

# Opasraportti

## Open University - Education (2020 - 2021)

### Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

ayA257301: Drama education (OPEN UNI), 25 op

*Compulsory*

- ay402530P: Introduction to Drama Education (OPEN UNI), 5 op
- ay402531P: Dramaturgical Thinking – Drama in School (OPEN UNI), 5 op
- ay402532P: Theatre Education (OPEN UNI), 5 op
- ay402533P: Applied and Digital Drama Education (OPEN UNI), 5 op
- ay402534P: Drama and Teachership (OPEN UNI), 5 op

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

*Compulsory*

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

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

*Compulsory*

- ay402960P: Introduction to Health Education Studies (OPEN UNI), 5 op
- ay402103P: Psychological Development of Children and Adolescents (OPEN UNI), 5 op
- ay402951P: Basics of the Didactics of Health Education (OPEN UNI), 5 op
- ay402956P: Improving Health Through Nutrition (OPEN UNI), 5 op
- ay402961P: Basics of Anatomy and Physiology (OPEN UNI), 5 op

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

*Compulsory*

- ay402952A: School Promoting Participation and Life Management (OPEN UNI), 5 op
- ay402953A: Advanced Course in the Didactics of Health Studies (OPEN UNI), 5 op
- ay402957A: Addictions 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

ay421269P: History of Music (OPEN UNI), 2 op

ay402100P: Introduction to the Basics of Special Education (OPEN UNI), 2 op

ay410090P: Introduction to the basics of the science of education (OPEN UNI), 2 op

ayA250591: Learning analytics pedagogy, ethics, and principles of data use in education and guidance (OPEN UNI), 10 op

*Compulsary*

- ay416001: Introduction to learning analytics (OPEN UNI), 1 op
- ay416002: Learning analytics to support engagement in studies (OPEN UNI), 2 op
- ay416003: Learning analytics in teaching and academic advising (OPEN UNI), 2 op
- ay416004: Principles of using register-based and big data for analytics (OPEN UNI), 2 op
- ay416005: Ethics and data literacy for educational use (OPEN UNI), 3 op

A255202: Preschool and Primary Education, 25 op

*Compulsory*

- 402160P: Pedagogy of Pre-Primary and Primary Education, 5 op
- 402161P: The Researching Child I, 5 op
- 402162P: The Researching Child II, 5 op
- 402163P: Art and Craft Education: Narratives in Opening Up Experience and Understanding, 10 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
- 412075A: Experimental Psychology, 5 op

*Following courses belong to Educational Psychology main subject: 407040A, 407041A, 411014A, 412074A and 407047A. Following course belongs to minor subject: 412073A and 412076A.*

- 407040A: Basic Course in Quantitative Research, 5 op
- 407041A: Basic Course in Qualitative Research, 5 op
- 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
- 412076A: Optional Studies in Intermediate Studies, 5 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: Introduction to sociological research (OPEN UNI), 5 op

*Alternative*

- ay414080P: Sociological research on family and lifespan (OPEN UNI), 5 op
- ay414081P: Sociological environment research (OPEN UNI), 5 op
- ay414082P: Changing World - Sociological approaches (OPEN UNI), 5 op
- ay414083P: Education and equality (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: Supporting Language and Communication Development (OPEN UNI), 5 op
- ay402108P: Learning Difficulties and Uniqueness of Learning (OPEN UNI), 5 op
- ay402119P: Socio-Emotional Development (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

### ayA257301: Drama education (OPEN UNI), 25 op

**Voimassaolo:** 01.08.2015 -

**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:**

A257301 Drama Education 25.0 op

**ECTS Credits:**

25 credits

**Language of instruction:**

Finnish/ English

**Timing:**

3rd or 4th year

**Learning outcomes:**

Having completed the study module, the student

- is familiar with the theoretical foundations of drama education
- knows how to teach theatre and applied drama in different learning environments and contexts
- knows how to work as a drama teacher
- is able to justify his/her activities as a drama teacher
- understands the field of research in drama education

**Contents:**

Basic Studies in Drama Education are suitable for all who are interested in drama as a genre of art and in the use of drama and activity-based working methods in educational and teaching work.

Drama education is an experiential discipline involving art education. It studies the means of drama and theatre in teaching and education and drama as a genre of art in educational and learning environments. As a discipline it is built on sociocultural and collaborative learning and focuses on the inclusive, integrative and inquiring role of art. The studies focus on the tight interaction between theory and practice: the activity-based periods in teaching are linked to theory in the learning assignments. In this way individual work and group learning alternate in the learning process. A practice-theoretical orientation is built in the studies through the development of the student's own skills to drama teacher ship, and a general picture is created of the working methods and genres in drama education. The basics of doing and directing presentational and applied drama are also studied. Teacher ship is considered from viewpoints combining different professional images: teacher-dramaturge, teacher-director, and teacher-actor.

It is also possible to do research for a Bachelor's and Master's thesis in the minor as part of the research group in drama education. After the Basic Studies (25 credits), the student can also take the Intermediate Studies (35 credits) in Drama Education

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures, exercises/projects, artistic and written learning assignments, visits, literature circle and/or exam

**Target group:**

Students selected for the minor in Drama Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The minor in Drama Education (25 credits) consists of the following courses:

- 402518P Introduction to Drama and Theatre Education 2 cr.
- 402519P History and Theory of Drama and Theatre Education 4 cr.
- 402520P Genres, Dramaturgy and Working Methods in Drama Education 2 cr.
- 402521P Process and Applied Drama 4 cr.
- 402522P Projects in Drama and Theatre Education 7 cr.

- 402523P Current Issues in Drama Education 4 cr.
- 402524P Drama Education: Reflection, Assessment and Research 2 cr.

**Recommended or required reading:**

To be agreed on course by course.

**Assessment methods and criteria:**

Description provided course by course.

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

**Grading:**

On a course by course basis 0-5 or pass/fail

**Person responsible:**

Hannu Heikkinen

**Working life cooperation:**

Yes - description provided course by course.

*Compulsory*

**ay402530P: Introduction to Drama 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:**

402530P Introduction to Drama Education 5.0 op

**ay402531P: Dramaturgical Thinking – Drama in School (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:**

402531P Dramaturgy 5.0 op

**ay402532P: Theatre 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:**

402532P Basics of Theatrical Expression 5.0 op

**ay402533P: Applied and Digital Drama 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:**

402533P Genres, Dramaturgy and Working Methods 5.0 op

#### **ay402534P: Drama and Teachership (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:**

402534P Drama Teacher as a Researcher 5.0 op

#### **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*

**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 sovittu 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](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:**

**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 a) Bachelor's thesis 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

**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

**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: Phenomenon, 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

**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.

**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.

**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*

**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

**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 &amp; 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

**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 ravitseminen. Helsinki, Edita.

Valtion ravitsemusneuvottelukunta (2014). Terveyttä ruoasta! Suomalaiset ravitsemussuositukset 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

**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:

Bjålie, 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

## 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 Promoting Participation and Life Management (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 ects

**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 julkaisuja 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.

Pylkkönen, 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 -

**Opiskelumoto:** 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. & Palojarvi, E. (2003). Elämyksellisyys nuorten päihdekasvatuksessa. Paikallistoiminnan arviointikokonaisuuden, elämyksellisten päihdereittien ja draamojen arviointi. Terveiden 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

**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:**

<b>TIMING</b>
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): Ryypymällä 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

**ay402958A: Physical Exercise in Promoting 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:**

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

**ay421269P: History of Music (OPEN UNI), 2 op**

**Voimassaolo:** 01.08.2020 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** University of Oulu, Open University

**Arvostelu:** 1 - 5, pass, fail

**Opetus suunnattu:** University of Oulu, Open University

**Opettajat:** Nina Jokela

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

421269P History of Music 2.0 op

**ay402100P: Introduction to the Basics of Special Education (OPEN UNI), 2 op**

**Voimassaolo:** 01.08.2020 -

**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:**

402100P Introduction to the Basics of Special Education 2.0 op

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish

**Recommended optional programme components:**

None

**Working life cooperation:**

None

### **ay410090P: Introduction to the basics of the science of education (OPEN UNI), 2 op**

**Voimassaolo:** 01.08.2019 -

**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:**

410090P Introduction to the basics of the science of education 2.0 op

### **ayA250591: Learning analytics pedagogy, ethics, and principles of data use in education and guidance (OPEN UNI), 10 op**

**Voimassaolo:** 01.08.2020 -

**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

**ECTS Credits:**

10 cr

**Language of instruction:**

Finnish, english

**Learning outcomes:**

The 10 ECTS module is aimed at introducing the multidisciplinary field of learning analytics focusing on pedagogical applications/practices of LA and academic advising. It bridges the current research in the field with use in pedagogical and advising practices, and discusses about the possibilities, challenges and limitations of the development and use of LA tools in daily practices of advising, teaching and learning. Examples of the state-of-the-art learning analytics applications are presented exploring their usability for teaching and guidance. The module also introduces the hands-on basics of learning analytics development and design utilizing study registries. The module consists of five study units from which participants can choose the ones that are relevant as important to improve their pedagogical competences or study the whole module as an entity.

**Contents:**

- Johdanto oppimisanalytiikan käyttöön, 1 op (ay416001)
- Learning analytics to support engagement studies, 2 op (ay416002)

- Learning analytics teaching and academic advising, 2 op (ay416003)
- Principles using register based and high data analytics, 2 op (ay416004)
- Ethics and data literacy educational use, 3 op (ay416005)

**Mode of delivery:**

online course

**Learning activities and teaching methods:**

Lectures and exercises, independent and group work

**Target group:**

3rd year (bachelor-level), 1st and 2nd year master-level students in the Faculty of Education, doctoral students, open university students

**Recommended or required reading:**

Materials provided during the course, complementary material will be announced at the beginning of the course

**Assessment methods and criteria:**

Assessment methods and criteria: Participation in online teaching, completion and sharing of learning analytics assignments. Assessment of learning outcomes will be done based on the, students' course products, assignments and/or portfolio that student produces during the course.

Accepted course completion requires a student to demonstrate his/her knowledge in basic concepts of learning analytics, tools, approaches and how to develop them. A student can identify challenges related to data usage, and critically review the applications and tools as part of learning, teaching and guidance. Student can assess their own products critically and recognize the development needs. Student can demonstrate his/her knowledge through portfolio, assignments and/or by sharing course products.

In case of failed course completion, a student hasn't demonstrated his/her knowledge according to the course learning goals. Course products are incomplete, scattered and superficial. A student hasn't demonstrated ones' knowledge through portfolio, course assignments and/or sharing the course products.

**Grading:**

Passed/ failed

**Person responsible:**

Anni Silvola (KTK)

**Other information:**

Student can participate in individual study units (1-3 ECTS) or the module (10 ECTS).

*Compulsary*

**ay416001: Introduction to learning analytics (OPEN UNI), 1 op**

**Voimassaolo:** 01.08.2020 -

**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:**

416001 Introduction to learning analytics 1.0 op

**ECTS Credits:**

1 cr

**Language of instruction:**

Finnish / English

**Timing:**

May 2021

**Learning outcomes:**

After course completion, the participant knows the basic concepts, is knowledgeable of the methods of learning analytics, and recognizes the kinds of knowledge and skills that the use and development of learning analytics requires

**Contents:**

Key concepts and stakeholders of learning analytics (LA). The main principles of learning analytics tools. Processes of data use in the context of learning analytics and the working practices related to them

**Mode of delivery:**

online course

**Learning activities and teaching methods:**

Lectures and exercises max. 5 h, independent and group work about 22 h, total 27 h

**Target group:**

3rd year (bachelor-level), 1st and 2nd year master-level students in the Faculty of Education, doctoral students

**Prerequisites and co-requisites:**

no

**Recommended optional programme components:**

Learning analytics pedagogy, ethics, and principles of data use in education and guidance

**Recommended or required reading:**

Materials provided during the course, complementary material will be announced at the beginning of the course

**Assessment methods and criteria:**

Assessment methods and criteria: Participation in online teaching, completion and sharing of learning analytics assignments. Assessment of learning outcomes will be done based on the, students' course products, assignments and/or portfolio that student produces during the course.

Accepted course completion requires a student to demonstrate his/her knowledge in basic concepts of learning analytics, tools, approaches and how to develop them. A student can identify challenges related to data usage, and critically review the applications and tools as part of learning, teaching and guidance. Student can assess their own products critically and recognize the development needs. Student can demonstrate his/her knowledge through portfolio, assignments and/or by sharing course products. In case of failed course completion, a student hasn't demonstrated his/her knowledge according to the course learning goals. Course products are incomplete, scattered and superficial. A student hasn't demonstrated ones' knowledge through portfolio, course assignments and/or sharing the course products.

**Grading:**

Passed/ failed

**Person responsible:**

Anni Silvola (KTK)

**Working life cooperation:**

none

**Other information:**

The course is part of the module "Learning analytics pedagogy, ethics, and principles of data use in education and guidance". Student can participate in individual study units (1-3 ECTS) or the module (10 ECTS).

**ay416002: Learning analytics to support engagement in studies (OPEN UNI), 2 op**

**Voimassaolo:** 01.01.2021 -

**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:**

416002 Learning analytics to support engagement in studies 2.0 op

**ECTS Credits:**

2 cr

**Language of instruction:**

English

**Timing:**

June 2021

**Learning outcomes:**

After participation in the course, student has knowledge and skills to use learning analytics as a support for learning and engagement. Student acquires capabilities to design, utilize and evaluate learning analytics use as a support for learning and studies.

**Contents:**

Supporting learning, studying and different learning processes with learning analytics. Practical examples and exercises where student LA tools will be used.

**Mode of delivery:**

online course

**Learning activities and teaching methods:**

Lectures and exercises max. 10 h, independent and group work about 44 h, total 54 h

**Target group:**

3rd year (bachelor-level), 1st and 2nd year master-level students in the Faculty of Education, doctoral students

**Prerequisites and co-requisites:**

It is recommended to have completed Introduction to learning analytics (1 ETC) or have equivalent prior knowledge

**Recommended optional programme components:**

Learning analytics pedagogy, ethics, and principles of data use in education and guidance

**Recommended or required reading:**

Materials provided during the course, complementary material will be announced at the beginning of the course.

**Assessment methods and criteria:**

Assessment methods and criteria: Participation in online teaching, completion and sharing of learning analytics assignments. Assessment of learning outcomes will be done based on the, students' course products, assignments and/or portfolio that student produces during the course. Accepted course completion requires a student to demonstrate his/her knowledge in basic concepts of learning analytics, tools, approaches and how to develop them. A student can identify challenges related to data usage, and critically review the applications and tools as part of learning, teaching and guidance. Student can assess their own products critically and recognize the development needs. Student can demonstrate his/her knowledge through portfolio, assignments and/or by sharing course products. In case of failed course completion, a student hasn't demonstrated his/her knowledge according to the course learning goals. Course products are incomplete, scattered and superficial. A student hasn't demonstrated ones' knowledge through portfolio, course assignments and/or sharing the course products

**Grading:**

Passed/ failed

**Person responsible:**

Anni Silvola (KTK)

**Other information:**

The course is part of the module "Learning analytics pedagogy, ethics, and principles of data use in education and guidance". Student can participate in individual study units (1-3 ECTS) or the module (10 ECTS).

**ay416003: Learning analytics in teaching and academic advising (OPEN UNI), 2 op**

**Voimassaolo:** 01.01.2021 -

**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:**

416003 Learning analytics in teaching and academic advising 2.0 op

**ECTS Credits:**

2 cr

**Language of instruction:**

English

**Timing:**

August-September 2021

**Learning outcomes:**

Participant is well familiar with principles of using learning analytics for teaching and guidance, and knows different pedagogical approaches. Is capable to critically assess the limitations of using learning analytics. Is capable to design learning analytics use for teaching or guidance in his/her own working context.

**Contents:**

Practical exercises with dashboards for guidance and teaching, supporting learning and study paths with learning analytics. Different models for guidance and pedagogical approaches. Utilizing learning analytics in designing teaching and using it as a support.

**Mode of delivery:**

online course

**Learning activities and teaching methods:**

Lectures and exercises max. 10 h, independent and group work about 44 h, total 54 h

**Target group:**

3rd year (bachelor-level), 1st and 2nd year master-level students in the Faculty of Education, doctoral students

**Prerequisites and co-requisites:**

It is recommended to have completed Introduction to learning analytics (1 ETC) or have equivalent prior knowledge

**Recommended optional programme components:**

Learning analytics pedagogy, ethics, and principles of data use in education and guidance

**Recommended or required reading:**

Materials provided during the course, complementary material will be announced at the beginning of the course

**Assessment methods and criteria:**

Assessment methods and criteria: Participation in online teaching, completion and sharing of learning analytics assignments. Assessment of learning outcomes will be done based on the, students' course products, assignments and/or portfolio that student produces during the course.

Accepted course completion requires a student to demonstrate his/her knowledge in basic concepts of learning analytics, tools, approaches and how to develop them. A student can identify challenges related to data usage, and critically review the applications and tools as part of learning, teaching and guidance.

Student can assess their own products critically and recognize the development needs. Student can demonstrate his/her knowledge through portfolio, assignments and/or by sharing course products.

In case of failed course completion, a student hasn't demonstrated his/her knowledge according to the course learning goals. Course products are incomplete, scattered and superficial. A student hasn't demonstrated ones' knowledge through portfolio, course assignments and/or sharing the course products.

**Grading:**

Passed/ failed

**Person responsible:**

Anni Silvola (KTK)

**Working life cooperation:**

The course utilizes experiences of real-life register data usage

**Other information:**

The course is part of the module "Learning analytics pedagogy, ethics, and principles of data use in education and guidance". Student can participate in individual study units (1-3 ECTS) or the module (10 ECTS).

**ay416004: Principles of using register-based and big data for analytics (OPEN UNI), 2 op**

**Voimassaolo:** 01.01.2021 -

**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:**

416004 Principles of using register-based and big data for analytics 2.0 op

**ECTS Credits:**

2 cr

**Language of instruction:**

English

**Timing:**

June 2021

**Learning outcomes:**

After the course completion student is familiar with different methodologies to utilize register-based data, understands the coconcepts of data quality and its' impact especially in human-centered analytics.

**Contents:**

Different issues related to data quality, analyzing data collected about humans, utilizing register-based data in learning analytics.

**Mode of delivery:**

online course

**Learning activities and teaching methods:**

Lectures and exercises max. 10 h, independent and group work about 44 h, total 54

**Target group:**

3rd year (bachelor-level), 1st and 2nd year master-level students in the Faculty of Education, doctoral students

**Prerequisites and co-requisites:**

Basic principles of statistics.

It is recommended to have completed Introduction to learning analytics (1 ETC) or have equivalent prior knowledge

**Recommended optional programme components:**

Learning analytics pedagogy, ethics, and principles of data use in education and guidance .

**Recommended or required reading:**

Materials provided during the course, complementary material will be announced at the beginning of the course.

**Assessment methods and criteria:**

Assessment methods and criteria: Participation in online teaching, completion and sharing of learning analytics assignments. Assessment of learning outcomes will be done based on the, students' course products, assignments and/or portfolio that student produces during the course.

Accepted course completion requires a student to demonstrate his/her knowledge in basic concepts of learning analytics, tools, approaches and how to develop them. A student can identify challenges related to data usage, and critically review the applications and tools as part of learning, teaching and guidance.

Student can assess their own products critically and recognize the development needs. Student can demonstrate his/her knowledge through portfolio, assignments and/or by sharing course products. In case of failed course completion, a student hasn't demonstrated his/her knowledge according to the course learning goals. Course products are incomplete, scattered and superficial. A student hasn't demonstrated ones' knowledge through portfolio, course assignments and/or sharing the course products.

**Grading:**

Passed/ failed

**Person responsible:**

Anni Silvola (KTK)

**Working life cooperation:**

The course utilizes experiences of real-life register data usage.

**Other information:**

The course is part of the module "Learning analytics pedagogy, ethics, and principles of data use in education and guidance". Student can participate in individual study units (1-3 ECTS) or the module (10 ECTS)

**ay416005: Ethics and data literacy for educational use (OPEN UNI), 3 op**

**Voimassaolo:** 01.01.2021 -

**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:**

416005 Ethics and data literacy for educational use 3.0 op

**ECTS Credits:**

3 cr

**Language of instruction:**

English

**Timing:**

August-September 2021

**Learning outcomes:**

After completing the course, student is familiar with the key ethical, legal and data literacy related concepts especially in the context of learning analytics. After the course student:

- Is aware of different legal and ethical aspects for designing and utilizing learning analytics.
- Can review learning analytics applications from ethical perspectives and recognizes the risks and challenges.
- Is capable to reflect the benefits and challenges of learning analytics also in broader educational and societal contexts
- Can apply ethical principles for designing learning analytics.

**Contents:**

Introduction for ethical principles, purposes and actors of learning analytics use, orientation to ethical practices and design principles, practicing data literacy skills.

**Mode of delivery:**

online course

**Learning activities and teaching methods:**

Lectures and exercises max. 15 h, independent and group work about 66 h, total 81

**Target group:**

3rd year (bachelor-level), 1st and 2nd year master-level students in the Faculty of Education, doctoral students

**Prerequisites and co-requisites:**

It is recommended to have completed Introduction to learning analytics (1 ETC) or have equivalent prior knowledge

**Recommended optional programme components:**

Learning analytics pedagogy, ethics, and principles of data use in education and guidance

**Recommended or required reading:**

Materials provided during the course, complementary material will be announced at the beginning of the course.

**Assessment methods and criteria:**

Assessment methods and criteria: Participation in online teaching, completion and sharing of learning analytics assignments. Assessment of learning outcomes will be done based on the, students' course products, assignments and/or portfolio that student produces during the course.

Accepted course completion requires a student to demonstrate his/her knowledge in basic concepts of learning analytics, tools, approaches and how to develop them. A student can identify challenges related to data usage, and critically review the applications and tools as part of learning, teaching and guidance. Student can assess their own products critically and recognize the development needs. Student can demonstrate his/her knowledge through portfolio, assignments and/or by sharing course products. In case of failed course completion, student hasn't demonstrated his/her knowledge according to the course learning goals. Course products are incomplete, scattered and superficial. A student hasn't demonstrated ones' knowledge through portfolio, course assignments and/or sharing the course products.

**Grading:**

Passed/ failed

**Person responsible:**

Anni Silvola (KTK)

**Working life cooperation:**

The course utilizes experiences of real-life register data usage.

**Other information:**

The course is part of the module "Learning analytics pedagogy, ethics, and principles of data use in education and guidance". Student can participate in individual study units (1-3 ECTS) or the module (10 ECTS).

**A255202: Preschool and Primary Education, 25 op**

**Opiskelumuoto:** Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opettajat:** Taina Kyrönlampi

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ayA255202 Preschool and Primary Education (OPEN UNI) 25.0 op

**ECTS Credits:**

25 cr

**Language of instruction:**

Finnish

**Learning outcomes:**

Having completed the study module, the students know how to:

- describe and select child-centred phenomena based on the contents areas of pre-primary and primary education curricula such that guide the child to collaborative problem-solving and inquiry-based learning
- select pedagogically appropriate teaching and learning modules promoting the child's positive image of him/herself as a learner and taking into account the child's growth and development

- analyse and apply the nationwide core curricula for pre-primary and primary education in their teaching
- design, implement and evaluate phenomenon-based and integrative teaching and learning modules for pre-primary and primary education
- apply arts and crafts to support the child's experiential self-knowledge and personal growth
- analyse the development of a child's thinking and learning and plan their teaching accordingly

**Contents:**

- theoretical starting points for teaching and learning of a child in pre-primary and primary education and for his/her growth and development
- developing the thinking of a child in pre-primary and primary education and supporting the child's self-awareness and growth
- phenomenon-based and integrative application of the curriculum in pre-primary and primary education

**Mode of delivery:**

Face-to-face teaching: lectures and small group sessions

**Learning activities and teaching methods:**

The minor subject includes the following courses:

Pedagogy of pre-primary and primary education, 5 credits

The exploring child I, 5 credits

The exploring child II, 5 credits

Art and craft education: Narratives in opening up experience and understanding, 10 credits

**Target group:**

Mainly students in the primary teacher education programme

**Recommended optional programme components:**

Adds depth to the contents in the primary teacher and early childhood education programmes.

**Recommended or required reading:**

See for each course

**Assessment methods and criteria:**

Active participation in teaching and completion of course assignments

**Person responsible:**

Niina Loukkola

**Working life cooperation:**

Cooperation with schools and/or daycare centres

*Compulsory*

**402160P: Pedagogy of Pre-Primary and Primary Education, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402160P Pedagogy of Pre-Primary and Primary Education (OPEN UNI) 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

1st and 2nd period

**Learning outcomes:**

Having completed the course, the student knows how to

- apply the documents and curriculum for pre-primary and primary education in the planning, implementation and evaluation of pedagogical activities

- analyze the cultural differences between pre- primary and primary education
- evaluate the importance of co-teaching and multi-professional co-operation for the child's growth, development and learning

**Contents:**

- documents and curricula for pre-primary education and primary education
- implementation of pre-primary and primary pedagogical activities in a group of children /pupils
- planning, implementation and evaluation of pedagogical activities
- importance of co-teaching and multi-professional work in pre-primary and primary education
- integration of play with pre-primary and primary pedagogy
- multidisciplinary/multiprofessional collaboration and cooperation with families in everyday pre-primary and primary education

**Mode of delivery:**

Face-to-face teaching/small group sessions/on-the-job learning

**Learning activities and teaching methods:**

Lectures 25h

Small group sessions 15h

Independent work 95h

**Target group:**

Students in the Faculty of Education, especially those in the primary teacher education programme

**Recommended optional programme components:**

The course adds depth to the contents of the multidisciplinary studies for primary teachers.

**Recommended or required reading:**

Esiopetuksen opetussuunnitelman perusteet (2014)

Perusopetuksen opetussuunnitelman perusteet (2014), luokat 1-2

Esi- ja alkuopetuksen käsikirja (2010)

Leikkipedagogiikan käsikirja (2014)

**Assessment methods and criteria:**

To achieve a pass for lectures and exercises: active participation in face-to-face teaching, successful completion of assignments.

**Grading:**

Pass/fail

**Person responsible:**

Taina Kyrölämpi

**Working life cooperation:**

On-the-job learning 47h

**402161P: The Researching Child I, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402161P The Researching Child I (OPEN UNI) 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

period 3

**Learning outcomes:**

Having completed the course, the student knows how to:

- recognize characteristic features and phases in a child's learning
- apply theoretical models based on a child's learning needs
- justify own pedagogical reasoning and actions
- plan and implement study module concerning reading and writing that take a child's learning phases into account in promoting learning
- plan, implement and evaluate pre-primary and primary education study modules in religion and in studies in ethics
- apply religious and ethical diversity in a positive pedagogical way in enhancing and enriching learning

**Contents:**

- documents and curricula for pre-primary education and primary education and apply them
- theoretical models in reading and writing instruction and characteristic features in the development
- learning environments, material and didactical solutions
- The focal subject matter and in religion and ethics and planning teaching in pre- primary and primary education

**Mode of delivery:**

Face to face teaching, small group sessions

**Learning activities and teaching methods:**

Lectures 4h

Small group sessions 36h

Independent work 95h

**Target group:**

Students in the Faculty of Education, especially those in the primary teacher education programme

**Recommended or required reading:**

Esiopetuksen opetussuunnitelman perusteet

Lerkanen, M-K. (2008). Lukemaan oppiminen ja opettaminen esi- ja alkuopetuksessa. Sanoma Pro

Ajankohtaisia artikkeleita

Uskonto ja elämänkatosmustieto: kirjallisuus sovitaan tarkemmin opintojakson tämän osion alussa.

Ubani, Martin (2013) Peruskoulun uskonnonopetus. PS Kustannus. Helsinki. (suositus) tai Opetan uskontoa alakoulussa. (2007) Juha. Luodeslampi &amp; Sari Nevalainen (toim.) LK-kirjat. Helsinki.

Ajatellaan yhdessä, Beate Borresen &amp; Bo Malmhester, 2011. tai Sokrates koulussa. Itsenäisen ja yhteisöllisen ajattelun edistäminen opetuksessa, (Toim.) Tuukka Tomperi ja Hannu Juuso, eurooppalaisen filosofian seura ry, 2008.

**Assessment methods and criteria:**

Active participation in teaching:

Doing independent exercises. Approved and assessment-based performance of contact teaching.

Conduct is going to be determined more precisely in the beginning of the course.

**Grading:**

0-5

**Person responsible:**

Outi Tiainen

**Working life cooperation:**

Module is being put into practice in cooperation with schools and/kindergartens.

**402162P: The Researching Child II, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402162P The Researching Child II (OPEN UNI) 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish/ English

**Learning outcomes:**

Having completed the study module, the student knows how to:

- describe and recognise the stages of mathematical skills' development of a pupil
- explain the importance of observing environment as a part of pupil's comprehensive development
- design and apply environmental studies and mathematics teaching based on curriculums

**Contents:**

Key content areas:

- The Finnish national preschool education and basic education (grades 1-2) curriculum
- Assessment of mathematics and environmental studies in preschool and basic education
- Development of mathematical skills and thinking and how to support it
- The development of the concept of number
- The development of spatial thinking
- Experimental skills especially observing
- Environmental sensibility

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

4h lectures, 36h small group teaching

**Recommended or required reading:**

Van de Walle, John A., Elementary and middle school mathematics : teaching developmentally / John A. Van de Walle, Karen S. Karp ; Jennifer M. Bay-Williams ; with contributions by Jonathan Wray. 8th ed. Boston: Pearson, cop. 2013. or any further edition.

In addition materials agreed together at the start of the course

**Assessment methods and criteria:**

Active participation in teaching

Completion of groupwork and independent assignments

Producing a multidisciplinary unit plan

Self- and peer-evaluation



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:**

Emilia Manninen

**Working life cooperation:**

The course includes cooperation with schools and/or day care centers.

**402163P: Art and Craft Education: Narratives in Opening Up Experience and Understanding, 10 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402163P	Art and Craft Education: Narratives in Opening Up Experience and Understanding
(OPEN UNI)	10.0 op

**ECTS Credits:**

10 cr

**Language of instruction:**

Finnish

**Timing:**

1st to 4th periods

**Learning outcomes:**

Having completed the course, the student knows how to:

- put into use learning environments, approaches and materials accordant with multi-literacy in the planning and implementation of teaching
- select and use children's literature in teaching
- integrate mother tongue learning with other learning modules
- identify and apply in practice the special characteristics of teaching arts and crafts in pre-primary and primary education
- use arts and crafts (visual arts, handicrafts, physical education, music and mother tongue /literary art) for development of children's thinking, expression, creativity and imagination
- design, implement and evaluate an integrative entity in pre-primary and primary learning settings

**Contents:**

Contents

- Different tools, methods and learning environments in arts and crafts
- The child's world of imagery and play as a starting point
- Different types of children's literature (fact and fiction)

**Mode of delivery:**

Face-to-face teaching: lectures and small group sessions

**Learning activities and teaching methods:**

Lectures 8h, face-to-face teaching 72h, independent work 190h

Music education (14h)

Visual arts (14h)

Physical education (14h)

Handicrafts (14h)

Mother tongue and literary art (8h)

Arts and crafts project (8h)

**Target group:**

Students in the Faculty of Education, especially those in the primary teacher education programme.

**Recommended optional programme components:**

The course is part of the studies in the minor of pre-primary and primary education. Adds depth to the contents of the multidisciplinary studies for primary teacher students.

**Recommended or required reading:**

Heikkilä-Halttunen, P. (2015). Lue lapselle.

Kaartinen. T. (2016) Ed. Monilukutaito kaikessa. Tampereen normaalikoulu ([http://tampub.uta.fi/bitstream/handle/10024/98047/monilukutaito\\_kaikki\\_kaikessa\\_2015.pdf?sequence=1](http://tampub.uta.fi/bitstream/handle/10024/98047/monilukutaito_kaikki_kaikessa_2015.pdf?sequence=1)).

Pekkala. L., Salomaa, S. & Spisak, S. (2016). Monimuotoinen mediatutkimus. Kansallinen audiovisuaalinen instituutti  
[http://www.mediataitokoulu.fi/monimuotoinen\\_mediakasvatus.pdf](http://www.mediataitokoulu.fi/monimuotoinen_mediakasvatus.pdf)

Yliverronen, V. 2015. Esikoululaisten käsityösuunnittelu: mielikuvitusta, eläytymistä ja leikkiä. Teoksessa Nuutinen, A., Fernström, P., Kokko, S. & Lahti, H. (Eds.) 2015. Suunnittelusta käsin: käsityön tutkimuksen ja opetuksen vuoropuhelua. Kotitalous- ja käsityötieteiden julkaisuja 36. Helsingin yliopisto.

Yliverronen, V., Rönkkö, M-L. & Korhonen, R. 2010. Käsityö kuuluu varhaiskasvatukseen. Teoksessa R. Korhonen, M-L. Rönkkö & J-A. Aerila (Eds.). Pienet oppimassa. Kasvatuksellisia näkökulmia varhaiskasvatukseen ja esiopetukseen. Turku: Uniprint.

Luukkonen E., Sääkslahti A. 2002, 2003, 2004. Liikunnan salaisuudet 1,2 ja esiopetus.

Tiainen T., Välimäki V.. 2015. Lukuja liikkuen, tavuja touhuten. PS-kustannus.

To be agreed on at the start of the course.

**Assessment methods and criteria:**

Active participation in teaching and completion of course assignments.

**Grading:**

Pass/Fail

**Person responsible:**

Niina Loukkola

**Working life cooperation:**

The course is implemented in cooperation with schools and/or day care centres.

**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 basic level, how to evaluate psychological scientific research and the methods and procedures used in it

The student knows how to describe the meaning of methodological knowledge in the work of specialist in psychology.

**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:**

Mode of delivery (face-to-face teaching/distance learning / blended teaching) will be confirmed yearly in the beginning of the course

**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:**

For relevant parts as informed in the beginning of the course:

- 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) (2012 or 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.

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

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

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

3 = Reflective and matters are related to each other to some extent; a common thread is to be seen and the use of sources is mainly good, shows an ability to understand and apply

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

5 = Systematic and analytical, matters are related to each other well, the use of sources is mainly excellent, shows a deep understanding and an excellent ability to apply

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

**Grading:**

0-5

**Person responsible:**

NN

**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 will be able to explain, evaluate and compare developmental psychological concepts and theories.

The student will be able to explain the developmental processes of different ages.

The student will be able to practice with the developmental psychological research data collection and report the results.

The student will be able to analyze the significance of factors affecting development and present applications of developmental psychology.

**Contents:**

The aim of the course is to introduce the student to developmental psychological thinking. This is done by familiarizing student with the basic questions, concepts and key theories of developmental psychology. The aim of the course is that the student learns to use the concepts of developmental psychology research and theories in understanding and supporting development. After completing the course, the student will have a basic knowledge of the key aspects of psychological development and the factors affecting development at different stages of life.

- Key questions and theoretical concepts in developmental psychology.
- Developmental psychological research settings and methods.
- Psychological development, areas and stages of development.
- The role of biological, social and cultural factors in development.

**Mode of delivery:**

Contact / multimethod teaching, confirmed annually before the start of the course.  
Lectures and other teaching max 24 hours as well as independent work about 110 hours.

**Learning activities and teaching methods:**

More detailed course instructions are given at the beginning of the course.

The assessment is based on the results reported at the beginning of the course. One or more of the following: Lectures, Assignments individually, in pairs and in groups, Exercises, Demonstrations, Lecture diary, Abstract, Essay, Thesis, Seminar, Exam, or Other Practice.

**Target group:**

Graduate students in psychology, educational psychology and non-degree students, open university students.

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The study module is part of the basic studies in psychology

**Recommended or required reading:**

Study material, applicable parts:

- 1) Berger, K.S. (2011 or later). The developing person through the life-span. (New York: Worth).
- 2) Nurmi, J-E., Ahonen, T., Lyytinen, H. ym. (2014). Ihmisen psykologinen kehitys. (Porvoo: WSOY).

**Assessment methods and criteria:**

0= rejected, incomplete, intermittent, presented issues not relevant to the subject matter and use of sources is significantly inadequate. Does not show understanding and ability to apply.

1 = very superficial, things are completely separated and sources are poorly used. Does not show understanding and ability to apply.

2 = superficial, associations are sometimes loose and sources are satisfactory. Demonstrates low ability to understand and apply.

3 = reflective and associations are somewhat related; logical structure is mainly present and most of the sources are adequate. Demonstrates ability to understand and apply.

4 = somewhat analytical, associations are well argued and sources are adequate. Demonstrates a good ability to understand and apply.

5 = systematic and analytical, associations and reasoning represent high level and the use of sources is excellent. Demonstrates in-depth understanding and excellent ability to apply.

**Grading:**

0-5

**Person responsible:**

Virva Siira

**Working life cooperation:**

None

**Other information:**

Implementation of the open university and Psykonet

**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:**

50 cr

**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 50 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

**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, Kamppinen & 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 -

**Opiskelumoto:** 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

**Learning outcomes:**

- The student will be able to name, classify and modify the concepts and theories of developmental psychology
- The student will be able to generalize his / her developmental psychological skills at different stages of life to solve problems in individual cases.
- The student will be able to evaluate the effectiveness of practical applications developed on the basis of developmental psychological theories

**Contents:**

The course deals with the development of childhood and adolescence through adulthood and old age on the basis of different theoretical approaches to development. Students are introduced to the relationship between individual development and family structure, other social environments, and cultural factors. Students are helped to find different ways to consider and influence individuals of different ages and their development through psychological interventions.

- The links between key issues and theories of developmental psychology and developmental contexts
- Applications of developmental psychological research information
- The importance of the family as a mediator of psychological, biological, social and cultural factors in the development of different ages
- Knowledge of psychological development and professional skills in human services

**Mode of delivery:**

Contact / multimethod teaching, confirmed annually before the start of the course

**Learning activities and teaching methods:**

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

**Target group:**

Graduate students in educational psychology and non-degree students

**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:**

- 1) Miller, P.H. (2011 or later). Theories of developmental psychology. (New York: Worth).
- 2) Rogoff, B. (2003 or later). The Cultural nature of human development. (Oxford: Oxford University Press).
- 3) Walsh, F. (ed.) (2012 or later). Normal family processes. Growing Diversity and Complexity. (New York: Guilford Press).
- 4) Goldenberg, H. & Goldenberg, I. (2003 or later). Family therapy: an overview. (Belmont, CA: Thomson Brooks/Cole).

**Assessment methods and criteria:**

0 = incomplete, intermittent, presented issues not relevant to the subject matter and use of sources is significantly inadequate. Does not show understanding and ability to apply.

1 = very superficial, things are completely separated and sources are poorly used. Does not show understanding and ability to apply.

2 = superficial, associations are sometimes loose and sources are satisfactory. Demonstrates low ability to understand and apply.

3 = reflective and associations are somewhat related; logical structure is mainly present and most of the sources are adequate. Demonstrates ability to understand and apply.

4 = somewhat analytical, associations are well argued and sources are adequate. Demonstrates a good ability to understand and apply.

5 = systematic and analytical, associations and reasoning represent high level and the use of sources is excellent. Demonstrates in-depth understanding and excellent ability to apply.

**Grading:**

0-5

**Person responsible:**

Virva Siira

**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:** Heli Kiema-Junes

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**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:**

- 1) McLeod, J. (2013). An introduction to counselling. (5th ed). Maidenhead: Open University Press
- 2) Vehviläinen, S. (2014). Ohjaustyön opas. Yhteistyössä kohti toimijuutta. Helsinki:Gaudeamus.
- 3) Eronen, S. & Lahti-Nuutila, P. (2012 tai uudempi). Mikä psykoterapiassa auttaa? Integratiivisen 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 answer 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:**

Heli Kiema-Junes

### **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

#### **Learning outcomes:**

- The student will be able to define the concepts of health and mental health
- The student will be able to identify different methods of assessing psychological functioning
- The student will be able to describe normal and abnormal behavior and the factors affecting them
- The student will be able to explain the functioning of mental health care models

#### **Contents:**

After completing the course, students will develop an understanding of the psychological basis of health and models and assessing systems that explain mental health and care. The aim is for the student to

become familiar with the differences between individuals and their diagnosis with regard to mental, cognitive and social functions. In addition, students are helped to understand the importance of psychology in health-related organizations.

- Concepts and theories of health and mental health
  - Health Psychology
  - Psychotherapies and their psychological basis
- Trauma Psychology
- Psychological expertise in social and health care and educational and teaching organizations

**Mode of delivery:**

Contact / multimethod teaching, confirmed annually before the start of the course

**Learning activities and teaching methods:**

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

**Target group:**

Graduate students in educational psychology and non-degree students

**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) Saari, S. (2003 or later). *Kuin salama kirkkaalta taivaalta. Kriisit ja niistä selviytyminen.* (Helsinki: Otava).
- 2) Sinikallio, S. (toim.). (2019). *Terveysten psykologia.* (Jyväskylä: PS-kustannus).
- 3) Corey, G. (2013 or later). *Theory and Practice of Counseling and Psychotherapy.* (Belmont, CA: Thomson Brooks/Cole).
- 4) Eronen, S. & Lahti-Nuutila, P. (2012 or later). *Mikä psykoterapiassa auttaa? Integratiivisen 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 answer 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



**Voimassaolo:** 01.08.2020 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opettajat:** Seppo Laukka

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish

**Learning outcomes:**

- Student get to know the bases of experimental studies and the bases of scientific reporting
- Student understands the principles of scientific reporting
- Student can collect and analyze data in guidance
- Student adopt the structure of the article and the principles of argumentation
- Student know how to write a limited scientific report on the grounds of experimental results

**Contents:**

The course covers the following topics: Experimental research as part of scientific research. Principles and requirements of laboratory work. Features of the structure of scientific reports and critical examination of reports.

**Mode of delivery:**

Lectures, small group working and laboratory working

**Learning activities and teaching methods:**

Students study the course material, write a research plan in the group, make measurements in the laboratories and analyze the results under the guidance of a teacher and write a research report

**Target group:**

Students of the Faculty of Education and students of other faculties

**Prerequisites and co-requisites:**

Basic studies in psychology

**Recommended optional programme components:**

The course is part of the intermediate studies in psychology

**Recommended or required reading:**

Shared scientific articles and other material and the supplementary literature: Kantowitz et al. (2015) Experimental Psychology. 10th edition

**Assessment methods and criteria:**

The student's approved performance consists of participating in small group working, implementing a research plan, working in a laboratory and preparing a research report and presenting the results.

**Grading:**

0-5

**Person responsible:**

Seppo Laukka

*Following courses belong to Educational Psychology main subject: 407040A, 407041A, 411014A, 412074A and 407047A. Following course belongs to minor subject: 412073A and 412076A.*

#### **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 96h

**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:**

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

**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 credits

**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
- find different and most suitable approaches to gather research material and to analyze it
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret simple qualitative studies made 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

**Learning activities and teaching methods:**

Lectures 18 h, seminars 16, independent work app. 100 h

**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:**

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

**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:**

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

**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

**ECTS Credits:**

10 credits

**Language of instruction:**

Finnish

**Timing:**

3rd year

**Learning outcomes:**

- The student will be capable of critical and scientific writing and discussion
- The student will be capable of constructive collaboration by developing his/her own and other students' scientific thinking
- The student will be capable to apply one of the following topics related to research topics in educational psychology: 1) guidance, counseling, psychotherapy to development, 2) learning and learning difficulties, school and educational psychology issues, 3) development and interaction in social contexts, 4) theoretical and methodological issues in psychology and educational psychology

**Contents:**

At the bachelor's seminar, the student completes his or her bachelor's thesis, and after receiving the Laturi-permission, he/she writes maturity test on the topic of the thesis

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Seminar sessions 16h

**Target group:**

Graduate students in educational psychology

**Prerequisites and co-requisites:**

Basic and intermediate studies in psychology

**Recommended optional programme components:**

Bachelor's degree programme

**Recommended or required reading:**

Literature on the topic of seminar work

**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:**

Virva Siira

**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, if the language is Finnish or Swedish. In other cases the language used is English.

**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. If either language is not the student's mother tongue, the test is completed in English.

**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 credits

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

Having completed the course, The student

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

**Contents:**

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. 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:**

Basic studies

**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.

**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:** Heli Kiema-Junes

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

412068A-01 a) Proseminar 8.0 op

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

3. year

**Learning outcomes:**

- The student is able to critical and scientific writing and discussion
  - The student is able to develop scientific and critical thinking independently and in group
  - The student is able to discuss and write one of the subjects of psychological research:
1. Counseling, consultation, psychotherapy,

2. Learning and school psychology
3. Development and interaction in different periods in life
4. Psychological well-being in different circumstances eg. at work
5. Theoretical and methodological questions in psychology

**Contents:**

The student writes thesis about selected subject based on current literature on psychology:

1. Counseling, consultation, psychotherapy,
2. Learning and school psychology
3. Development and interaction in different periods in life
4. Psychological well-being in different circumstances eg. at work
5. Theoretical and methodological questions in psychology

**Mode of delivery:**

Contact teaching

**Learning activities and teaching methods:**

Seminar 16 hours and independent work approx. 110 hours

**Target group:**

Students minoring in psychology

**Prerequisites and co-requisites:**

Basic and intermediate studies in psychology

**Recommended optional programme components:**

Intermediate studies psychology

**Recommended or required reading:**

Literature related to the selected subject

**Assessment methods and criteria:**

Thesis, presentation and act as an opponent

More details in University website [course grading](#)

**Grading:**

pass/fail

**Person responsible:**

Heli Kiema-Junes

**412076A: Optional Studies in Intermediate Studies, 5 op**

**Voimassaolo:** 01.08.2020 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish

**Target group:**

**Grading:**

Pass/fail, 0-5

**Person responsible:**

Kimmo Kontio



## 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: Introduction to sociological 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

**ay414080P: Sociological research on family and lifespan (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. 2<sup>nd</sup> edition. Thousand Oaks (Calif.): Pine Forge Press, cop.

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

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

Ojanen, K. &amp; Mulari, H. &amp; 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. &amp; Jyrkämä, J. (Ed.) 2001. Lapsuudesta vanhuuteen: län sosiologiaa. Tampere: Vastapaino.

Strandell, H., Haikkola, L. &amp; 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: Changing World - Sociological approaches (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:**

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. Aloitteijan 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 and equality (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 suunnannäyttäjiä. 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 -

**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:**

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 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).

*Eriyispedagogiikan 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/>).*

Ryhmässä soveltuvin 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: Supporting Language and Communication Development (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 kouluiässä. 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: Learning Difficulties and Uniqueness of Learning (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** , , 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](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

**ay402119P: Socio-Emotional Development (OPEN UNI), 5 op**

**Voimassaolo:** 01.08.2020 -

**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:**

402119P Socio-Emotional Development 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

The course is held in the spring semester, during period 4. It is recommended to complete the course at the 1<sup>st</sup> spring semester

**Learning outcomes:**

After the course, the student:

- can describe the socioemotional development of children and youth. Moreover, the student can describe the protective and risk factors of the socioemotional development.
- can reflect the challenges of socioemotional development and emotional and behavioral disorders in the educational contexts from the individual`s and community`s perspective
- can tell how to support the socioemotional development of children and youth in multiprofessional cooperation and cooperation with parents and carers
- can describe the consequences of challenges in socioemotional development to an individual`s life

**Contents:**

- children`s and youth`s socioemotional development
- protective and risk factors of socioemotional development
- challenges in socioemotional development and behavior
- the impact of strengths-based education and the influence of encountering the child and youth for their self-esteem and self-image



**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

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

**Target group:**

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

**Prerequisites and co-requisites:**

None

**Recommended or required reading:**

- Sinkkonen, J. & Kalland, M. (2011). Varhaislapsuuden tunnesiteet ja niiden suojeleminen. WSOY. 289 pages.
- Uusitalo-Malmivaara, L. (toim.). (2015). Positiivisen psykologian voima. Jyväskylä: PS-kustannus. 381 pages.
- Salmivalli, C. (2010). Koulukiusaamiseen puuttuminen. Jyväskylä: PS-kustannus. 165 pages.
- Ahonen, L. (2017). Haastavat kasvatustilanteet. Lämpimän vuorovaikutuksen käsikirja. Jyväskylä: PS-kustannus. 290 pages.

**Assessment methods and criteria:**

Participation in the face-to-face teaching and visits and literature and lecture (4 books) exam as agreed with the teacher. Read more about the assessment criteria at the University of Oulu website.

**Grading:**

0-5

**Person responsible:**

Nina Heräjärvi

**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](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