaching/ independent work

Target group:

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

Prerequisites and co-requisites:

no

Recommended optional programme components:

The course is an independent entity and does not require additional studies carried out at the same time

Recommended or required reading:

Maunu, Antti (2012): Ryypäämällä ryhmäksi? - ehkäisevän päihdetyön karttalehtiä nuorten ja nuorten aikuisten juomiskulttuureihin.

Kylmäkoski, Merja, Pylkkänen, Sanna, Viitanen, Reijo (toim.) (2010):Yhteisöllisiä näkökulmia nuorten ehkäisevään päihdetyöhön. Kustantaja: Humanistinen ammattikorkeakoulu.

Soikkeli, Markku, Salasuo, Mikko, Puuronen, Anne, Piispa, Matti (2011). Se toimii sittenkin - kuinka päihdevalistuksesta saa selvää? Kustantaja: Nuorisotutkimusseura ry.

Current articles and publications announced in the beginning of the course.

The availability of literature can be checked [here](#).

Assessment methods and criteria:

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.

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

Grading:

0-5

Person responsible:

Minna-Liisa Myllylä

Working life cooperation:

None

ay402964A: Thesis (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

402964A Thesis 5.0 op

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

The course is held in the autumn semester

Learning outcomes:

Student reports on a theme or topical issue related to health promotion, health education or a special theme or current issue in health education at a chosen school.

Contents:

Written thesis based on literature or empirical data on health promotion or health education at school: writing, presenting and acting as a peer opponent.

Alternatively, the student can design and implement a development project connected with the theme.

Mode of delivery:

web based teaching

Learning activities and teaching methods:

web-based teaching, independent work

Target group:

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

Prerequisites and co-requisites:

The required (recommended) prerequisite is the completion of the following studies prior to enrolling for the course: Health Education, basic studies 25 cr and 20 credits of the Health Education, intermediate studies.

Recommended optional programme components:

The course is an independent entity and does not require additional studies carried out at the same time.

Recommended or required reading:

Literature studied for the thesis

Assessment methods and criteria:

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.

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

Grading:

The course utilizes verbal grading scale Pass/Incomplete.

Person responsible:

Kristiina Simojoki

Working life cooperation:

None

ay402962A: Oral Health (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

402962A Oral Health 5.0 op

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

The course is held in the autumn semester

Learning outcomes:

Upon completion of the course students should be able to:

- name the factors promoting good dental health
- display an understanding of the meaning of dental health to general health
- identify the means of preventing oral illnesses and accidents
- identify dental services
- plan and implement a dental health promotion event
- explain the main features of the development of teeth and occlusion and main deviations in them

Contents:

- oral diseases and their meaning to general health
- prevention and care of the mouth and teeth in different stages of life
- accidents of the mouth and teeth, prevention and
- gum diseases
- mucosal diseases and sexually transmitted diseases in the mouth
- organization of dental health services

Mode of delivery:

web-based teaching

Learning activities and teaching methods:

web-based teaching, independent work

Target group:

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

Prerequisites and co-requisites:

none

Recommended optional programme components:

The course is an independent entity and does not require additional studies carried out at the same time.

Recommended or required reading:

Jormanainen, T. & Järvinen, S. (2008) Suunhoito-opas yläkouluille. Hammaslääkäriliiton kustannus. Valtion ravitsemusneuvottelukunta (2014). Terveyttä ruoasta! Suomalaiset ravitsemussuositukset 2014. Current articles and publications to be announced at the beginning of the course.

Assessment methods and criteria:

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.

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

Grading:

0-5

Person responsible:

Päivi Harju, Leena Niskanen

Working life cooperation:

None

ay402959A: Supporting Sexual Growth and Development (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

402959A Supporting Sexual Growth and Development 5.0 op

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

The course is held in the autumn semester

Learning outcomes:

Upon completion of the course the student knows how to

- explain the special features of sexual growth and development at different ages
- support sexual behaviour that promotes health at different ages

Contents:

- sexual growth and development
- dimensions of sexuality in childhood
- dimensions of sexuality in adolescence
- the school as a sexual educator and promoter of sexual health
- cultural sensitivity in sexual education

Mode of delivery:

web-based teaching

Learning activities and teaching methods:

Web-based teaching, independent work

Target group:

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

Prerequisites and co-requisites:

none

Recommended optional programme components:

The course is an independent entity and does not require additional studies carried out at the same time.

Recommended or required reading:

Korteniemi-Poikela, E. & Cacciatore, R. (2010): Portaita pitkin: lapsen ja nuoren seksuaalisuuden kehittyminen; opas vanhemmille. Helsinki, WSOY.

Cacciatore, R. (2007): Huomenna pannaan pussauskoppiin. Opas vanhemmille. Helsinki, WSOY.

Aalberg ja Siimes. (2000) Lapsesta aikuiseksi. Nemo

Aho, T., Halonen, M. & Pelander, A. (2012) Tyttöjuttuja. Väestöliitto WSOY

Hurtig, J. (2013). Taivaan taimet – Uskonnollinen yhteisöllisyys ja väkivalta. Vastapaino.

Current articles and publications to be announced at the beginning of the course.

Availability can be check [here](#).

Assessment methods and criteria:

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.

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

Grading:

0-5

Person responsible:

Paula Yliniemi

Working life cooperation:

None

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

402958A Improving Health through Exercise 5.0 op

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

The course is held in the autumn semester

Learning outcomes:

Upon completion of the course students should be able to:

- display an understanding of the connections between physical activity, psychical condition and health
- provide examples of the methods for measuring physical activity and physical condition
- identify the meaning of physical exercise and exercise guidelines from the viewpoint of fostering health in different contexts
- identify ways of supporting the physical activity of children and adolescents

Contents:

- the meaning of physical activity and physical condition to psychological, physical and social health
- methods for measuring physical activity and physical condition
- exercise guidelines for children and adolescents in different ages
- means to promote physical exercise in different contexts

Mode of delivery:

web-based teaching

Learning activities and teaching methods:

Web-based teaching/independent work

Target group:

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

Prerequisites and co-requisites:

none

Recommended optional programme components:

The course is an independent entity and does not require additional studies carried out at the same time.

Recommended or required reading:

Berg, P. & Piirtola, M. (2014). Lasten ja nuorten liikuntatutkimus Suomessa – tutkimuskatsaus 2000-2012 (pdf). Liikuntatieteellinen seura ry. Helsinki.

Fogelholm, M. (toim.) (2008) Liikettä koulupihoille. UKK-instituutti ja Nuori Suomi.

Jaakkola, T., Liukkonen, J., Sääkslahti, A. (toim.) (2013) Liikuntapedagogiikka. PS-Kustannus.

Vuori, I. (2003) Lisää liikuntaa. Helsinki, Edita.

Vuori, I. et al. (toim.) (2010) Liikuntalääketiede.

Current articles announced in the beginning of the course.

Availability of the literature can be checked [here](#).

Assessment methods and criteria:

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.

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

Grading:

0-5

Person responsible:

Saila Romakkaniemi

Working life cooperation:

None

ay407062A: Programming in Basic Education (OPEN UNI), 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** University of Oulu, Open University**Arvostelu:** 1 - 5, pass, fail**Opetus suunnattu:** University of Oulu, Open University**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

407062A Programming in Basic Education 5.0 op

ayA250603: Psychology, Basic Studies (OPEN UNI), 25 op**Voimassaolo:** 01.08.2012 -**Opiskelumuoto:** Basic Studies**Laji:** Study module**Vastuuyksikkö:** University of Oulu, Open University**Arvostelu:** 1 - 5, pass, fail**Opetus suunnattu:** University of Oulu, Open University**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

A250603 Psychology, Basic Studies 25.0 op

ECTS Credits:

25 ECTS credits

Language of instruction:

Finnish

Timing:

1st year, Autumn term

Learning outcomes:

At the end of the module, the student will be expected to be able to perceive and describe psychological phenomena by using the basic concepts and theories of psychology. The student knows how to make use of the various academic learning and working methods and is able to conduct independent literary work.

Contents:

These studies consist of the following courses:

412070P Basics of Psychological Research (5 credits)

412054P Developmental Psychology I (5 credits)

412071P Personality Psychology (5 credits)

412056P Basics of Cognitive and Neuropsychology (5 credits)

412057P Applications of Psychology I: Psychology of Health and Mental Health (5 credits)

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other teaching. The studies also include participation in psychological research.

Target group:

Students majoring or minoring in Education

Prerequisites and co-requisites:

No

Recommended optional programme components:

No

Recommended or required reading:

To be determined during the courses.

Assessment methods and criteria:

Exams, lecture diaries, essay papers

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

pass/fail

Person responsible:

Mirka Hintsanen

Working life cooperation:

None

*Compulsory***ay412070P: Basics of psychological research (OPEN UNI), 5 op****Voimassaolo:** 01.08.2012 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** University of Oulu, Open University**Arvostelu:** 1 - 5, pass, fail**Opetus suunnattu:** University of Oulu, Open University**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

412070P Basics of Psychological Research 5.0 op

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

1st year, autumn

Learning outcomes:

The student knows how to describe psychology as a field of science, the scientific traditions of psychology, the theory of psychology as a science, and its position in the field of sciences

The student knows how to explain and use the basic concepts related to psychological research

The student knows how to explain (i.e. understand) the basis of psychological scientific thinking and the principles of science

The student knows, on a tentative level, how to evaluate psychological scientific research and the methods and procedures used in it

Contents:

Psychology as a field of science, general idea of research in the field of psychology, traditions of science in psychology, theory and principles of science, basic concepts connected with psychological research, research setups, stages, methods and ethics of research, basics of psychological thinking

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other teaching 24h, independent work approx. 110h.

Target group:

Students pursuing basic studies in psychology

Prerequisites and co-requisites:

None

Recommended optional programme components:

The study module is part of the basic studies in psychology and Bachelor of Art (in education) studies (with educational psychology as the major).

Recommended or required reading:

Soveltuvien osin:

- Stanovich, K. E. (2014). How to Think Straight about Psychology (9. ed) Pearson.
- Cozby P. C. & Bates S. C. (2015). Methods in Behavioral Research (12. ed) McGraw-Hill.
- Breakwell G, Hammond S, Fife-Schaw C. and Smith JA (eds) (2006) Research Methods in Psychology (3rd ed) London: Sage

Assessment methods and criteria:

Lectures and exercises, completion of independent assignments and/or group assignments. More detailed instructions are given in the first lecture.

Arviointikriteerit:

Fail = Short, fragmented, unclear answers/texts which do not indicate understanding or an ability to use and apply what was learnt in the course.

Pass = Sufficiently comprehensive, quite clearly formulated answers/texts that show understanding of matters and some degree of ability to apply the things learnt in the course.

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

Grading:

pass/fail

Person responsible:

Mirka Hintsanen

Working life cooperation:

None

ay412054P: Developmental psychology I (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

412054P Developmental Psychology I 5.0 op

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

The student

- knows how to explicate, evaluate and compare concepts and theories in developmental psychology
- knows how to explicate the developmental processes at different age stages
- knows how to experiment with data collection in research on developmental psychology and how to report on the results
- knows how to analyze the significance of factors with an influence on development and to present applications of developmental psychology to support growth

Contents:

The aim of the study module is to familiarize the student with thinking in developmental psychology. This is aimed at by getting to know the basic issues, concepts and most important theories on development in developmental psychology. The purpose of the study module is for the student to learn to use the concepts of research and theories on developmental psychology to understand and support growth and development. Having completed the study module, the student will have a basic knowledge of the main features of psychological development and of factors influencing development at different stages of life.

- Central questions and theoretical concepts of developmental psychology
- Research paradigms and methods in developmental psychology
- Human psychological development, the different areas and stages of psychological development
- The significance of biological, social and cultural factors in psychological development

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other teaching, a maximum of 24h, and approx. 110h of independent work

Target group:

Students majoring in educational psychology, students minoring in psychology

Prerequisites and co-requisites:

No

Recommended optional programme components:

The study module is part of the basic studies in psychology

Recommended or required reading:

Berger, K.S.(2011 and earlier prints) The Developing Person Through the Life Span.
Nurmi, J-E, Ahonen, T., Lyytinen, H. ym. (2014 and 2006) Ihmisen psykologinen kehitys.
Availability can be checked [online](#).

Assessment methods and criteria:

More detailed instructions for the course methods will be given at the start of the course. Participation in lectures and exercises. Essay or exam based on the coursework and relevant literature, and other assignments.

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

Grading:

pass/fail

To gain a pass, the student shows that s/he is familiar with the central research subjects, basic concepts and approaches of research on developmental psychology, as well as the main trends and their development in its field of science. S/he is capable of proportioning concepts and approaches to each other. The student knows how to apply the basic principles and research results of developmental psychology when describing and analyzing practical interaction situations. The discussion of practical situations of interaction is analytical and well justified.

Pass = Sufficiently comprehensive and reasonably clearly formulated answers/texts/documents that prove understanding of issues and a certain degree of capacity to apply the things learnt in the course.

In a failed result, the research subjects, basic concepts, approaches and main trends of developmental psychology are discussed superficially. There are deficiencies in perceiving the relationships between concepts and approaches. The analysis and description of practical situations of interaction is mechanic and superficial, and it fails to make use of the basic concepts and research results of developmental psychology.

Fail = Short, fragmentary, unclear answers/texts/documents that do not show an understanding nor an ability to use and apply things learnt during the course.

Person responsible:

Virva Siira

Working life cooperation:

None

ay412057P: Applications of Psychology: Psychology of Health and Mental Health (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

412057P Clinical Psychology: Psychology of Health and Mental Health 5.0 op

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

The student knows how to

- determine health-promoting factors and identify the meaning of stress as a factor with an impact on the quality of life
- report on the effects of health-promoting interventions
- name the main disorders of mental health and their risk and protective factors and make conclusion on the significance of mental health disorders in an individual's behaviour
- describe forms of care and therapy in mental health disorders

Contents:

The student acquires knowledge on health, mental health and disorders of mental health, and gets to know various applications for the production of well-being. The study module deals with human health behaviour throughout his/her life and factors with an impact on mental health. The goal is for the student to learn to identify the characteristics of normal, health-promoting processes and ones deviating from them at the biological/psychological level of a human being's behaviour and at the level of the family and the social environment surrounding him/her.

- Basics of health psychology and utilisation of psychological knowledge in promoting health and mental health
- Mental health and its disorders as psychological phenomena from childhood to old age
- Interventions in the promotion of health and mental health
- Positive psychology

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

A maximum of 24h of lectures and other teaching, some 110h of independent work

Target group:

Students majoring in educational psychology, students minoring and pursuing basic studies in psychology

Prerequisites and co-requisites:

None

Recommended optional programme components:

The study module is part of the basic studies in educational psychology

Recommended or required reading:

Applicable parts:

- 1) Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. & Lutz, C. (2014). Atkinson & Hilgard's introduction to psychology. (16. ed., Cengage Learning: U.K.). Chapters 14-16.
- 2) Lönnqvist, J., Henriksson, M., Marttunen, M. & Partonen, T. (eds.) (2014) Psykiatria (11. renewed edition) (Helsinki: Duodecim). (applicable parts).
- 3) Kumpulainen, K. et al. (eds.) (2016). Lasten ja nuorisopsykiatria. (Helsinki: Duodecim).
- 4) Seikkula, J. & Arnkil, T.E. (2009). Dialoginen verkostotyö. (Helsinki: Tammi).
- 5) Baumgardner, S. & Crothers, M. (2014). Positive psychology. Pearson (New International Edition).

Availability of the books can be viewed [here](#).

Assessment methods and criteria:

The assessment is based on the productions announced for each study module at the start of the course. One or more of the following: lectures, assignments on one's own, in pairs or in groups, exercises, demonstrations, learning journal, summary, essay, thesis, seminar, examination or some other method. For a pass, the student shows that s/he is familiar with the important research subjects, basic concepts and approaches in research on health psychology, as well as their main trends and development. S/he is capable of relating concepts and approaches to each other. The student knows how to apply the basic concepts and research results of health psychology when describing and analyzing practical situations of interaction. His/her consideration of practical interaction situations is analytical and well justified.

Pass = Sufficiently comprehensive, reasonably clearly formulated answers/texts/documents proving understanding of things and certain degree of ability to apply what was learnt in the course.

In a failed course performance, the discussion of the research subjects, basic concepts, approaches and main trends in research on health psychology is superficial. There are deficiencies in showing a relation between concepts and approaches. The analysis and description of practical situations of interaction is mechanic and superficial, and it fails to make use of the basic concepts and research results of health psychology.

Fail = Short, fragmented, unclear answers/texts/documents that do not show understanding nor ability to use and apply what was learnt in the course.

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

Grading:

pass/fail

Person responsible:

Virva Siira

Working life cooperation:

None

ay412056P: Basics of Cognitive and Neuropsychology (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

412056P Basics of Cognitive and Neuropsychology 5.0 op

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

- the student is able to define the principles of sensory functions and the nervous system
- the student knows how to evaluate modern research methods in the field of cognitive and neuropsychology
- the student identifies the structure and development of the nervous system and identifies the neural background and mechanisms of cognitive processes
- the student knows how to apply neuroscychological research and research methods to her/his own activities

Contents:

The following topics are covered:

- basic cognitive processes, perception, memory, thinking, learning, action control.

- cognitive processes and their neural basis and neural mechanisms.
- structure and development of the nervous system
- cognitive and neuropsychological research and research methods.

Mode of delivery:

Face-to-face, blended teaching (online discussion) and distance education

Learning activities and teaching methods:

Online lectures and individual assignments totalling 24h, independent work.

Target group:

Students in the Faculty of Education, students of other faculties, Open University students

Prerequisites and co-requisites:

None

Recommended optional programme components:

The study module is part of the basic studies in psychology

Recommended or required reading:

Kolb & Whishaw: Fundamentals of Human Neuropsychology, 6th edition, chapters 1-10.
Hämäläinen ym. (eds.) Mieli ja aivot: Kognitiivisen neurotieteen oppikirja (2006), chapters 2-4).

Availability can be checked [online](#)

Assessment methods and criteria:

The students takes part actively in the teaching by completing the online assignments based on the lectures and assignments in the Optima learning environment.

A pass is constituted by the feedback for the individual assignments and essays completed.

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

Grading:

pass/fail

Person responsible:

Seppo Laukka

Working life cooperation:

None

ay412071P: Personality Psychology (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

412071P Personality Psychology I 5.0 op

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

The student knows how to

- find, combine and arrange central concepts and theories in personality psychology

- use research results and theoretical knowledge on the structure and development of personality in problem solving
- explicate the connections between personality, social interaction and societal decision-making

Contents:

The study module familiarizes the student with concepts and central theories of personality psychology. The student is helped to understand the development, permanence and change of personality. The study module also discusses the significance of personality as a factor explaining human behaviour and course of life.

Contents:

- Concepts of personality psychology and personality theories
- Research in personality psychology and evaluation of personality
- Biological basis of personality and social interaction
- Connection of personality with health and welfare

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other teaching max. 24 h, some 110h of independent work

Target group:

Students majoring in educational psychology, students minoring or pursuing basic studies in psychology

Prerequisites and co-requisites:

None

Recommended optional programme components:

Basic studies in psychology

Recommended or required reading:

Applicable parts:

- 1) Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. & Lutz, C. (2014). Atkinson & Hilgard's introduction to psychology. (16. ed., Cengage Learning: U.K.). Chapters 12-13.
- 2) Cervone, D. & Pervin, L. (2008 and newer editions) Personality: theory and research. (Hoboken NJ: Wiley).
- 3) Meitä on moneksi. Persoonallisuuden psykologiset piirteet. Edited by: Metsäpelto, R-L. & Feldt, T. (2009). (PS-Kustannus).
- 4) Martin, J. & Bickhard, M.H. (ed.) (2013) The psychology of personhood: philosophical, historical, social-developmental and narrative perspectives. (Cambridge: Cambridge University Press).

Assessment methods and criteria:

The assessment is based on the productions announced for each study module at the start of the course. One or more of the following: lectures, assignments on one's own, in pairs or in groups, exercises, demonstrations, learning journal, summary, essay, thesis, seminar, examination or some other method to be introduced at the start of the course.

For a pass, the student shows that s/he is familiar with the important research subjects, basic concepts and approaches of research on personality psychology, as well as the main trends of the discipline and their development. S/he is capable of relating concepts and approaches to each other. The student knows how to apply the basic concepts and research results of personality psychology when describing and analyzing practical situations of interaction. His/her consideration of practical interaction situations is analytical and well justified.

Pass = Sufficiently comprehensive, reasonably clearly formulated answers/texts/documents proving understanding of things and a certain degree of ability to apply what was learnt in the course.

In a failed course performance, the discussion of the research subjects, basic concepts, approaches and main trends in research on personality psychology is superficial. There are deficiencies in showing a relation between concepts and approaches. The analysis and description of practical situations of interaction is mechanic and superficial, and it fails to make use of the basic concepts and research results of personality psychology.

Fail = Short, fragmented, unclear answers/texts/documents that do not show understanding nor ability to use and apply what was learnt in the course.

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

Grading:

pass/fail

Person responsible:

Virva Siira

Working life cooperation:

None

A250604: Psychology, Intermediate Studies, 35 - 55 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

35-45 credits

Language of instruction:

Finnish

Timing:

2nd and 3rd years

Learning outcomes:

At the end of the module, the student will be able to adapt psychological theories and concepts in analyzing human behavior in various settings. The student is able to utilize scientific research methods and has an analytical and problem based way of thinking so s/he is capable of working independently on a Master's thesis. The student is able to acquire psychological knowledge from different scientific publications and sources and is also capable of independent written expression and performance.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other teaching. The studies also include participation in psychological research.

Target group:

Students majoring educational psychology and minor subject students

Prerequisites and co-requisites:

Basic studies in psychology

Recommended optional programme components:

Basic studies

Recommended or required reading:

To be announced during each course.

Assessment methods and criteria:

Exams, participation, essay papers

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

Grading:

0-5

Person responsible:

Mirka Hintsanen

Working life cooperation:

None

Other information:

These studies represent 45 credits for majoring students, and 35 credits for minor subject students.

Compulsory

412072A: Cognitive Psychology II, 5 op

Voimassaolo: 01.08.2008 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Seppo Laukka

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

1st - 2nd year

Learning outcomes:

The student knows how to expound cognitive processes and brain mechanisms and identifies methods to research them. The student knows how to examine the human being critically as a recipient, processor and user of knowledge. The student knows how to evaluate the various different paradigms connected with cognitive psychological research. The student identifies the relationship between the cognitive and neural sciences and identifies the theories of cognitive psychology. The student also knows how to evaluate critically the concepts related to basic cognitive processes.

Contents:

The following topics will be covered:

- Theories and concepts of cognitive psychology in the area of the research of different basic cognitive processes; attention, perception, memory, cognitive skills such as language and thinking, learning, action control
- Research methods in cognitive psychology, relationship between cognitive psychology and cognitive neuroscience

Mode of delivery:

Face-to-face teaching, blended teaching (online discussion), and distance education.

Learning activities and teaching methods:

Lectures and other teaching 24h, and independent work.

Target group:

Students in the Faculty of Education and students from other faculties

Prerequisites and co-requisites:

Basic Studies in Psychology

Recommended optional programme components:

The study module is part of the intermediate studies in psychology

Recommended or required reading:

Eysenck, Keane (2000) Cognitive psychology: A student's handbook, or a newer edition, chapters 8-16.
Saariluoma, Kampainen & Hautamäki (2001) Moderni kognitiotiede, chapters 1-4 and 6-9.

Assessment methods and criteria:

The students takes actively part in teaching by completing the online assignments based on the lectures and exercises available in the Optima learning environment.

A pass is granted on the basis of approved e-feedback for the partial assignments and completion of independent essays.

The essays are assessed on the basis of the given criteria, and the course grade is given based on them and the online lectures.

0 = unfinished, fragmentary, issues presented are not essentially related to the topic, and there is almost no use of sources at all

1 = highly superficial, issues presented in full detachment from each other, poor use of sources

2 = superficial, issues are partly presented in detachment from each other, and the use of sources is satisfactory

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

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

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

Participation in lectures and other teaching. A lecture exam, a literature exam/essay.

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

Grading:

0-5

Person responsible:

Seppo Laukka

Working life cooperation:

None

412059A: Developmental psychology II, 5 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Virva Siira**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 credits

Language of instruction:

Finnish

Timing:

1st - 2nd year

Learning outcomes:

The student knows how to

- name, classify and shape concepts and theories of developmental psychology
- generalize his/her knowledge of different phases of life from the viewpoint of developmental psychology to solve problems related to individual cases
- evaluate the functionality of practical applications constructed on the basis of theories in developmental psychology

Contents:

The study module discusses development from childhood and adolescence to maturation and old age on the basis of various theoretical premises on development. The students are familiarized to be conscious of the connection between individual development and the family structure, growth environments external to the family and cultural factors. The students are helped to find different ways to take into account and influence by psychological means people of various ages and their development.

- Connections between important issues and theories in developmental psychology and the contexts of development
- Applications of research knowledge in developmental psychology
- The significance of family in conveying biological, social and cultural factors in development at different phases of life
- Knowledge on psychological development and professional abilities for work with human beings

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Maximum of 24h of lectures and approx. 110h of independent work.

Target group:

Students majoring in educational psychology, students minoring in psychology

Prerequisites and co-requisites:

Basic Studies in Psychology

Recommended optional programme components:

The study module is part of the intermediate studies in educational psychology

Recommended or required reading:

As applicable:

- 1) Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. & Lutz, C. (2014). Atkinson & Hilgard's introduction to psychology. (16. ed, Cengage Learning: U.K.). Luvut 3 ja 7-9.
- 2) Miller, P.H. (2011). Theories of developmental psychology. (New York: Worth).
- 3) Rogoff, B. (2003). The Cultural nature of human development. (Oxford: Oxford University Press).
- 4) Walsh, F. (ed.) (2012). Normal family processes. Growing Diversity and Complexity. (New York: Guilford Press).
- 5) Goldenberg, H. & Goldenberg, I. (2003). Family therapy: an overview. (Belmont, CA: Thomson Brooks /Cole).

Assessment methods and criteria:

The assessment is based on the outputs announced at the start of the course. One or more of the following: lectures. assignments alone, in pairs and in a group, exercises, demonstrations, learning journal, summary, essay, thesis, seminar, examination or some other method mentioned at the start of the course.

0 = The student's output is unfinished and fragmented, his/her answer does not indicate any familiarity at all with the core themes and materials of the course. The output is not at all in line with the assignment given.

1 = The student's output is highly superficial, and the use of course materials is superficial and limited. The structure of the answer is lacking logic.

2 = The student's output is quite superficial. Some of the core materials of the course have been utilized, but the use of source materials is haphazard and summarizing. The answers is in line with the assignment given. The structure of the answer is mostly clear and logical.

3 = The student's output covers the core themes of the course, and his/her style of writing is partly reflective and critical. The answer has utilized thoroughly all the core materials of the course, and it is fully in line with the assignment. The answer proceeds clearly and logically.

4 = The student's output is comprehensive and profound. In addition to the core materials of the course, supplementary materials have also been utilized to some extent. The writing style is mainly reflective, argumentative and critical. The answer is fully in line with the assignment. The structure of the output is scientific, logically advancing and easy to read.

5 = The student's output is a very comprehensive and scientific entity that manifests a profound and comprehensive understanding of the course themes. Sources are used comprehensively, critically and analytically. The structure is in line with the requirements of a scientific text.

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

Grading:

0-5

Person responsible:

Virva Siira

Working life cooperation:

None

412067A: Psychology of counselling I, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jutta Karhu

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

1st - 2nd year

Learning outcomes:

The student knows how to

- identify the psychological principles of social interaction
- knows how to define the basic concepts, theories and trends of counselling, guidance and therapy
- identifies counselling, guidance and therapy as an activity
- knows how to apply basic methods of counselling to construct a counselling process
- knows how to give examples of ways to identify his/her own personal working prerequisites

Contents:

Upon completion of the study module, the student identifies the psychological principles of social interaction, knows how to make a difference between guidance, counselling, consultation and therapy, and understands the similarities between them. An effort towards this end is made by guiding the student to experiment with various methods of guidance, counselling, consultation and therapy, by familiarizing them with theory and practice, and by introducing them to identification of their own personal working prerequisites by means of practice and theory.

Contents

- Basic concepts, differences and similarities of guidance, counselling, consultation and therapy
- Guidance, counselling, consultation and therapy as activities, and practical applications
- Basic theories of guidance, counselling, consultation and therapy
- Psychological basis of social interaction

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other teaching max 24h, independent work approx. 110h

Target group:

Students majoring in educational psychology, students minoring in psychology

Prerequisites and co-requisites:

Basic Studies in Psychology

Recommended optional programme components:

The study module is part of the intermediate studies in educational psychology

Recommended or required reading:

As applicable:

- 1) Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. & Lutz, C. (2014). Atkinson & Hilgard's introduction to psychology. (16. ed, Cengage Learning: U.K.). Chapters 17-18.
- 2) Vehviläinen, S. (2014). Ohjaustyön opas. Yhteistyössä kohti toimijuutta. (Gaudeamus)
- 3) Eronen, S. & Lahti-Nuutila, P. (2012 tai uudempi). Mikä psykoterapiassa auttaa? Integriatiivisen lähestymistavan perusteita. (Helsinki: Edita Publishing Oy)

Assessment methods and criteria:

The assessment is based on the outputs announced at the start of the course. One or more of the following: lectures. assignments alone, in pairs and in a group, exercises, demonstrations, learning journal, summary, essay, thesis, seminar, examination or some other method mentioned at the start of the course. 0 = The student's output is unfinished and fragmented, his/her answer does not indicate any familiarity at all with the core themes and materials of the course. The output is not at all in line with the assignment given.

1 = The student's output is highly superficial, and the use of course materials is superficial and limited. The structure of the answer is lacking logic.

2 = The student's output is quite superficial. Some of the core materials of the course have been utilized, but the use of source materials is haphazard and summarizing. The answers is in line with the assignment given. The structure of the answer is mostly clear and logical.

3 = The student's output covers the core themes of the course, and his/her style of writing is partly reflective and critical. The answer has utilized thoroughly all the core materials of the course, and it is fully in line with the assignment. The answer proceeds clearly and logically.

4 = The student's output is comprehensive and profound. In addition to the core materials of the course, supplementary materials have also been utilized to some extent. The writing style is mainly reflective, argumentative and critical. The answer is fully in line with the assignment. The structure of the output is scientific, logically advancing and easy to read.

5 = The student's output is a very comprehensive and scientific entity that manifests a profound and comprehensive understanding of the course themes. Sources are used comprehensively, critically and analytically. The structure is in line with the requirements of a scientific text.

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

Grading:

0-5

Person responsible:

Virva Siira

Working life cooperation:

None

412062A: Applications of Psychology II, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Virva Siira

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

The student knows how to

- define the concepts and theories of health and mental health
- identify various assessment methods of psychological performance
- describe normal and abnormal behaviour and factors affecting them
- explain the functions of therapeutic models for health and mental health

Contents:

Goal: Having completed the study module, the student gets an idea of the psychological basis of health and of models and classification systems explaining mental health and therapy. The goal is for the student to get to know differences between individuals and with their diagnosis in terms of psychological, cognitive and social functions. The student is also helped to understand the significance of psychology in health promotion in different organizations.

Contents

- Concepts and theories of health and mental health
- psychotherapy
- Crisis and trauma psychology
- Psychological expertise in social and health care and in educational organizations

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other teaching, max. 24h, and independent work, approx. 110h

Target group:

Students majoring in educational psychology, students minoring in psychology

Prerequisites and co-requisites:

Basic Studies in Psychology

Recommended optional programme components:

The study module is part of the intermediate studies in educational psychology

Recommended or required reading:

Applicable parts:

1) Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. & Lutz, C. (2014). Atkinson & Hilgard's introduction to psychology. (16. ed., Cengage Learning: U.K.). Chapters 6, 10 and 11.

2) Saari, S. (2003). Kuin salama kirkaalta taivaalta. Kriisit ja niistä selviytyminen. (Helsinki: Otava).

3) Bennet, P. (2008). Introduction to clinical health psychology. (Buckingham: Open University Press)

4) Corey, G. (2013). Theory and Practice of Counseling and Psychotherapy. (Belmont, CA: Thomson Brooks /Cole)

Assessment methods and criteria:

The assessment is based on the outputs announced at the start of the course. One or more of the following: lectures. assignments alone, in pairs and in a group, exercises, demonstrations, learning journal, summary, essay, thesis, seminar, examination or some other method mentioned at the start of the course.

0 = The student's output is unfinished and fragmented, his/her answer does not indicate any familiarity at all with the core themes and materials of the course. The output is not at all in line with the assignment given.

1 = The student's output is highly superficial, and the use of course materials is superficial and limited. The structure of the answer is lacking logic.

2 = The student's output is quite superficial. Some of the core materials of the course have been utilized, but the use of source materials is haphazard and summarizing. The answers is in line with the assignment given. The structure of the answer is mostly clear and logical.

3 = The student's output covers the core themes of the course, and his/her style of writing is partly reflective and critical. The answer has utilized thoroughly all the core materials of the course, and it is fully in line with the assignment. The answer proceeds clearly and logically.

4 = The student's output is comprehensive and profound. In addition to the core materials of the course, supplementary materials have also been utilized to some extent. The writing style is mainly reflective, argumentative and critical. The answer is fully in line with the assignment. The structure of the output is scientific, logically advancing and easy to read.

5 = The student's output is a very comprehensive and scientific entity that manifests a profound and comprehensive understanding of the course themes. Sources are used comprehensively, critically and analytically. The structure is in line with the requirements of a scientific text.

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

Grading:

0-5

Person responsible:

Virva Siira

Working life cooperation:

None

407040A: Basic Course in Quantitative Research, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Peltonen, Jouni Aslak

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407040A Basic course in quantitative research (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish, English for ITE

Timing:

2. or 3. year

Learning outcomes:

Having completed the course, the student knows how to

- describe and analyze the foundations of quantitative research in the philosophy of science, its characteristics, and the main stages in the progress of a research process
- plan and implement the main stages of a simple quantitative study
- evaluate and interpret quantitative studies conducted by others

Contents:

- starting-points of quantitative research and the main stages of the research process
- reliability of quantitative research
- representation of a one- and two-dimensional empirical distribution
- basics of statistical reasoning
- estimation
- statistical testings

Mode of delivery:

Face-to-face or blended teaching

Learning activities and teaching methods:

Lectures 24h, small group teaching 14h, independent work 90h

Target group:

Students in the Faculty of Education and students pursuing minor subject studies in education

Prerequisites and co-requisites:

Basic studies in education/psychology

Recommended optional programme components:

The study module is part of the intermediate studies in education/psychology and supports the writing of a Bachelor's thesis

Recommended or required reading:

As agreed, other works and videotaped expert lectures may also be used as learning materials.

Assessment methods and criteria:

The students carry out a learning assignment, either independently or in small groups, based on the lecture and other teaching in the course, the video materials compiled from the expert lectures, and literature. The learning assignment is planned and elaborated through work in small groups with the help of the teacher and other students, and the work is finally presented to the other students in a poster session, for instance. The learning assignment can also consist of several smaller parts.

In concrete terms, the learning assignment can be a small-scale quantitative study, analysis or summary of quantitative studies conducted by others on a certain theme, an analysis of an available quantitative data set, or an essay analyzing a special issue in quantitative research.

As agreed, the course can also be arranged and credits earned in some other way, for instance by taking part in the activities of a research group in the faculty.

Criteria for course performance:

0 = unfinished and fragmented, matters presented are not essentially connected with the topic, the use of sources is almost non-existent and there is no successful concretization of the basic principles of research.

1 = highly superficial, matters are presented detached from one another, the use of sources is one-sided and superficial.

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

3 = reflective and matters are related to each other to some extent, the core argument is to be seen and the use of sources is mainly good.

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

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

Grading:

0 - 5

Person responsible:

Jouni Peltonen

Working life cooperation:

None

Other information:**407041A: Basic Course in Qualitative Research, 5 op****Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Anu Alanko**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay407041A Basic course in qualitative research (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish, English for ITE

Timing:

2nd or 3rd year

Learning outcomes:

Having completed the course, the student knows how to

- define the basic ideas in the approaches and methods of research in the human sciences from the viewpoint of different traditions of science
- describe the possibilities to use various data collection methods, their strengths and weaknesses
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret qualitative studies conducted by others

Contents:

- starting-points of qualitative research
- theories and concepts in qualitative research
- different approaches to qualitative research
- formulation and shaping of research questions in qualitative research
- progression and main stages of the research process
- data in qualitative research
- research plan

Mode of delivery:

Face-to-face teaching, lectures and small group teaching

Learning activities and teaching methods:

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

Target group:

All students in the faculty pursuing Intermediate Studies in Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

The study module is part of the intermediate studies in education/psychology and it supports the writing of a Bachelor's thesis

Recommended or required reading:

Applicable parts:

Eskola, J. & Suoranta, J. (1998) Johdatus laadulliseen tutkimukseen. Tampere: Vastapaino. Especially chapters 1-3 ja 5-6.

Aaltola, J. & Valli, R. (eds.) (2015) Ikkunoita tutkimusmetodeihin I: Metodien valinta ja aineistonkeruu, virikkeitä aloittelevalle tutkijalle. Jyväskylä: PS-kustannus.

Valli, R. & Aaltola, J. (eds.) (2015) Ikkunoita tutkimusmetodeihin II: Näkökulmia aloittelevalle tutkijalle tutkimuksen teoreettisiin lähtökohtiin ja analyysimenetelmiin. Especially Part I. Jyväskylä: PS-kustannus.

Metsämuuronen, J. (2003–). Tutkimuksen tekemisen perusteet ihmistieteissä (opiskelija- ja tutkijalaitokset). Helsinki: International Methelp. (Chapter: Laadullisen tutkimuksen perusteet).

Alasuutari, P. (2011). Laadullinen tutkimus 2.0. Tampere: Vastapaino. (also Ellibs).

As agreed, other works and videotaped expert lectures can also be used as learning materials.

Assessment methods and criteria:

Lectures:

The students compose learning assignments, either alone or in pairs, with the goal of applying the contribution of the lectures and literature to the formulation of the theme or problem setting of their own Bachelor's theses.

Exercises:

The students compose either alone or in pairs a research plan for their Bachelor's thesis.

Grading:

The lecture assignments are graded Pass or Fail.

The research plan composed in a small group is graded on a scale from 0 to 5.

Person responsible:

Anu Alanko

Working life cooperation:

None

*Following courses belong to Educational Psychology main subject: 412074A, 407047A and 411014A.
Following course belongs to minor subject: 412073A*

412074A: Bachelor's Thesis in Educational Psychology, 10 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Virva Siira, Seppo Laukka

Opintokohteen kielet: Finnish

Leikkaavuudet:

412068A-02 b) Bachelor's seminar 2.0 op

ECTS Credits:

10 credits

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

- the student is capable of critical and scientific writing and discussion
- the student is capable of constructive collaborative work, developing both his/her own and other students' scientific thinking
- the student is capable of applying one of the following ranges of topics chosen by him/herself and connected with the research themes in educational psychology:

1) guidance, consultation, psychotherapy in supporting growth and development, 2) learning and learning difficulties, issues in school and educational psychology, 3) issues of growth, development and interaction

at different phases of age, and developmental disorders and their rehabilitation, 4) theoretical and methodological issues in educational psychology

Contents:

In the Bachelor's Seminar, the student finalizes his/her proseminar thesis into a Bachelor's thesis, after which s/he, having received a permission to publish the thesis, writes the maturity essay on the topics covered in the thesis.

1) guidance, consultation, psychotherapy in supporting growth and development, 2) learning and learning difficulties, issues in school and educational psychology, 3) issues of growth, development and interaction at different phases of age, and developmental disorders and their rehabilitation, 4) theoretical and methodological issues in educational psychology

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Seminar sessions 16h

Target group:

Students majoring in educational psychology

Prerequisites and co-requisites:

Basic and intermediate studies in psychology

Recommended or required reading:

Literature on the thematic area of the seminar thesis

Assessment methods and criteria:

Seminar thesis, presentation, acting as an opponent

For more on the assessment of courses, consult the university website.

Grading:

0-5

Person responsible:

Seppo Laukka and Virva Siira

Working life cooperation:

None

Other information:

The course is part of the major subject studies.

407047A: Maturity Test, 0 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

0 credits

Language of instruction:

The maturity essay is written in the student's mother tongue.

Timing:

3rd year

Learning outcomes:

According to the Decree on University Degrees (794/2004), students pursuing studies for the degree of Bachelor of Arts in Education shall write a maturity essay to show their familiarity with the field of their thesis and their skills in Finnish or Swedish.

Learning activities and teaching methods:

Writing a maturity essay on a general examination day of the Faculty of Education. A student can register for the maturity essay on Weboodi using the code 407047A (Maturity Test/Bachelor's Thesis) after the thesis supervisor has given the student permission to publish his or her thesis. For the maturity test, the supervisor of the Bachelor's thesis gives the student 2-3 topics related to the field of the study, and the student is given the choice to write on one of them. The student is allowed to use three hours to write the maturity essay.

Target group:

Students in the Faculty of Education

Recommended optional programme components:

The course is part of the intermediate studies in the major subject

Grading:

For content and language: pass/fail.

Person responsible:

Sari Harmoinen and the supervisors of seminar groups

411014A: Paths to Working Life, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay411014A Paths to working life (OPEN UNI) 4.0 op

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd and 3rd years

Learning outcomes:

The student

- knows how to consider and evaluate his/her interests in the field in s/he is studying, and thereby his /her choices of major and minor subjects, as well as his/her self-knowledge and professional identity
- knows how to acquire knowledge on working life in a flexible way
- perceives the connections of and opportunities offered by education and working life (minor subjects, practice periods, Master's thesis, exchange programmes, worklife requirements, jobs, etc.)
- knows how to describe and evaluate the field of educational work and working life in general
- knows how to evaluate elements of working life such as worklife competences, general skills and coping
- is able to consider her/his placement in working life

Contents:

This course provides the students with a readiness to begin to reflect on their own professional identity. During the course, the students search for information about working life and acquaint themselves with sources of worklife information. They search for information about their own field, strengths and interests, considering their own values in relation to their future work. Issues related to well-being at work and personal coping are discussed.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Face-to-face teaching max. 40h, independent work approx. 95h
 introductory statements, visits, discussion, exercises and independent work
 An alternative to the group is literature or other materials as agreed with the course coordinator.

Target group:

Students majoring education and educational psychology

Prerequisites and co-requisites:

The 1st year studies must have been completed

Recommended optional programme components:

The course is part of the intermediate major subject studies in education and educational psychology.

Recommended or required reading:

To be agreed on at the beginning of the course. Materials distributed during the course.

Assessment methods and criteria:

Active participation in seminar work, completion of the independent assignments, completion of online assignments, composing a learning journal.

Assessment criteria:

Pass:

Requirements for a pass: Completion of course assignments, active participation in coursework, keeping a learning journal and returning assignments on time.

Fail:

The course is failed if there are deficiencies in the student's course assignments, participation or learning journal, or if they do not show that s/he has achieved the expected learning outcomes of the course.

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

Grading:

pass/fail

Person responsible:

Kimmo Kontio

Working life cooperation:

Yes. Visits to companies.

Other information:

The course is part of the major studies.

412073A: Proseminar, 5 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jutta Karhu

Opintokohteen kielet: Finnish

Leikkaavuudet:

412068A-01 a) Proseminar 8.0 op

ECTS Credits:

5/8

Language of instruction:

Finnish

Timing:

3. year

Grading:

pass/fail

Person responsible:

Jutta Karhu

Working life cooperation:

no

ay414069P: Social research fields (OPEN UNI), 10 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen oppimateriaali:

Forsberg, Hannele & Nätkin, Ritva (toim.), , 2003

Husso, Marita , , 2003

Jallinoja, Riitta , , 2006

Lee, Nick , , 2001

Puuronen, Vesa , , 2006

Sankari, Anne & Jyrkämä, Jyrki (toim.), , 2001

Konttinen, Esa , , 2004

Lehtinen, Ari & Rannikko, Pertti (toim.), , 2003

Massa, Ilmo & Ahonen, Sanna (toim.), , 2006

Meadows, Donella , , 2005

Suopajarvi, Leena , , 2001

Väliverronen, Esa , , 1996

Held, David , , 2004

Miles, Robert , , 1994

Patomäki, Heikki , , 2003

Saari, Juho , , 2004

Väyrynen, Raimo , , 2001

Antikainen, Ari , , 1998

Hakala, Johanna et al. (toim.), , 2003

Honkonen, Risto (toim.), , 2002

Ylijoki, Oili-Helena , , 1998

Opintokohteen kielet: Finnish

Leikkaavuudet:

414069P Social research fields 10.0 op

ECTS Credits:

10 cr

Language of instruction:

Finnish (replaceable with English literature)

Learning outcomes:

The student has familiarised her/himself with central and topical research on some special field of sociology. Having completed the course, the student has a mastery of the main concepts and theoretical tradition as well as current research in this field. S/he is able to use this knowledge in research and practical working duties and to take part in social discussion on the relevant range of themes.

Contents:

During the course we explore the recent research work in two areas of sociology which are of special interest to the student. Possible areas are:

a) Family studies and lifespan analysis (5 credits)

b) Society and the environment (5 credits)

c) Globalisation (5 credits)

d) Sociology of Education (5 credits) Education students cannot choose this topic, as it is basically the same as 410070P.

Mode of delivery:

Book exam

Learning activities and teaching methods:

Exam.

Target group:

Open university students

Prerequisites and co-requisites:

None

Recommended optional programme components:

Compulsory course for those planning to move on to Intermediate Studies

Recommended or required reading:

a) Family studies and lifespan analysis, three works from the following:

Forsberg, H. & Nätkin, R. (toim.) 2003. Perhe murroksessa: kriittisen perhetutkimuksen jäljillä. Helsinki: Gaudeamus.

Satka, M. et al. (toim.) 2011. Lapset, nuoret ja muuttuva hallinta. Tampere: Vastapaino.

Lee, N. 2005. Childhood and society. Growing up in an age of uncertainty. Reprinted. Maidenhead: Open University Press.

Ojanen, K. & Mulari, H. & Aaltonen, S. (toim.) 2011. Entäs tytöt? Johdatus tyttötutkimukseen. Tampere: Vastapaino.

Puuronen, V. 2006. Nuorisotutkimus. Vastapaino: Tampere.

Sankari, A. & Jyrkämä, J. (toim.) 2001. Lapsuudesta vanhuuteen: län sosiologiaa. Tampere: Vastapaino.

b) Society and environment, three works from the following:

Konttinen, E. & Peltokoski, J. (2004). Ympäristöprotestin neljäs aalto: eläinoikeusliike ja uuden polven ympäristöradikalismi 1990-luvulla.

Lehtinen, A. & Rannikko, P. (eds.) (2003). Oikeudenmukaisuus ja ympäristö.

Massa, I. & Ahonen, S. (eds.) (2006). Arkielämän ympäristöpolitiikka.

Suopajarvi, L. (2001). Vuotos- ja Ounasjokikamppailujen kentät ja merkitykset Lapissa. Acta Universitatis Lappensis 37.

Valkonen, J. (2008) Ympäristösosiologia.

c) Globalisation, three works from the following:

Harvey, D. 2008. Uusliberalismin lyhyt historia.

Held, D. & McGrew, A. (2004). Globalisaatio - puolesta ja vastaan.

Kaldor, M. (2003) Globaali kansalaisyhteiskunta - Vastaus sodan ongelmaan.

Lindholm, A. (2005) Maailman parantajat. Globalisaatiokriittinen liike Suomessa.

Therborn, G. 2011. The World. A Beginner's Guide. Cambridge UK and Malden MA: Polity Press (worth two books)

d) Sociology of education,

Antikainen, A., Koski, L. & Rinne, R. 2000 (tai uudempi painos). Kasvatussosiologia, Helsinki WSOY. JA

Aittola, T. (toim.) 2012. Kasvatussosiologian suunnannäyttäjiä. Helsinki: Gaudeamus.

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

Assessment methods and criteria:

Literature exam.

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

Grading:

pass/fail

Person responsible:

Aarne Nikkonen, Anu Alanko

Working life cooperation:

None

ayA211401: Sociology, Basic Studies (OPEN UNI), 25 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

A211401 Sociology, Basic Studies 25.0 op

ECTS Credits:

25 credits

Language of instruction:

Finnish

Timing:

1st to 5th years

Learning outcomes:

After completed the basic studies in sociology, the student knows how

- to analyse the social conditions and impacts of social activity on her/his studies, work and other areas of life
- to use the basic concepts, theories and methods of sociology in communication and research
- to search for sociological knowledge relevant for her/his own competence and
- to summarise and evaluate research and write reviews on topics important for her/his learning goals and own work based on current sociological research literature.

Contents:

- Basic concepts and theories in sociology
- Basic research methods in sociological research
- Current research in sociology
- Research areas in social sciences

A211401 Basic Studies in Sociology, 25 credits:

- 414067P Basic Course in Sociology, 5 credits
- 414078P Introduction to Methodology and Methodics, 5 credits
- 414079P Current Research, 5 credits

Research Areas in Social Sciences, two of the following:

- 414080P Family research and life span analysis 5 op
- 414081P Sociological environment research 5 op
- 414082P Globalisation 5 op
- 414083P Education in society 5 op
- 414084P Sociology of racism and multiculturalism 5 op

Mode of delivery:

Face-to-face teaching, book exams

Learning activities and teaching methods:

Methods vary: lectures, book exams, seminar sessions

Target group:

Undergraduate students

Prerequisites and co-requisites:

None

Recommended or required reading:

To be announced during each course.

Assessment methods and criteria:

Lecture and book exams, seminar paper.

For more about [assessment criteria](#) see the University of Oulu website.

Grading:

0-5

Person responsible:

Anu Alanko

Working life cooperation:

None

Other information:

Minimum standard for successful completion is 3/5 - also for each course in the basic studies in sociology.

Compulsory

ay414067P: Basic course in sociology (OPEN UNI), 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen oppimateriaali:

Bauman, Zygmunt , , 1997

Saaristo, Kimmo , , 2004

Sulkunen, Pekka , , 1998

Opintokohteen kielet: Finnish**Leikkaavuudet:**

414067P Basic course in sociology 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

Autumn term

Learning outcomes:

Having completed the course, the student knows

- the connections and differences between the field of sociological research and sociology and other disciplines of science,
- how to distinguish between research trends in sociology and
- to use the most important concepts of sociology.

Contents:

- Classic, modern, and current traditions and trends in sociological research, their central concepts and theories, along with current applications
- The nature of knowledge in social sciences
- The nature and place of sociology among the sciences in general

Mode of delivery:

Face-to-face-teaching: lectures and literature

Learning activities and teaching methods:

Lectures 20 h, optional literature and exam 2 h, Independent work 115 hours

Target group:

Students pursuing Basic Studies in Sociology

Prerequisites and co-requisites:

None

Recommended optional programme components:

First course in the Basic Studies, a compulsory course for those moving on to pursue the Intermediate Studies

Recommended or required reading:

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

Assessment methods and criteria:

- Active participation in the lectures
- Exam based on the lectures and the literature

Pass: The student has completed the course assignments successfully, taken actively part in the study module and assessed his or her performance from the viewpoint of the expected learning outcomes. The student's performance is in line with the expected learning outcomes.

Fail: The student has not completed the course assignments in line with the expected learning outcomes.

Assessment:

0 = incomplete, fragmented, issues presented not essentially connected with the subject matter of the course nor based on course literature

1 = highly superficial, issues presented as if they were quite detached from each other, course literature used inadequately

2 = superficial, issues at times presented in disconnection from each other, course literature used satisfactorily

3 = reflective, issues related to each other to some extent: common thread is to be seen, mainly good use of course literature

4 = quite analytical, issues related to each other well, course literature used mainly very well
 5 = systematic and analytical, issues related to each other very well, use of course literature mainly excellent

For more about [assessment criteria](#), see the University of Oulu website.

Grading:

0-5

Person responsible:

Vesa Puuronen

Working life cooperation:

None

ay414078P: Introduction to methodology and methodics (OPEN UNI), 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

414078P Introduction to methodology and methodics 5.0 op

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish (replaceable with English literature)

Timing:

Autumn

Learning outcomes:

Having completed the course, the student

- has a preliminary knowledge of the basics of research, starting-points of empirical social studies as well as the most important methods and relevant concepts, and
- is able to apply them in her/his own empirical research.

Contents:

- Philosophical starting points for the research
- Research process in social sciences
- Methods in empirical sociological research

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures 20 hours
- Independent work 115 hours

Target group:

Students pursuing Basic Studies in Sociology

Prerequisites and co-requisites:

None

Recommended optional programme components:

Compulsory course for those planning to continue with the Intermediate Studies

Recommended or required reading:

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

Assessment methods and criteria:

- Active participation in the lectures
- Exam based on the lectures and the literature

Pass: The student has completed the course assignments successfully, taken actively part in the study module and assessed his or her performance from the viewpoint of the expected learning outcomes. The student's performance is in line with the expected learning outcomes.

Fail: The student has not completed the course assignments in line with the expected learning outcomes.

Assessment:

0 = incomplete, fragmented, issues presented not essentially connected with the subject matter of the course nor based on course literature

1 = highly superficial, issues presented as if they were quite detached from each other, course literature used inadequately

2 = superficial, issues at times presented in disconnection from each other, course literature used satisfactorily

3 = reflective, issues related to each other to some extent: common thread is to be seen, mainly good use of course literature

4 = quite analytical, issues related to each other well, course literature used mainly very well

5 = systematic and analytical, issues related to each other very well, use of course literature mainly excellent

For more about [assessment criteria](#) see the University of Oulu website.

Grading:

0-5

Person responsible:

Marjo Laitala

Working life cooperation:

None

ay414079P: Topical research (OPEN UNI), 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

414079P Introduction to sociological research 5.0 op

ECTS Credits:

5 credits

Language of instruction:

Finnish or English

Timing:

Autumn and spring term

Learning outcomes:

Having completed the course, the student is capable of

- summarising and evaluating various studies and reports by composing a summary of a scientific text chosen on the basis of her/his own interests
- scientific writing based on an essay composed by her/him. S/he has also gained exercise in participation in discussion on social and societal issues.

Contents:

- Current sociological research and/or classic research in sociology and their recent applications
- Understanding, producing and evaluating scientific texts

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Seminar sessions 20 hours
- Independent work 115 hours

Target group:

Students pursuing Basic Studies in Sociology

Prerequisites and co-requisites:

None

Recommended optional programme components:

A compulsory course for students planning to continue with Intermediate Studies

Recommended or required reading:

- Articles in scientific sociological journals (e.g. Sosiologia, Sociology, Acta Sociologica and/or Current Sociology)
- Additional literature based on the subject of the summary

Assessment methods and criteria:

- Active participation in the seminars
- Writing and presenting a summary in the seminar, evaluating one summary
- Writing an essay based on the subject of the summary

Pass: The student has completed the course assignments successfully, taken actively part in the study module and assessed his or her performance from the viewpoint of the expected learning outcomes. The student's performance is in line with the expected learning outcomes.

Fail: The student has not completed the course assignments in line with the expected learning outcomes.

Assessment:

0 = incomplete, fragmented, issues presented not essentially connected with the subject matter of the course nor based on course literature

1 = highly superficial, issues presented as if they were quite detached from each other, course literature used inadequately

2 = superficial, issues at times presented in disconnection from each other, course literature used satisfactorily

3 = reflective, issues related to each other to some extent: common thread is to be seen, mainly good use of course literature

4 = quite analytical, issues related to each other well, course literature used mainly very well

5 = systematic and analytical, issues related to each other very well, use of course literature mainly excellent

For more about the [assessment criteria](#), see the University of Oulu website.

Grading:

0-5

Person responsible:

Anu Alanko

Working life cooperation:

None

*Alternative***ay414080P: Family research and lifespan analysis (OPEN UNI), 5 op**

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

414080P Sociological research on family and lifespan 5.0 op

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish (can be replaced with English literature)

Timing:

Autumn and spring term

Learning outcomes:

The student has familiarised her/himself with important current research in family and lifespan studies. Having completed the course, the student has a mastery of the essential concepts, theoretical tradition and current research in this area. The student knows how to use this knowledge in research and practical working duties and how to take part in social discussion on these issues.

Contents:

The course focuses on family and lifespan studied.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Book exam, substitutive lectures as far as possible

Target group:

Student pursuing Basic Studies in Sociology

Recommended optional programme components:

An elective 5-credit course

Recommended or required reading:

Optional literature

(three of the following):

Corsaro, W. A. 2005. The sociology of childhood. 2nd edition. Thousand Oaks (Calif.): Pine Forge Press, cop.

Forsberg, H. & Nätkin, R. (Eds.) 2003. Perhe murroksessa: kriittisen perhetutkimuksen jäljillä. Helsinki: Gaudeamus.

Jallinoja, R. (Ed.) 2009. Vieras perheessä. Helsinki: Gaudeamus.

Ojanen, K. & Mulari, H. & Aaltonen, S. (Eds.) 2011. Entäs tytöt? Johdatus tyttötutkimukseen. Tampere: Vastapaino.

Puuronen, V. 2006. Nuorisotutkimus. Vastapaino: Tampere.

Ruckenstein, M. 2013. Lapsuus ja talous. Helsinki: Gaudeamus.

Sankari, A. & Jyrkämä, J. (Ed.) 2001. Lapsuudesta vanhuuteen: län sosiologiaa. Tampere: Vastapaino.

Strandell, H., Haikkola, L. & Kullman, K. (Ed.) 2012. Lapsuuden muuttuvat tilat. Tampere: Vastapaino.

Satka, M. et al. (Ed.) 2011. Lapset, nuoret ja muuttuva hallinta. Tampere: Vastapaino.

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

Grading:

Pass/fail

Person responsible:

Anu Alanko

Working life cooperation:

None

ay414081P: Sociological environment research (OPEN UNI), 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

414081P Sociological environment research 5.0 op

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish (can be replaced with English literature)

Timing:

Autumn and spring term

Learning outcomes:

The student familiarises her/himself with important current studies in sociological environmental research. Having completed the course, the student has a mastery of the main concepts, theoretical tradition and current research in this field. The student knows how to use this knowledge in research and practical working duties and how to take part in societal discussion on the theme.

Contents:

This course introduces the student to sociological environmental research.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Book exam, substitutive lectures as far as possible

Target group:

Students pursuing Basic Studies in Sociology

Recommended optional programme components:

An elective 5-credit course

Recommended or required reading:

Optional literature (three of the following):

Autti, O. 2013. Valtavirta muutoksessa. Vesivoima ja paikalliset asukkaat Kemijoella. Oulun yliopiston tutkijakoulu; Oulun yliopisto, Kasvatustieteiden tiedekunta; Thule-instituutti Acta Universitatis Ouluensis E 136. Oulu: Oulun yliopisto. Url: <http://urn.fi/urn:isbn:9789526202396>

Konttinen, E. & Peltokoski, J. 2004. Ympäristöprotestin neljäs aalto: eläinoikeusliike ja uuden polven ympäristöradikalismi 1990-luvulla. Jyväskylä: Jyväskylän yliopisto, Minerva.

Lehtinen, A. & Rannikko, P. (Eds.) 2003. Oikeudenmukaisuus ja ympäristö. Helsinki: Gaudeamus.

Massa, I. & Ahonen, S. (Eds.) 2006. Arkielämän ympäristöpolitiikka. Helsinki: Gaudeamus.

Valkonen, J. (2010) Ympäristösosiologia. Helsinki: WSOY.

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

Grading:

Pass/fail

Person responsible:

Outi Autti

Working life cooperation:

None

ay414082P: Globalisation (OPEN UNI), 5 op

Voimassaolo: 01.08.2014 -

Opiskelumoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

414082P Changing World - Sociological approaches 5.0 op

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish (may be substituted by English literature)

Timing:

Autumn and spring term

Learning outcomes:

The student has familiarised her/himself with important current research on globalisation. Having completed the course, the student has a mastery of the main concepts, the theoretical tradition and current research on this area. The student knows how to use this knowledge in research and practical working duties and how to take part in societal discussion on relevant topics.

Contents:

The course introduces the student to current research on globalisation.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Book exam, substitutive lectures as far as possible

Target group:

Students pursuing Basic Studies in Sociology

Recommended optional programme components:

An elective 5-credit course

Recommended or required reading:

Optional literature (three of the following):

Harvey, D. 2008. Uusliberalismin lyhyt historia. Tampere: Vastapaino. Saatavana myös englanniksi:

Harvey, D. 2005. A brief history of neoliberalism. Oxford: Oxford University Press.

Lindholm, A. 2005. Maailman parantajat. Globalisaatiokriittinen liike Suomessa. Helsinki: Gaudeamus.

Therborn, Göran (2012) Maailma. Aloittelijan opas. Suom. Natasha Vilokkinen. Tampere: Vastapaino (substitutes two books). Also available in English: Therborn, G. 2011. The World. A Beginner's Guide. Cambridge UK and Malden MA: Polity Press.

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

Assessment methods and criteria:

Book exam, substitutive lectures as far as possible

Grading:

Pass/fail

Person responsible:

Vesa Puuronen

Working life cooperation:

None

ay414083P: Education in Society (OPEN UNI), 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

414083P Education and equality 5.0 op

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish (may be substituted by English literature)

Timing:

Autumn and spring term

Learning outcomes:

The student has familiarised her/himself with important current research on educational sociology and education as a social phenomenon. Having completed the course, the student has a mastery of the main concepts, the theoretical tradition and current research on the area. The student knows how to use this knowledge in research and practical working duties and how to take part in societal discussion on relevant topics.

Contents:

The course introduces the student to current research on educational sociology and education as a social phenomenon.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Book exam, substitutive lectures as far as possible

Target group:

Students pursuing Basic Studies in Sociology

Recommended optional programme components:

An elective 5-credit course

Recommended or required reading:

Antikainen, A., Koski, L. & Rinne, R. 2000 (or newer edition). Kasvatussosiologia, Helsinki WSOY.
AND

Aittola, T. (toim.) 2012. Kasvatussosiologian suunnannäyttäjä. Helsinki: Gaudeamus.

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

Assessment methods and criteria:

Book exam, substitutive lectures as far as possible

Grading:

Pass/fail

Person responsible:

Anu Alanko

Working life cooperation:

None

Other information:

PLEASE NOTE! Students in the Education Programme and those pursuing educational studies in secondary teacher education cannot take this course, as it is mainly equivalent to the education course 410070P.

Please keep an eye on possible information on substitutive lectures.

ay414084P: Sociology of racism and multiculturalism (OPEN UNI), 5 op

Voimassaolo: 01.08.2014 -

Opiskelumoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

414084P Sociology of racism and multiculturalism 5.0 op

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish (may be substituted by English literature)

Timing:

Autumn and spring term

Learning outcomes:

The student has familiarised her/himself with important current research on racism and multiculturalism. Having completed the course, the student has a mastery of the main concepts, the theoretical tradition and current research on the field. The student knows how to use this knowledge in research and in practical working duties and how to take part in societal discussion on relevant topics.

Contents:

The course introduces the student to important current research on racism and multiculturalism.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Book exam, substitutive lectures as far as possible

Target group:

Students pursuing Basic Studies in Sociology

Recommended or required reading:

Literature

Puuronen, Vesa (2011). Rasistinen Suomi. Helsinki:Gaudeamus.

Souto, Anne-Mari (2011). Arkipäivän rasismi koulussa. Helsinki: Nuorisotutkimusverkosto,

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

Grading:

Pass/fail

Person responsible:

Vesa Puuronen

Working life cooperation:

no

ayA255102: Special Education (Oulu) (OPEN UNI), 25 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

A255102 Special Education, Basic Studies 25.0 op

ECTS Credits:

25 ECTS cr

Language of instruction:

Finnish

Timing:

Students pursuing major subject studies in special education: 1st year

Students pursuing minor subject studies in special education: 3rd or 4th year

Learning outcomes:

Having completed the basic studies, the student knows how to

- determine the position of special education as a support of the educational system
- identify and analyse the features of a separate special education service system and, on the other hand, an inclusive educational system
- describe the individual challenges in learning

Contents:

As a field of research and science, special education is an area of education which studies theoretical and practical aspects of special education. Closely related subjects include linguistics, psychology, sociology and medicine, as well as physical education and music, the concepts and theories of which are used in special education. As an area of education, special education supports the development, teaching and learning of children and adolescents in need of special support. The aim is to give educators, teachers and counsellors the necessary mindset, knowledge and skills needed in encountering learners and students who need special assistance, who need individual support in learning, as well as personal and alternative teaching methods and arrangements. Special education supports the child or adolescent through practical pedagogical means to develop socially, functionally, emotionally and intellectually in accordance with individual development resources. Special education in the school supports both general teaching and learning, but can also target individual learning, teaching and learner rehabilitation, in which cases we talk more widely of remedial education. In addition to alternative teaching methods, remedial education also includes the support from social services. Today, special education is a profession in its own right, in which practical goal-oriented methods are emphasized as are the teaching, cooperative and teamwork skills requirements of those who need alternative and personal teaching solutions.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Courses in the Basic Studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402107P Challenges in Language and Communication (5 cr)
- 402108P Diversity of Learning (5 cr)
- 402109P Challenges of Behaviour (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

For more information see the respective course descriptions section in the minor studies handbook

Target group:

Students at the Faculty of Education chosen to study in the major or minor subject of Special Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

To be announced for each course

Assessment methods and criteria:

0 = The students' outputs are unfinished and fragmented, and they do not show any familiarity with the core themes and materials of the course. The outputs do not correspond to the assignments given to them.

1 = The students' outputs are highly superficial, and the use of course materials is superficial and limited. The responses/outputs have been structured incoherently.

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

3 = The students' outputs cover the core themes of the courses, and their style of writing is reflective and critical in places. The responses make use of all the core materials of the course, and they are fully in line with the assignments. The response proceeds in a clear and logical manner.

4 = The students' outputs are wide-ranging and in-depth. His/her style of writing is mainly reflective and critical. The responses are fully in line with the assignments. The output is scientific, proceeds logically and is easy to read.

5 = The students' outputs are very wide-ranging and constitute scientific entities that manifest a deep and broadly-based understanding of the themes of the course. Sources are used in a wide-ranging, critical and analytical manner. The structure of the outputs is in line with the requirements of scientific writing. The outputs/responses have been submitted on schedule.

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

Grading:

1-5

Person responsible:

Marko Kielinen

Working life cooperation:

None

Compulsory

ay402106P: Basic Course in Special Education (OPEN UNI), 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen oppimateriaali:

Ahvenainen, Ossi , , 2001

Hautamäki, Jarkko (toim.) , , 2001

Ladonlahti, Tarja, Naukkarinen, Aimo & Vehmas, Simo (toim.) , , 1998

Moberg, Sakari (toim.) , , 1982

Opintokohteen kielet: Finnish

Leikkaavuudet:

402106P Basic Course in Special Education 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st period

Learning outcomes:

Upon completion of the course the student knows how to

- describe activities in special education and their goals
- discuss activities in special education in practice
- examine and analyse key values in special education
- apply different models of disability
- describe tentatively the developmental lines of special education

Contents:

- Ideologies, value and principles underlying special education
- Views of the essence, dissimilarity and diversity of man
- Special education and close sciences
- Monitoring, observation and early intervention in the child's development
- General, special and reinforced support and care, teaching and rehabilitation
- Familiarisation with the field, target groups and practices of special education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

20 h lectures, 6 h small groups, 3 visits, lecture and literature exam 3h.

Target group:

Students majoring in special education and students selected for the minor of Special Education at the Faculty of Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Other courses in the basic studies in Special Education:

- 402107P Challenges in Language and Communication (5 cr)
- 402108P Diversity of Learning (5 cr)
- 402109P Challenges of Behaviour (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

Recommended or required reading:

Moberg, S., Hautamäki, J., Kivirauma, J., Lahtinen, UY., Savolainen H. & Vehmas S. (2009).

Erityispedagogiikan perusteet. WSOY. 221 s.

Lasten erityishuolto ja -opetus Suomessa. 2012, toim. Jahnukainen M.. Lastensuojelun Keskusliitto. 437 s.

Sosiaali- ja terveydenhuoltolainsäädäntö. (2016). Toim. Kokkonen T. 966 s. *tai FINLEX-tietokanta,* (

<http://www.finlex.fi/fi/laki/>). Ryhmissä soveltuvien osin, (mm. [Oppilas- ja opiskelijahuoltolaki 1287/2013](#); [Perusopetuslaki 2010, 1287/2013](#); [Varhaiskasvatuslaki \(2015/580\)](#); [So 206 kehitysvammahuolto](#), [So 214 Vammaishuolto](#) [Pe 105 Perus- ja ihmisoikeudet](#), [Si 209 lapsen oikeudet](#), [Si 233 Lastensuojelulaki](#), [Si 234 Rikostaustan selvitys](#), [So 214-215](#), [So 700 Valtion koulukodit Vammaisuuden perusteella järjestettävät tukitoimet](#)).

Assessment methods and criteria:

Participation in face-to-face teaching and visits, learning assignments, literature and lecture exam.

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

Grading:

0-5

Person responsible:

Marko Kielinen

Working life cooperation:

Yes, for example visits

ay402107P: Challenges in Language and Communication (OPEN UNI), 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen oppimateriaali:

Ahonen, Timo, Siiskonen, Tiina & Aro, Tuija (toim.), , 2004

Ahonen, T., Siiskonen, T., Aro, T. (toim.), , 2001

Launonen, Kaisa & Korpijaakko-Huuhka, Anna-Maija (toim.), , 2000

Siiskonen Tiina et al (toim.), , 2003

Takala, Marjatta & Lehtomäki, Elina (toim.), , 2005

Takala, Marjatta & Lehtomäki, Elina (toim.), , 2002

Opintokohteen kielet: Finnish

Leikkaavuudet:

402107P Supporting Language and Communication Development 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd period (autumn term)

Learning outcomes:

After completion, the student knows how to

- define the difficulties in language and communication
- distinguish between the challenges of communication at different ages
- compare different means of diagnosis and evaluation and their uses
- compare individual and collaborative rehabilitation methods and other support measures

Contents:

- Delayed and abnormal development of speech and language
- Language and hearing problems in childhood, adolescence and adulthood
- Manifestation and identification of speech, language and communication problems
- Supporting communication and communication methods to support and replace speech

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

14 h lectures, 3h lecture and literature exam

Target group:

Students selected for the minor or major of Special Education at the Faculty of Education

Prerequisites and co-requisites:

402106P Basic Course in Special Education (5 cr)

Recommended optional programme components:

Other courses in the basic studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402108P Diversity of Learning (5 cr)
- 402109P Challenges of Behaviour (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

Recommended or required reading:

Kommunikoinnin häiriöt. Syitä, ilmenemismuotoja ja kuntoutuksen perusteita. 2006. K. Launonen & A-M Korpijaakko-Huuhka (toim.) s. 277.

AND

Kerola, K., Kujanpää, S. & Timonen, T. 2009. Autismin kirjo ja kuntoutus. PS-Kustannus. s. 445. (soveltuin osin)

AND

Siiskonen, T.; Aro, T.; Ahonen, T. & Ketonen, R. (toim.) 2014. Joko se puhuu? Kielenkehityksen vaikeudet varhaislapsuudessa. 4. uudistettu painos.

OR

Ahonen, T., Siiskonen, T. & Aro, T. (toim.) 2001/2004. Sanat sekaisin? Kielelliset oppimisvaikeudet ja opetus kouluikässä. Uusin painos.

OR

Aro, M., Siiskonen, T. & Ahonen, T. (toim.) 2007. Ymmärsinkö oikein? Kielelliset vaikeudet nuoruusiässä.

Assessment methods and criteria:

Participation in face-to-face teaching, literature exam and lecture exam.

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

Grading:

0-5

Person responsible:

Helena Miettunen

Working life cooperation:

Yes

ay402108P: Diversity of Learning (OPEN UNI), 5 op

Voimassaolo: 01.08.2013 -

Opiskelumoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen oppimateriaali:

Ahvenainen, Ossi , , 2005

Kaski, Markus (toim.), , 2001

Lyytinen, Heikki et al (toim.), , 2002

Rintala, Pauli et al. (toim.), , 2005

Uusikylä, Kari , , 1994

Opintokohteen kielet: Finnish

Leikkaavuudet:

402108P Learning Difficulties and Uniqueness of Learning 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

3rd period (spring semester)

Learning outcomes:

The student knows how to

- analyse factors affecting learning in an individual's course of life and in different learning environments
- identify different difficulties related to learning and manifestations of talent
- identify the need for multiprofessional collaboration to intervene in the challenges of learning
- identify the impact of multiculturalism in learning

Contents:

- Approaches and backgrounds to learning skills and difficulties
- Sensorimotor functions in learning
- Different learners from the gifted to the disabled
- Challenges of learning from early childhood to adulthood
- Challenges of learning: identification, evaluation and support
- Individualisation and communality of teaching

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

14 h lectures, 3h exam

Target group:

Students selected for the minor or major of Special Education at the Faculty of Education

Prerequisites and co-requisites:

402106P Basic Course in Special Education (5 cr)

Recommended optional programme components:

Other courses in the basic studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402107P Challenges in Language and Communication (5 cr)
- 402109P Challenges of Behaviour (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

Recommended or required reading:

Ahvenainen, O. & Holopainen, E. 2014. Lukemis- ja kirjoittamisvaikeudet: teoreettista taustaa ja opetuksen perusteita. Special data Oy.

AND

Teija Kujala, Christina M. Krause, Nina Sajaniemi, Maarit Silvén, Timo Jaakkola ja Kari Nyssölä. (toim.) 2012. Aivot, oppimisen valmiudet ja koulunkäynti. Neuro- ja kognitiotieteellinen näkökulma. s. 69.

http://www.oph.fi/download/138958_Aivot_oppimisen_valmiudet_ja_koulunkaynti.PDF

AND

Kaski, M., Manninen, A., Mölsä, P. & Pihko, H. 2012. Kehitysvammaisuus.

OR

Takala, M. (2016) huom. uusi painos! Erityispedagogiikka ja kouluikä. Palmenia. Gaudeamus.208 s

Assessment methods and criteria:

Participation in face-to-face teaching and lecture and literature exam (3 books).

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

Grading:

0-5

Person responsible:

Leila Kairaluoma

Working life cooperation:

Yes, visitor

ay402109P: Challenges of Behaviour (OPEN UNI), 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen oppimateriaali:

Järventie, Irmeli & Sauli, Hannele (toim.), , 2001

Laine, Matti , , 1991

Lönnqvist, Jouko et al. (toim.), , 2001

Michelsson, Katarina et al., , 2003

Moilanen, Irma et al. (toim.), , 2004

Opintokohteen kielet: Finnish

Leikkaavuudet:

402109P Challenges of Behaviour 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

4th period (spring term)

Learning outcomes:

After the course, the student

- knows how to define central concepts of challenging behaviour and describe their characteristics based on the pedagogical, psychological, psychiatric, neurological and communal frames of reference
- identifies different challenges of behaviour in the educational system from both the viewpoint of both the individual and the community
- is familiar with ways to offer support and the contents and meaning of multidisciplinary collaboration
- understands how mental health problems or school bullying are part of a phenomenon called social exclusion

Contents:

- Disorders of behaviour and emotional life based on different frames of reference
- Concepts, diagnostics and interpretations of challenging behaviour
- Manifestation of disorders in attention and behaviour among children and adolescents
- Meaning of emotional life to a child's development and the related need for support
- Risk factors of unfavourable development, such as danger of marginalization

- Factors providing shelter from behavioral disorders and ways to support favourable development
- School bullying, criminality as a phenomenon of alienation

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

14h lectures (the first one is highly compulsory), visits, independent work and 3 h exam

Target group:

Students selected for the minor or major of Special Education at the Faculty of Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Other courses in the basic studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402107P Challenges of Communication (5 cr)
- 402108P Challenges of Learning (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

Recommended or required reading:**4 books**

- Positiivisen psykologian voima. 2015. (toim.) Uusitalo-Malmivaara, L. Jyväskylä. PS-kustannus
AND

- Dufva, V. & Koivunen, M. 2012. ADHD. Diagnosointi, hoito ja hyvä arki. Jyväskylä. PS-Kustannus. 293 s.
AND

- Kumpulainen, K., Aronen, E., Ebeling, H, Laukkanen, E. ym. (toim.) (2016). *Lastenpsykiatria ja nuorisopsykiatria*. Duodecim, n. 600 s. osat I ja II.

And one book below

- Salmivalli, C. (2010). Koulukiusaamiseen puuttuminen. PS-Kustannus. 165 s.
OR

Araneva, M. 2016. Lapsen suojelu - toteuttaminen ja päätöksenteko. Käsikirja lapsen asioista päättävälle. Talentum.
OR

Kerola, K. & Sipilä A-K. 2017. Haastava käyttäytyminen – syitä ja muutoksen mahdollisuuksia. Oulu: Tervaväylän koulu.

Assessment methods and criteria:

Participation in face-to-face teaching and study visits and lecture and literature exam (3 books) as agreed with the teacher.

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

Grading:

0-5

Person responsible:

Lea Veivo

Working life cooperation:

None

ay402110P: Special Education and the Course of Life (OPEN UNI), 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen oppimateriaali:

Jahnukainen, Markku (toim.), , 2002

Jahnukainen, Markku (toim.), , 2001

Ladonlahti, Tarja & Pirttimaa, Raija (toim.), , 2000

Murto, Pentti, Naukkarinen, Aimo & Saloviita, Timo (toim.), , 2001

Määttä, Paula, , 1999

Pihlaja, Päivi & Viitala, Riitta (toim.), , 2004

Opintokohteen kielet: Finnish

Leikkaavuudet:

402110P Special Education and the Course of Life 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

Spring term

Learning outcomes:

After completion, the student knows how to

- explain the history and developmental lines of special education as well as the development of its service system
- analyse the values and paradigms underlying both the historical development and that of the service system
- project her/himself into the position of a person who is disabled or needs support
- identify the requirements of a barrier-free society from the viewpoints of both the disabled and non-disabled
- determine the contents and preconditions of professional collaboration

Contents:

- Past, present and future of special education
- Integration, inclusion and the neighbourhood school principle
- Special education at different phases of the life span
- Service systems and multiprofessionalism in support of the individual and family
- Special education as a profession
- Accessibility on the various levels

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

8 h teaching, independent and groupwork, 3h exam

Target group:

Students selected for the minor or major of Special Education at the Faculty of Education

Prerequisites and co-requisites:

No

Recommended optional programme components:

Other courses in basic studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402107P Challenges in Language and Communication (5 cr)
- 402108P Diversity of Learning (5 cr)
- 402109P Challenges of Behaviour (5 cr)

Recommended or required reading:

1. Määttä, P. & Rantala, A: 2010. Tavallisen erityinen lapsi. PS-Kustannus. 259 s.
2. Yhdessä toimien ja erilaisuutta arvostaen. Ammatilliset opettajakorkeakoulut erityisopetusta kehittämässä. 2015. Maija Hirvonen (toim.). https://www.theseus.fi/bitstream/handle/10024/96197/JAMKJULKAISUJA2032015_web.pdf?sequence=1
3. Vehmas, S. 2005. Vammaisuus. Johdatus historian, teoriaan ja etiikkaan. Yliopistokustannus. 214 s TAI
3. Vammaisuuden tutkimus. 2006. Toim. A. Teittinen. Helsinki: Yliopistopaino. 260 s.

Assessment methods and criteria:

Participation in face-to-face teaching, literature (3 books) and lecture exam.

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

Grading:

0-5

Person responsible:

Elina Viljamaa

Working life cooperation:

None

ay405028Y: Technology-Enhanced Learning and Orientation to Studies (OPEN UNI), 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: University of Oulu, Open University

Arvostelu: 1 - 5, pass, fail

Opetus suunnattu: University of Oulu, Open University

Opintokohteen kielet: Finnish

Leikkaavuudet:

405028Y Technology-Enhanced Learning and Orientation to Studies 5.0 op

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

1st year, autumn

Learning outcomes:

Having completed the course, the student knows how to:

- identify and understand the basic concepts and phenomena of technology-supported learning and teaching
- identify the skills of transversal competence (21st century skills) and knows how to apply them as part of learning and teaching
- apply the basic concepts and research results of technology-supported learning and teaching when planning and implementing practical teaching and learning situations
- apply the phenomena of technology-supported learning and teaching to solve challenges in practical working life

Having attended the informative orientation lectures and small group sessions, the student

- knows how to plan his/her studies on his/her own and in collaboration with the student community.
- understands the degree structures, contents and studying practices in his/her degree programme..
- becomes a member of his/her own small group

Contents:

- Orientation to the studies: issues related to starting to study, objectives, course, structure and contents of the studies, ethical principles and studying culture, constructing a personal study plan, group formation and integration to the university community and your own faculty
- Research subjects, basic concepts and developmental trends in technology-supported learning and teaching
- Core skills of the 21st century and the skills of transversal competence in the basic education curriculum
- Practical applications of technology-supported learning and teaching: a) learning environments, cloud services and office softwares, b) production and distribution of digital materials, c) hardware and networks, d) introduction to programming
- Making competence visible: digital portfolio and open badges

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Orientation to studies, 1 credit

Information lectures and supervision sessions by senior tutor and in small groups, 20-30h. PLEASE NOTE! In the course implementation of the Open University, the Orientation to Studies part of the study module is replaced by a separate additional assignment that is given in connection with the appropriate course.

Technology-Supported Learning, 4 credits

Technology-supported learning and teaching comprises three sections:

- introduction (10h of large group sessions, 20h of workshop exercises, 40h of group or individual work),
- study integration (30h of independent or group work), and
- sharing (a 4h session + 10h of independent or group work)

1) The large group sessions common to all (10h) in the Introduction part consist of expert talks that are implemented through blended teaching as applicable, making use of the newest available technology. The exercise workshops (20h) concentrate on exercises in the phenomena and applications of technology-supported learning and teaching. In connection with this part, various exercises are made and the student starts composing his/her personal portfolio comprising (40h of group and/or individual work)..

2) In the part of the course integrated in the studies, students apply the skills and knowledge learnt in the introductory part in practical teaching, learning and interaction situations. Such situations arise, among other things, in connection with the intermediate, multidisciplinary and professional studies. (This integrative phase is supported by a support person on duty, and it includes 30h of independent or group work)

3) In the sharing part, competences are made visible in three ways:

- a) The student share their productions making use of tools assigned for the purpose. The productions and other performances shared are created during the introductory and integrated parts of the course.
- b) Competence is made visible by means of digital open badges, for instance, for which applications are made in return for performances. When a sufficient number of badges proving practical competence have been gathered, the student is automatically awarded a certificate of competence.
- c) The student creates a digital portfolio that functions both as a tool of personal reflection and as a bank of materials.

(A 4h joint session + 20h of independent or group work have been reserved for the sharing part)

Target group:

Students of education in the various degree programmes

Prerequisites and co-requisites:

None

Recommended optional programme components:

The study module is part of the orientation studies

Recommended or required reading:

Available in the learning environment used in the study module

Assessment methods and criteria:

Course methods: Participation in blended learning, construction of a personal study plan (PSP), discussion on the PSP with senior tutor, and completion and sharing of technology-supported learning assignments.

The achievement of learning outcomes is assessed on the basis of the materials produced by the student, the open badges and/or the portfolio

To complete the course with a pass, the student shows that s/he is familiar with the main tools, concepts and approaches of technology-supported learning and teaching, and their development. The student also shows that s/he is familiar with the 21st century core skills (in terms of the curriculum, the skills of transversal competence) as part of the frame of reference of technology-supported learning and teaching. S/he knows how to make systematic use of applications and tools as part of learning, teaching and interaction. The student knows how to evaluate his/her own production critically and how to present suggestions for improvement. S/he is capable of making his/her competence visible by means of a portfolio, open badges and sharing of productions.

In a failed course, the student has not shown any competence as described in the course instructions. His/her productions are unfinished, fragmentary and superficial. The student does not show familiarity with the basic tools, concepts and approaches of technology-supported learning and teaching. S/he also does not perceive the meaning of the 21st century core skills (skills of transversal competence in the basic education curriculum) in the frame of reference of technology-supported teaching and learning. The student has not made her competence visible by means of a portfolio, open badges and/or shared productions.

Grading:

Pass/Fail

Person responsible:

Jari Laru & education coordinators

Working life cooperation:

The student has an opportunity to earn some of the course credits in working life environments. Some of the course studies are also integrated with the intermediate, multidisciplinary or professional studies (depending on the degree programme) or they can be implemented as a project, for instance, in a field-specific working context (such as school).

Other information:

The study module is connected with the multidisciplinary studies in primary teacher education and professional studies in early childhood education.

Related courses: Programming in Basic Education and Open Workshop

