

# Opasraportti

## FEdu - Educational Psychology, MA (Education) (2017 - 2018)

The Education Psychology programme trains experts in the guidance of the growth of individuals and communities. The students complete basic and intermediate studies in general psychology. In the advanced stage, the students' major subject is educational psychology. After graduation, educational psychologists work in guidance, counselling and planning studies requiring expertise in psychology and educational psychology.

See [here](#) for a structural diagram of the studies.

### Learning outcomes

The student has a mastery of the broadly-based and highly specialized concepts, methods and knowledge corresponding to special competence in his/her field, which are used as a basis of independent thinking, research and professional practices in educational psychology. The student understands issues related to knowledge in the interfaces between educational psychology and closely related sciences, and examines it and new knowledge critically.

The student is capable of solving demanding problems in research and innovation activities that develop new knowledge and procedures and apply and combine knowledge from different fields.

The student is capable of working independently in demanding expert duties requiring expertise in educational psychology. S/he is capable of managing things and people and of developing complicated, unanticipated and new strategic approaches in the service of various organizations or as an independent entrepreneur.

The student is capable of evaluating and developing the activity of individual people or groups, making use of different kinds of psychological knowledge and adding to existing knowledge.

The student has a readiness for continuous learning and critical examination of prevailing ideas. S/he knows how to communicate well orally and in writing to both specialists in educational psychology and to an external audience. The student is capable of demanding international communication and interaction in the second national and at least one foreign language.

## Tutkintorakenteet

### Educational Psychology, Master's degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2017-18

Lukuvuoden alkamispäivämäärä: 01.08.2017

### **Advanced studies (80 ECTS cr)**

The major subject of his/her Master's degree is Educational Psychology. Basic and intermediate studies in psychology must have been completed.

A250801: Educational Psychology, Advanced Studies, 80 op

#### *Compulsory*

415042S: Special course in educational psychology, 5 op

415048S: Psychology of learning, 5 op

415040S: Psychology of counselling II, 5 op

415046S: Developmental psychology III, 5 op

415041S: Organizational psychology, 5 op

413030S: Advanced course in quantitative research, 5 op

413031S: Advanced course in qualitative research, 5 op

413019S: Working Life Studies, 10 op

408043S: Master's Thesis, 30 op

408044S: Thesis Seminar, 5 op

408045S: Abstract / Maturity Test, 0 op

### **Minor studies (25-35 ECTS cr) (25 - 35 op)**

There are no strict stipulations on the minor subjects of degrees at the Program of Educational Sciences. You can choose your minor subjects from among those offered by the University of Oulu. A Bachelor's or Master's degree shall include at least one minor that is equivalent to intermediate studies in the subject.

You can select either 1x25 credits OR 1x35 credits worth of minor subjects to be completed as part of the Master's degree.

### **Optional studies (5-15 ECTS cr)**

Depending on the scope of the minor subject studies, you need 5-15 credits of optional studies for your Master's degree. The studies can include any university-level studies. Optional studies can consist of following courses:

413066S: Adult Education and Pedagogical Supervision, 5 op

404021A: Contributing to the University Community, 1 - 10 op

413058S: Current Issues in Education, 5 op

900104Y: Research and Write, 2 op

### **Pedagogical studies for teachers (35 credits)**

A student can apply for the right to pursue the pedagogical studies for teachers at Master's stage. The total scope of the pedagogical studies is 60 credits, out of which 25 credits (basic studies in education) are included in the Bachelor's degree. The 35 credits of teachers' pedagogical studies contributing towards the Master's degree consist of the following courses:

A251101: Pedagogical Studies for Teachers, 60 op

#### *e1*

416010A: Didactics and school pedagogy, 5 op

416013A: Pedagogical seminar, 5 op

416014A: Practical Training, 18 op

416004A: Basics of educational administration, 2 op

413061S: Professional Ethics and Human Relations Work, 5 op

# Opintojaksojen kuvaukset

## Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

### A250801: Educational Psychology, Advanced Studies, 80 op

**Opiskelumuoto:** Advanced Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Hanni-Mari Muukkonen-van der Meer

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

80 credits

**Language of instruction:**

Finnish

**Timing:**

Master's studies

**Learning outcomes:**

Having completed the Advanced Studies in Educational Psychology, the student is familiar with the theoretical trends in educational psychology and is able to apply central research methods of educational psychology. The student knows how to evaluate and use a wide variety of conceptual tools to build for her/himself a comprehensive idea of the phenomena and practices in educational psychology. S/he is capable of both applying existing knowledge and producing new knowledge for the needs of the educational, guidance and counselling sectors. S/he has developed a scientific and analytical way of thinking and s/he is capable of independent, systematic and critical argumentation of scientific knowledge. S/he has the skills required by professional practices in educational psychology and in addition to group work, s/he is capable of independent goal-oriented work. S/he is also capable of clear analytical spoken and written expression, and her/his professional practice in educational psychology is based on scientific and research-based thinking.

**Mode of delivery:**

Face-to-face teaching

**Target group:**

Students pursuing Advanced Studies in Educational Psychology.

**Prerequisites and co-requisites:**

Basic and Intermediate Studies in Psychology

**Recommended optional programme components:**

Basic and Intermediate Studies in Psychology

**Recommended or required reading:**

To be announced in connection with each course.

**Grading:**

0-5

**Person responsible:**

prof. Hanni Muukkonen

**Working life cooperation:**

Yes. A work placement is a part of the advanced studies. See more in course description 413019S.

*Compulsory*

### 415042S: Special course in educational psychology, 5 op

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Mirka Hintsanen

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

4th year

**Learning outcomes:**

The student

- familiarizes him/herself with current issues in educational technology and with expertise in education
- knows how to search for information related to psychology and educational psychology making use of international search channels
- knows how to evaluate research in educational psychology and the strength of research evidence
- knows how to interpret practical problem situations making use of research knowledge on educational psychology
- knows, based on research evidence and strength of proof, how to present summaries and recommendations on measures, i.e. knows how to apply research knowledge in practice

**Contents:**

Evaluation of research in educational psychology and assessment of the strength of proof, application of knowledge on educational psychology in practice, working in an expert position, varying current topics related to educational psychology.

**Mode of delivery:**

To be informed at the beginning of the semester

**Learning activities and teaching methods:**

Lectures and exercises a maximum of 24h, independent and group work approx. 110h.

**Target group:**

Students pursuing advanced studies in educational psychology

**Prerequisites and co-requisites:**

Basic and intermediate studies in psychology OR a pre-exam/essay

**Recommended optional programme components:**

The study module is part of the studies for a Master's degree in education (majoring in educational psychology)

**Recommended or required reading:**

The course literature is announced at the start of the course. The materials for the pre-exam/essay are announced to those registered for the course when the deadline for enrolments has expired (PLEASE NOTE! You need not take the pre-exam, if you have completed the basic and intermediate studies in psychology).

**Assessment methods and criteria:**

Lectures and exercises, completion of independent and/or group assignments, exam. The course makes use of various methods of learning in a group, for instance. More detailed methods are announced at the start of the course, and they can vary annually.

Assessment criteria:

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

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

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

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

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

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

**Grading:**

0-5

**Person responsible:**

Mirka Hintsanen

**Working life cooperation:**

None

**Other information:**

Offered as an optional course for the other specialization options in the broadly-based Master's programme.

**415048S: Psychology of learning, 5 op****Voimassaolo:** 01.08.2013 -**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Hanni-Mari Muukkonen-van der Meer**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

4th year

**Learning outcomes:**

The student

- is familiar with the theoretical trends and approaches in learning psychology
- knows how to analyze and evaluate knowledge on the special characteristics of learning at different ages
- knows how to apply his/her knowledge of learning psychology in educational work and to support growth and development
- is able to work in collaboration and apply research knowledge and concepts to define and solve complicated problems and expert tasks

**Contents:**

- theoretical trends and historical background of learning psychology
- learning at different phases of age
- expertise and learning
- learning and learning difficulties
- collaborative learning and knowledge creation

**Mode of delivery:**

To be announced before the course starts.

**Learning activities and teaching methods:**

Lectures and exercises max. 24h, independent and group work about 110h

**Target group:**

Students pursuing advanced studies in educational psychology

**Prerequisites and co-requisites:**

Basic and intermediate studies in psychology OR pre-exam/essay

**Recommended optional programme components:**

The study module is part of the Master's studies in education (majoring in educational psychology)

**Recommended or required reading:**

Corno, L. & Anderman, E.M. (2016). Handbook of Educational Psychology.

[Hmelo-Silver, C.E., Chinn, C.A., Chan, C., & O'Donnell, A.M. \(2013\). The International Handbook of Collaborative Learning, Routledge.](#)

Ericsson, K.A. et al. (eds.) (2006). The Cambridge handbook of expertise and expert performance.

Hakkarainen, K., Lonka, K., & Lipponen, L. (2004). Tutkiva oppiminen - järki, tunteet ja kulttuuri oppimisen sytyttäjinä. Sanoma Pro.

Applicable parts of the books and other literature to be agreed on in the course.

**Assessment methods and criteria:**

Assessment criteria:

Assessment criteria:

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

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

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

**Grading:**

0-5

**Person responsible:**

Hanni Muukkonen

**Working life cooperation:**

None

**415040S: Psychology of counselling II, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Teemu Suorsa

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

4th year, spring

**Learning outcomes:**

Having completed the study module, the student

- identifies the main characteristics of professional counselling
- is capable of evaluating her/his own counselling as a professional activity
- knows how to compare different approaches to research on counselling
- knows how to make use of the results of research on counselling to develop his/her own grasp of counselling

**Contents:**

- counselling as a professional activity
- approaches to research on counselling

- analysis of counselling discussion

**Mode of delivery:**

To be informed at the beginning of the semester

**Learning activities and teaching methods:**

Lectures and exercises a maximum of 24h, some 110h of independent and group work

**Target group:**

Students pursuing advanced studies in educational psychology

**Prerequisites and co-requisites:**

Basic and Intermediate Studies in Psychology

**Recommended optional programme components:**

The study module is part of the Master's studies in education (major: educational psychology)

**Recommended or required reading:**

Cooper, M. (2008). Essential research findings in counselling and psychotherapy. SAGE

Kauppila, P., Silvonen, J. & Vanhalakka-Ruoho, M. (2015). Toimijuus, ohjaus ja elämänkulku. Publications of the University of Eastern Finland

McLeod, J. (2010). Case study research in counselling and psychotherapy. SAGE

**Assessment methods and criteria:**

Assessment criteria:

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

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

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

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

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

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

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

**Grading:**

0-5

**Person responsible:**

Teemu Suorsa

**Working life cooperation:**

None

**415046S: Developmental psychology III, 5 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Virva Siira

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

4th year

**Learning outcomes:**

The student

- deepens her/his knowledge of development and knows how to apply different methods to study development
- knows how to combine knowledge in developmental psychology as part of professional competence in educational psychology and how to act as an expert in educational psychology based on his/her knowledge of developmental psychology.
- knows how to apply and design various actions to evaluate and support development.

**Contents:**

- Research, monitoring and assessment methods in developmental psychology
- Expert duties in educational psychology based on developmental psychology (supporting parenthood, everyday problems in education, supporting a positive development, etc.)
- Developmental crises, interventions to support psychological growth and development (psychotherapy, guidance and counselling)

**Mode of delivery:**

Face-to-face/blended teaching, to be confirmed at the start of the course

**Learning activities and teaching methods:**

Lectures and other teaching, a maximum of 24h, independent and group work, some 110h

**Target group:**

Students pursuing advanced studies in educational psychology

**Prerequisites and co-requisites:**

Basic and Intermediate Studies in Psychology OR pre-exam/essay

**Recommended optional programme components:**

Developmental Psychology 1 and 2

**Recommended or required reading:**

Sinkkonen, J. & Kalland, M. (2011) (eds.) Varhaislapsuuden tunnesiteet ja niiden suojeleminen. Helsinki: Wsoy.

Schaie, K. W. & Willis, S. L. (eds.) (2016). Handbook of the psychology of aging, 7th edition. Boston: Elsevier.

Slater A. & Quinn (2012) Developmental Psychology. Revisiting the classical Studies. Sage

Willis, S. & Martin, M. (eds.) (2005). Middle adulthood: A lifespan perspective. Thousand Oaks, CA: Sage.

**Assessment methods and criteria:**

Assessment criteria

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

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

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

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

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

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

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

**Grading:**

0-5

**Person responsible:**

Virva Siira

**Working life cooperation:**

None

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Hanni-Mari Muukkonen-van der Meer

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

4th year

**Learning outcomes:**

The student:

- identifies the central elements of leadership and organisations and is able to apply knowledge on them in different tasks and duties in an organisation
- knows how to observe and reflect on his/her own action methods and apply knowledge of his/her own branch of science in a multi-professional group
- knows how to analyze and apply knowledge and practices connected with the operation of teams and organisation and with group dynamics

**Contents:**

- Work and organizational psychology as a research subject
- Organizational structures and cultures
- Leadership and management in organizations
- Group dynamics, team and group activity in organizations
- Project work and leadership

**Mode of delivery:**

Face-to-face/blended teaching, to be confirmed annually before the start of the course. Teaching is partly arranged in English.

**Learning activities and teaching methods:**

Lectures and exercises max. 24h and independent and group work approx. 110h.

**Target group:**

Students pursuing advanced studies in educational technology and students from other faculties .

**Prerequisites and co-requisites:**

Basic and intermediate studies in psychology, OR student pursuing advanced studies in another discipline

**Recommended optional programme components:**

The study module is part of the Master's studies in educational psychology

**Recommended or required reading:**

Bakker, A. (2013) Advances in positive organizational psychology. Bingley:Emerald.

Peeters, M.C.W., De Jonge, J., & Taris, T.W. (ed.) (2014). An introduction to contemporary work psychology. Chichester: Wiley-Blackwell.

Perttula, J. & Syväjärvi, A. (eds.) 2012. Johtamisen psykologia - ihmisten johtaminen muuttuvassa työelämässä. PS-Kustannus.

**Assessment methods and criteria:**

Assessment criteria:

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

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

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

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

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

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

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

**Grading:**

0-5

**Person responsible:**

Hanni Muukkonen

**Working life cooperation:**

Project work, organization simulation

**Other information:**

Offered as an optional course for the other specialization options in the broadly-based Master's programme.

**413030S: Advanced course in quantitative research, 5 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Peltonen, Jouni Aslak

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

408517S-01 Quantitative Methodology 5.0 op

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

English (for LET, ITE and EDGLO students)

**Timing:**

4th year (primary education)

1st year, 3rd and 4th periods (LET and EDGLO students)

**Learning outcomes:**

Having completed the course, the student

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

**Contents:**

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

**Mode of delivery:**

Face-to-face teaching (and possibly blended-learning)

**Learning activities and teaching methods:**

Lectures 18h, small group sessions 14h, independent work app. 100h

**Target group:**

Students pursuing advanced studies in the Faculty of Education

**Prerequisites and co-requisites:**

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

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

OR

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

OR

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

**Assessment methods and criteria:**

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

The student's course performance is

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

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

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

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

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

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

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

**Grading:**

0 - 5

**Person responsible:**

Jouni Peltonen

**Working life cooperation:**

None

**413031S: Advanced course in qualitative research, 5 op**

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anu Alanko

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

408517S-02    Qualitative Methodology    5.0 op

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

English (for LET, ITE and EDGLO students)

**Timing:**

4th year (primary education)

1st year, 3rd and 4th periods (LET and EDGLO students)

**Learning outcomes:**

Having completed the course, the student

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

**LET STUDENTS:**

After completion of this course, the student is able to

- process and analyse qualitative data
- describe and report on results based on qualitative research data
- utilize mixed method approach
- evaluate the ethicality and reliability of qualitative research

**Contents:**

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

**LET STUDENTS:**

- Basic and central concepts of qualitative research
- Process oriented research methods
- Mixed method approach
- Writing a research publication

**Mode of delivery:**

Face-to-face teaching (and possibly blended-learning)

**LET STUDENTS:**

Face-to-face and online teaching, 40h: 18h lectures, 22h practice

Online, individual and collaborative learning, 95h

**Learning activities and teaching methods:**

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

**LET STUDENTS:**

- Learning activities consist of active participation in face-to-face meetings where researchers in the field of learning science and educational technology introduce various topics related to qualitative research.
- Each presentation includes an online task for the students.
- In addition to researchers' presentations there will be seminars where the students are able to apply their research knowledge in practice.

In addition, the students reflect on their own learning and expertise in a digital portfolio.

**Target group:**

Students in the Faculty of Education.

1st year students on the LET and EDGLO Master's Programmes

**Prerequisites and co-requisites:**

Basic course in qualitative research, 5 credits, or an equivalent course

**Recommended optional programme components:**

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

**Recommended or required reading:**

Heikkinen, H. L. T., Rovio, E. & Syrjälä, L. (toim. ) (2007) Toiminnasta tietoon. Toimintatutkimuksen menetelmät ja lähestymistavat.

OR

Lappalainen, S. Hynninen, P. Kankkunen, T. Lahelma, E. & Tolonen. T. (2007) Etnografia metodologiana. Lähtökohtana koulutuksen tutkimus.

OR

Lichtman, M. (2012) Qualitative Research in Education. A User's Guide.

OR

Creswell, J. W. (ed.) (2006) Qualitative Inquiry and Research Design: Choosing Among Five Approaches (revised edition)

**LET STUDENTS:**

American Psychological Association: Publication Manual of the American Psychological Association. (2009). 6th edition

Given, L. M. (Ed.) (2008) The Sage Encyclopedia of qualitative research. Volumes 1 & 2. <http://www.stibamalang.com/uploadbank/pustaka/RM/QUALITATIVE%20METHOD%20SAGE%20ENCY.pdf> and/or other contemporary readings in the field of learning and educational technology, to be announced in the beginning of the course.

**Assessment methods and criteria:**

Exam, active participation in small group sessions, an essay

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

**LET STUDENTS:**

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

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

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

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

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

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

**Grading:**

0 - 5

**Person responsible:**

Anu Alanko. Responsible for teaching in the ITE programme: Magda Karjalainen  
LET Studies: Essi Vuopala

**Working life cooperation:**

The alternative methods to complete the course can involve worklife cooperation.

**413019S: Working Life Studies, 10 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

10 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

4th to 5th years

**Learning outcomes:**

The student

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

**Contents:**

Mapping of personal interests and strengths, application for and practical arrangements with a work practice site

Familiarization with the theoretical starting-points and practical implementation of expertise required in the practice site

Analysis of personal skills and working habits individually and in a group

**Mode of delivery:**

Face-to-face and blended teaching

**Learning activities and teaching methods:**

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

**Target group:**

Students in the broadly-based Master's programme in education

**Prerequisites and co-requisites:**

Bachelor's degree

**Recommended optional programme components:**

The course is part of the advanced studies in education and educational psychology

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Participation in the seminars, completion of a practice report.

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

**Grading:**

pass/fail

**Person responsible:**

Asko Pekkarinen

**Working life cooperation:**

Yes. Practical training in a working place chosen by the student.

**408043S: Master's Thesis, 30 op**

**Voimassaolo:** 01.08.2015 -  
**Opiskelumuoto:** Advanced Studies  
**Laji:** Diploma thesis  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish  
**Voidaan suorittaa useasti:** Kyllä

Ei opintojaksokuvauksia.

#### **408044S: Thesis Seminar, 5 op**

**Voimassaolo:** 01.08.2015 -  
**Opiskelumuoto:** Advanced Studies  
**Laji:** Course  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

#### **ECTS Credits:**

5 ECTS + 30 ECTS Thesis

#### **Language of instruction:**

Finnish and English (especially in the ITE programme)

#### **Timing:**

4th and 5th years

#### **Learning outcomes:**

The student

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

#### **Contents:**

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

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

#### **Mode of delivery:**

Seminar and supervision meetings agreed on with the supervisor

#### **Learning activities and teaching methods:**

Seminars and supervision

#### **Target group:**

Students in the Faculty of Education

**Recommended or required reading:**

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

**Assessment methods and criteria:**

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

**Grading:**

0-5

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

**Person responsible:**

Hannu Heikkinen and the leaders of thesis groups

**408045S: Abstract / Maturity Test, 0 op**

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**413066S: Adult Education and Pedagogical Supervision, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Outi Kristiina Ylitapio-Mäntylä

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Learning outcomes:**

Having completed the course, the student

- identifies the pedagogical premises of learning in adults
- knows how to work in functions related to adult education and supervision of adults in various organisations
- knows how to apply his/her pedagogical activity to support adult supervision and learning.

**Contents:**

- Pedagogical principles of adult education
- Adult learning, evaluation and supervision
- Critical reflection of adult supervision and personal learning

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20h of lectures, 5h of small group teaching, 70h of independent work, on-the-job learning

**Target group:**

Students in the Faculty of Education

**Prerequisites and co-requisites:**

Bachelor's degree in education

**Recommended optional programme components:**

The course is part of the advanced studies in education

**Recommended or required reading:**

Vehviläinen, Sanna (2014). Ohjaustyön opas: Yhteistyössä kohti toimijuutta. Gaudeamus.

Scientific articles to be agreed on at the start of the course

**Assessment methods and criteria:**

0 = unfinished, broken, issues presented not directly connected with the topic, practically no use of sources

1 = highly superficial, things presented as detached from each other, insufficient use of sources

2 = superficial, things partly presented as detached from each other, sources used to a satisfactory extent

3 = reflective, things are related to each other to some extent, a common thread is to be seen, sources are mainly used well

4 = quite analytical, things are related to each other well, sources are mainly used very well

5 = systematic and analytical, things are related to each other very well, mostly excellent use of sources

**Grading:**

0 – 5

**Person responsible:**

Outi Ylitapio-Mäntylä

**Working life cooperation:**

On-the-job learning in an adult education organisation

**404021A: Contributing to the University Community, 1 - 10 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1-10 ECTS cr

**Language of instruction:**

Finnish/ English

**Timing:**

During academic studies

**Learning outcomes:**

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

- apply the skills needed in academic positions of trust (interaction skills, meeting techniques, working in a group, cooperation skills, leadership skills)

- evaluate critically the issues to be decided, take a stand on them and justify his or her viewpoint

- attend to the functions related to his or her position of trust in a responsible manner

**Contents:**

The course can include functions in a number of positions of trust as follows:

- Student Union Board, 1 year, 4-5 credits
- Student Union representatives, 2 years, 2 credits
- University Board of Directors, 1 year, 2 credits
- University Collegium, 2 years, 2 credits
- Education Council, 1 year, 2 credits
- Faculty Board, 2 years, 2 credits
- Board of a subject organisation, 1 year, 1-3 credits
- National student organisation such as SYL, SOOL or Specia, 1 year, 1-5 credits
- Other important functions in the field of education policy and/or development of teaching, 1-3 credits

The number of credits to be awarded to a student is determined by the programme coordinator based on available documentation following the principles mentioned above.

**Mode of delivery:**

Independent work

**Learning activities and teaching methods:**

Independent report

**Target group:**

All the students in the Faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

None

**Assessment methods and criteria:**

The student shall keep a learning diary of the position(s) of trust that (s)he has been managing, discussing the following issues among others:

1. Which organisation has the student been working in, how long and how actively has s/he been taking part in its activities?
2. What does the student think s/he has learnt from the position of trust? (With special consideration of these working life skills: communication skills, social skills, technical skills, international competence, commercial and financial competence, development of self-knowledge)
3. How can the student make use of his or her experience in the future?
4. In the student's mind, how should the preparation of matters be developed?

The learning diary and proof of having been in charge of a position of trust are returned to the student's programme coordinator, who will determine the number of credits to be awarded. The length of the learning diary

**Grading:**

Pass/ fail

**Person responsible:**

Programme Academic Officer

**Working life cooperation:**

None

**Other information:**

The maximum number of credits for the above activities is 10 credits in one to two parts.

**413058S: Current Issues in Education, 5 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Ulvinen, Veli-Matti Terho

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

4th to 5th years, autumn

**Learning outcomes:**

Having completed the course, the student

- identifies current trends and special issues in education, and is able to evaluate them critically
- is familiar with her/his chosen current educational issue or special field

**Contents:**

The content of the course is defined by the current themes and by the student's own interests. For instance, the topics may be current developmental trends at different levels of the education system, or themes related to the values of education.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 12 h, seminars 8 h, independent work 115 h

**Target group:**

Master's level students / Pedagogical Institutions and Expertise

**Prerequisites and co-requisites:**

Basic and Intermediate Studies

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be determined at the start of the course

**Assessment methods and criteria:**

Student participates actively in seminar work, completing the jointly agreed assignment set for the course. The student produces a seminar paper and presentation on selected topic around current issues on education.

Criteria for assessment of the seminar work and presentation:

- 0 = it is unfinished, fragmentary; the text is not connected to the theme of the course, only few references.
- 1 = it is very superficial, disconnected matters are presented, and references are weakly used.
- 2 = it is superficial, matters are disconnected in some places, references are satisfactorily used.
- 3 = it contains reflection on the theme, matters are connected to each other, there is a plot in the work, using references is at a good level.
- 4 = it is presented and written in an analytical way, matters are well connected to each other, using references is mainly at a very good level.
- 5 = it is presented and written in a systematic and analytical way, matters are connected to each other very well, the using of references is excellent.

**Grading:**

0-5

**Person responsible:**

Veli-Matti Ulvinen

**Working life cooperation:**

None

**900104Y: Research and Write, 2 op**

**Voimassaolo:** 01.01.2017 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

**Vastuuyksikkö:** Languages and Communication

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

**Opintokohteen kielet:** Finnish

**A251101: Pedagogical Studies for Teachers, 60 op**

**Opiskelumuoto:** Intermediate Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

60 ECT

**Language of instruction:**

Finnish

**Timing:**

4-5<sup>th</sup> year

**Contents:**

Bachelor's degree, pedagogical studies for teachers 25 ECT.

The pedagogical studies of the teacher comprise of the basic studies in educational sciences 25 ECT.

Masters degree, pedagogical studies for teachers 35 ECT. The studies consists of the following:

- 416010A Didactics
- 416004A Basics of educational administration
- 416013A Pedagogical seminar
- 416014A Practical Training
- 413061S Professional ethics and human relations work

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Seminars, practice

**Target group:**

Students in ed sciences programme

**Recommended or required reading:**

TBC

**Assessment methods and criteria:**

Participation in seminars, assignments and presentations

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

**Grading:**

pass/fail

**Person responsible:**

Jouni Peltonen

**Working life cooperation:**

Yes. Practice periods. See more at course description 416014A

*e1*

**416010A: Didactics and school pedagogy, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

4th or 5th year

**Learning outcomes:**

Having completed the course, the student

- knows how to produce curricula instead of master plans, period plans and teaching session plans
- knows how to use the most common teaching methods, evaluate their strengths and weaknesses and when each method should be used
- knows how to motivate and activate pupils or students
- knows how to use the most common methods of assessment needed in teachers' work

**Contents:**

Planning of teaching and curricula:

- the concept of curriculum
- different curricula
- models and opportunities for planning teaching
- issues to be considered in the planning of teaching

Teaching methods, activation and motivation

- different teaching methods and grounds for using them
- grounds for the combination and variation of teaching methods
- student activation and motivation

Evaluation

- different assessment methods
- functions and reliability of assessment

All of the above contents focus on the viewpoint of adult education.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group sessions 26 h, independent work 100 h.

**Target group:**

Students pursuing pedagogical studies in the Education Programme

**Recommended optional programme components:**

Basic Studies in Education

**Recommended or required reading:**

To be determined at the beginning of the course.

**Assessment methods and criteria:**

Active participation in small group sessions and completion of assignments

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

**Grading:**

pass/fail

**Person responsible:**

Jouni Peltonen

**Working life cooperation:**

Probable visits to organisations

**416013A: Pedagogical seminar, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

4th or 5th year

**Learning outcomes:**

Having completed the course, the student

- knows how to evaluate her/his own strengths and needs for development in the teaching profession
- knows how to discuss teachership and teaching as a job collegially
- is able to work in multiprofessional contexts
- knows how to apply educational research knowledge to the development of his/her teaching

**Contents:**

The course is implemented in the form of a seminar in which the students plan, prepare and present a seminar paper. The papers are discussed and each other's papers are commented on. The themes of these papers can include

- teachership
- development of teaching and educational institutions
- assessment of teaching (e.g. skills demonstrations and competence-based qualifications)
- theoretical foundations of teaching and educational work

The following topics will be covered:

- familiarisation with a theme in teaching or teacherhood
- preparation of a seminar assignment
- presentation of the seminar assignment and discussion

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group sessions (24 h), independent work 110 h.

**Target group:**

Students pursuing Pedagogical Studies in the Education Programme

**Recommended or required reading:**

To be agreed at the beginning of the course.

**Assessment methods and criteria:**

Active participation in small group sessions and completion of assignments  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass/fail

**Person responsible:**

Jouni Peltonen

**Working life cooperation:**

Probable visits to organisations.

**416014A: Practical Training, 18 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

18 credits

**Language of instruction:**

Finnish

**Timing:**

4th or 5th year

**Learning outcomes:**

Having completed practical training, the student

- knows how to plan, implement, evaluate and develop teaching in the subjects taught by her/him
- knows how to use methods of pupil assessment
- is able to identify needs for special education among the learners and to face different learners
- is able to work in different learning environments
- is able to develop her/his work community and her/himself as a teacher
- knows how to function collegially and responsibly in her/his teaching profession

**Contents:**

The teaching practice is carried out depending on the opportunities offered by the practice places. It is recommended that practice is divided between two terms in such a way that there is first an orientation period (around 7 credits) followed by advanced practice (around 12 credits). Practice includes the following contents:

- observation of teaching in the practice place
- observation of teaching in other schools or educational institutions
- acting as a teaching assistant and giving practice lessons, participation in individual and group supervision
- planning of practice lessons
- participation in the other activities of educational institutions
- assessment and reportin on her/his own practice activities

**Mode of delivery:**

Face-to-face teaching, practice

**Learning activities and teaching methods:**

Observation of teaching, participation in guidance, giving practice lessons, participation in the other activities of educational institutions and independent work

**Target group:**

Students pursuing Pedagogical Studies in the Education Programme

**Recommended or required reading:**

To be announced at the start of the course

**Assessment methods and criteria:**

Practice, report

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

**Grading:**

pass/fail

**Person responsible:**

Jouni Peltonen

**Working life cooperation:**

Yes. See more at Learning activities and teaching methods

**416004A: Basics of educational administration, 2 op**

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 - 2 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

4.-5. year

**Learning outcomes:**

Upon completion of the study module, the students

- know the laws and statutes governing educational administration as well as their contents
- know how to apply educational administration legislation into practice at their own level of education
- know how to use the Finlex software

**Contents:**

The course aims to give the students the necessary legal proficiency for work as a public servant or in school administration. In addition, the students will gain an understanding of their own rights and obligations and learn how to recognize situations when further information and/or help is necessary. During the course, the students will be introduced with the administration system and public services in terms of set duties and opportunities as defined in legal regulations and norms.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and exam 16 h, post-exam small group work and practice assignment 4 h.

Secondary teacher students: Lectures 10 h ja independent work max. 17 h.

**Target group:**

Students pursuing Pedagogical Studies

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

Pedagogical studies for teachers

**Recommended or required reading:**

TBC at the beginning of the course

**Assessment methods and criteria:**

Exam, assignment

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

**Grading:**

pass/fail

**Person responsible:**

N.N.

**Working life cooperation:**

No

**413061S: Professional Ethics and Human Relations Work, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

1st year / autumn

**Learning outcomes:**

After completing the course, a student is able:

- to describe and analyze questions connected with professional ethics when working in human relations
- to interpret and apply professional responsibilities and ethics in practice
- to identify aspects connected with wellbeing and coping at work
- to take care of her/his own and the work community's well-being and coping at work

**Contents:**

- Principles and responsibilities in professional ethics (documents on human rights, professional ethical codes)
- Moral in human relations as a starting point of professional ethics
- Dilemmas in professional ethics
- Commitment to work, coping at work, peer groups as a support

**Mode of delivery:**

Face-to-face teaching, blended learning

**Learning activities and teaching methods:**

Lectures 16h, seminars 10h, independent work 100h

**Target group:**

Master's level students / Pedagogical institutions and expertise

**Prerequisites and co-requisites:**

Basic and intermediate studies in education

**Recommended optional programme components:**

The course is part of the advanced studies in education.

**Recommended or required reading:**

- Nussbaum Martha C. (2011) Talouskasvua tärkeämpää. Miksi demokratia tarvitsee humanistista sivistystä. Gaudeamus TAI vastaava teos
- Topical scientific articles agreed on at the beginning of the course.

**Assessment methods and criteria:**

Active participation in lectures and seminars, accomplishing the assignments. Alternative ways to complete the course can be discussed in the beginning of the course.

Criteria for evaluating the assignments:

0 = the text is unfinished, fragmentary, not connected to the theme of the course, few references

1 = the text is very superficial, disconnected matters are presented, references are weakly used

2 = the text is superficial, matters are disconnected in some places, references are satisfactorily used

3 = the text contains reflection on the theme, matters are connected to each other, there is a plot in the essay, using references is at a good level

4 = the text is written in an analytical way, matters are well connected to each other, using references is mainly at a very good level

5 = the text is written in a systematic and analytical way, matters are connected to each other very well, the using of references is excellent

**Grading:**

0-5

**Person responsible:**

Professor Eila Estola