

Opasraportti

FEdu - Educational Sciences, BA (Education) (2017 - 2018)

The degree programme in educational sciences provides a diversified competence for expert duties in educational planning, administration and research as well as tutoring and counselling. The students can also qualify as teachers in adult education. The main disciplines in this programme are education, psychology, educational psychology and sociology. The aim of the programme is that the student should achieve a general scientific and professional competence to work in educational tasks.

The student shall:

- Adopt a scientific approach as a basis for his or her professional activities.
- Get familiarized with the tradition, theory and methodological starting-points, methods and concepts of educational and social sciences, especially education and educational psychology, and with the main research results of these disciplines.
- Get a readiness for independent scientific research and critical evaluation and application of research results.
- Achieve a competence for teaching, research, planning and administrative duties and for tutoring and counselling tasks in the various fields of education

You find the Degree Structures [here](#) at the bullet point Educational Sciences, BA(ed): [major Education](#), [major Educational Psychology](#).

Tutkintorakenteet

Educational Sciences, Bachelor's degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2017-18

Lukuvuoden alkamispäivämäärä: 01.08.2017

Orientation Studies (5 ECTS) (5 op)

405028Y: Technology-Enhanced Learning and Orientation to Studies, 5 op

Language and communication (10 ECTS cr)

A200031: Language and Communication Studies, 10 op

e1

900102Y: Communicate with Impact, 5 op

901032Y: Second Official Language (Swedish), Written Skills, 1 op

901033Y: Second Official Language (Swedish), Oral Skills, 1 op

902130Y: Foreign Language (English), 3 op

Basic studies in the major subject (25 ECTS cr)

The student selects either education or educational psychology as the major subject for his/her Bachelor's degree. Choose the basic studies which are appropriate for your Bachelor's degree

Basic Studies in Education, 25 credits

OR

Basic Studies in Psychology, 25 credits

General Studies in Education Sciences (25 ECTS cr)

A250504: Education, Basic Studies, 25 op

Compulsory

410084P: Education as an Object of Scientific Research, 5 op

410085P: Growth, Development and Learning, 5 op

410086P: Teaching and Educational Interaction, 5 op

410087P: Sociocultural Contexts of Education, 5 op

410088P: Philosophical and Ethical Foundations and Objectives of Education, 5 op

Psychology, basic studies (25 ECTS cr)

A250603: Psychology, Basic Studies, 25 op

Compulsory

412070P: Basics of Psychological Research, 5 op

412054P: Developmental Psychology I, 5 op

412071P: Personality Psychology I, 5 op

412056P: Basics of Cognitive and Neuropsychology, 5 op

412057P: Clinical Psychology: Psychology of Health and Mental Health, 5 op

Intermediate studies in the major subject (45 ECTS cr)

The student selects either education or educational psychology as the major of his/her Bachelor's degree. Choose intermediate studies appropriate to your major for your Bachelor's degree

Intermediate Studies in Education, 45 credits

OR

Intermediate Studies in Psychology, 45 credits

Intermediate Studies in Educational Sciences (45 ECTS cr)

A250505: Education, Intermediate Studies, 35 - 50 op

Compulsory

411005A: Theoretical Foundations of Education, 5 op

407040A: Basic Course in Quantitative Research, 5 op

407041A: Basic Course in Qualitative Research, 5 op

411004A: Educational and Cultural Theory, 5 op

411007A: Educational systems I, 5 op

411008A: Introduction to the Economics of Education, 5 op

Following courses belong to Educational Science main subject: 407045A, 407047A and 411014A. Course 411016A belongs to minor subject.

407045A: Bachelor's Thesis, 10 op

407047A: Maturity Test, 0 op

411014A: Paths to Working Life, 5 op

411016A: Proseminar, 5 op

Intermediate Studies in Psychology (45 ECTS cr)

A250604: Psychology, Intermediate Studies, 35 - 55 op

Compulsory

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

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

Following course belongs to minor subject: 412073A

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

Minor studies (75-85 ECTS cr)

There are no strict stipulations on the minor subjects of degrees at the Program of Educational Sciences. You may select your minor subjects freely from among those offered by the University of Oulu. A Bachelor's or Master's degree shall include at least one minor subject with the scope of intermediate studies.

You may choose to do minor subjects of 3x25 credits OR 1x60 and 1x25 credits to be included in your Bachelor's degree.

Optional studies (10-20 ECTS cr)

Depending on the scope of the minor subjects, you need 10-20 credits of optional studies to complete your Bachelor's degree. These can include any studies at university level.

The optional studies can consist of following courses:

- 903024Y Basics in German 3-4 ECTS cr
- see more http://www oulu.fi/edu/studies_general -> Elective studies

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

903024Y: Elementary Course in German 1, 3 - 4 op

411015A: Project training, 5 op

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

405028Y: Technology-Enhanced Learning and Orientation to Studies, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jari Laru

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

A200031: Language and Communication Studies, 10 op

Voimassaolo: 01.08.2010 -

Opiskelumuoto: General Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

Ei opintojaksokuvauksia.

e1

900102Y: Communicate with Impact, 5 op

Voimassaolo: 01.01.2017 -

Opiskelumuoto: Language and Communication Studies

Laji: Course
Vastuuyksikkö: Languages and Communication
Arvostelu: 1 - 5, pass, fail
Opintokohteen kielet: Finnish

901032Y: Second Official Language (Swedish), Written Skills, 1 op

Voimassaolo: 01.08.2014 -
Opiskelumuoto: Language and Communication Studies
Laji: Course
Vastuuyksikkö: Languages and Communication
Opintokohteen kielet: Swedish
Leikkaavuudet:

901060Y Second Official Language (Swedish), Written Skills 1.0 op
 ay901032Y Second Official Language (Swedish), Written Skills (OPEN UNI) 1.0 op

901033Y: Second Official Language (Swedish), Oral Skills, 1 op

Voimassaolo: 01.08.2014 -
Opiskelumuoto: Language and Communication Studies
Laji: Course
Vastuuyksikkö: Languages and Communication
Opintokohteen kielet: Swedish
Leikkaavuudet:

901061Y Second Official Language (Swedish), Oral Skills 1.0 op
 ay901033Y Second Official Language (Swedish), Oral Skills (OPEN UNI) 1.0 op

902130Y: Foreign Language (English), 3 op

Voimassaolo: 01.08.2011 -
Opiskelumuoto: Language and Communication Studies
Laji: Course
Vastuuyksikkö: Languages and Communication
Arvostelu: 1 - 5, pass, fail
Opintokohteen kielet: English
Leikkaavuudet:

ay902130Y Foreign Language (English) (OPEN UNI) 3.0 op

Voidaan suorittaa useasti: Kyllä

Proficiency level:

B2

Status:

Compulsory course for students of education.

Required proficiency level:

English must have been A1 or A2 language at school or equivalent English skills acquired otherwise. If you received the grade "L" or "E" in the Finnish matriculation exam, you can be exempted from **the second part of the course**.

ECTS Credits:

3 ECTS, workload is 80 hrs (36 hrs of contact teaching + 44 hrs of independent study).

Language of instruction:

English

Timing:

See the study guide of your study programme.

Learning outcomes:**Objectives:**

- to develop students' English language skills needed for effective communication on different topics related to education and teaching,
- to practice comprehending and producing academic oral presentations and written texts

Learning outcomes - by the end of the course students are expected to be able:

- to summarize, interpret and discuss academic texts on topics related to the field of education,
- to write short essays and summaries on topics related to education and teaching,
- to search information on a chosen educational theme, and analyze, explain and orally communicate the ideas

Contents:

- reading strategies and techniques with academic texts,
- academic writing practice,
- oral presentation practice,
- multicultural awareness activities

Mode of delivery:

Contact teaching and independent study.

Learning activities and teaching methods:

Classroom sessions, individual assignments (essays and summaries), an oral presentation in pairs and homework tasks.

Target group:

Students of the Faculty of Education

Prerequisites and co-requisites:

-

Recommended optional programme components:

-

Recommended or required reading:

Course materials will be provided by the teacher in electronic form.

Assessment methods and criteria:

Regular participation in all contact teaching and completion of all required coursework. An end-of-course examination.

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

Grading:

The evaluation scale is 0-5.

Person responsible:

See [contact teachers](#)

Working life cooperation:

-

A250504: Education, Basic Studies, 25 op

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Ulvinen, Veli-Matti Terho

Opintokohteen kielet: Finnish

Leikkaavuudet:

ayA250504 Education, Basic Studies (OPEN UNI) 25.0 op

ECTS Credits:

25 ECTS credits

Language of instruction:

Finnish or English

Timing:

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

Learning outcomes:

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

Contents:

Consists of the following courses:

[410084P](#) Education as an Object of Scientific Research 5 ECTS cr

[410085P](#) Growth, Development and Learning 5 ECTS cr

[410086P](#) Teaching and Educational Interaction 5 ECTS cr

[410087P](#) Sociocultural Contexts of Education 5 ECTS cr

[410088P](#) Philosophical and Ethical Foundations and Objectives of Education 5 ECTS cr

The courses are divided into the following areas:

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

Mode of delivery:

Face-to-face and mixed teaching

Learning activities and teaching methods:

Lectures and seminar sessions

Target group:

Students pursuing major or minor studies in education

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

To be announced in connection with the courses

Assessment methods and criteria:

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

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

Grading:

pass/fail

Other information:

None

Compulsory

410084P: Education as an Object of Scientific Research, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Sari Harmoinen

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410084P Education as an Object of Scientific Research (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish. English for the ITE students

Timing:

1st year

Learning outcomes:

- Describe the main paradigms and define the basic concepts of educational sciences
- Identify some of the most influential, past and contemporary educational theorists
- Consider the role of practical and theoretical knowledge in teacher's profession
- Apply the acquired knowledge in classroom discussions on international and multicultural learning and teaching contexts
- Is able to read academic texts on education and write a short academic essay

Contents:

- Theories and concepts of mainstream educational sciences and intercultural education
- Formal education, informal and non-formal education
- Epistemology: forms of knowledge and knowledge production, cultural impact on knowledge construction
- Teacher's professional development and teacher's identity formation
- Basics of academic writing

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:

Sari Harmoinen

410085P: Growth, Development and Learning, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Hanni-Mari Muukkonen-van der Meer

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410085P Growth, Development and Learning (OPEN UNI) 5.0 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.

410086P: Teaching and Educational Interaction, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Järvelä Sanna

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410086P Teaching and Educational Interaction (OPEN UNI) 5.0 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.

410087P: Sociocultural Contexts of Education, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Vesa Puuronen**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay410087P Sociocultural Contexts of Education (OPEN UNI) 5.0 op

Voidaan suorittaa useasti: Kyllä

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.

410088P: Philosophical and Ethical Foundations and Objectives of Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Eetu Pikkarainen

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410088P Philosophical and Ethical Foundations and Objectives of Education (OPEN UNI) 5.0
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.

A250603: Psychology, Basic Studies, 25 op

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ayA250603 Psychology, Basic Studies (OPEN UNI) 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

412070P: Basics of Psychological Research, 5 op

Voimassaolo: 01.08.2008 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Mirka Hintsanen

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay412070P Basics of psychological research (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

1st year, autumn

Learning outcomes:

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

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

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

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Students pursuing basic studies in psychology

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

Soveltuvien osin:

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

Assessment methods and criteria:

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

Arviointikriteerit:

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

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

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

Grading:

pass/fail

Person responsible:

Mirka Hintsanen

Working life cooperation:

None

412054P: Developmental Psychology I, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Virva Siira

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay412054P Developmental psychology I (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

The student

- knows how to explicate, evaluate and compare concepts and theories in developmental psychology
- knows how to explicate the developmental processes at different age stages

- knows how to experiment with data collection in research on developmental psychology and how to report on the results
- knows how to analyze the significance of factors with an influence on development and to present applications of developmental psychology to support growth

Contents:

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

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Students majoring in educational psychology, students minoring in psychology

Prerequisites and co-requisites:

No

Recommended optional programme components:

The study module is part of the basic studies in psychology

Recommended or required reading:

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

Assessment methods and criteria:

More detailed instructions for the course methods will be given at the start of the course. Participation in lectures and exercises. Essay or exam based on the coursework and relevant literature, and other assignments.
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail

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

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

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

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

Person responsible:

Virva Siira

Working life cooperation:

None

412071P: Personality Psychology I, 5 op**Voimassaolo:** 01.08.2008 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Jutta Karhu**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay412071P Personality Psychology (OPEN UNI) 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

412056P: Basics of Cognitive and Neuropsychology, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Seppo Laukka

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay412056P Basics of Cognitive and Neuropsychology (OPEN UNI) 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

412057P: Clinical Psychology: Psychology of Health and Mental Health, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Virva Siira

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay412057P Clinical Psychology: Psychology of Health and Mental Health (OPEN UNI) 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

A250505: Education, Intermediate Studies, 35 - 50 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ayA250505 Education, Intermediate Studies (OPEN UNI) 35.0 op

ECTS Credits:

35-45 credits

Language of instruction:

Finnish

Timing:

1st 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, 5 credits

411005A Theoretical Foundations of Education, 5 credits

407040A Basic course in quantitative research 5 credits

407041A Basic course in qualitative research 5 credits

411007A Educational Systems I, 5 credits

411008A Educational Planning and Economics of Education I, 5 credits

In Education minor (35 ECTS) the following course:

411016A Proseminar 5 credits

In Education major (45 ECTS) also following courses:

407045A Bachelor's seminar 10 credits

407047A Maturity test 0 credits

411014A Paths to working life, 5 credits

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other face-to-face teaching

Target group:

Students of Ed. Sci

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:

Katariina Holma

Working life cooperation:

None

Other information:

The scope is 35 credits for minor subject students

*Compulsory***411005A: Theoretical Foundations of Education, 5 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Katariina Holma**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay411005A Theoretical foundations of education (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st to 3rd years, Spring

Learning outcomes:

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Ed. sciences students

Prerequisites and co-requisites:

Basic studies

Recommended optional programme components:

Course is part of Intermediate studies in Education.

Recommended or required reading:

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

- Aaltola, J. 1994. Eräitä tieteenteorian peruskysymyksiä ihmistutkimuksen näkökulmasta.
 Hilpelä, J. 1998. Kasvatustieteellinen ajattelu.
 Holma, K. & Mälkki, K. (2011) Tutkimusmatkalla. Metodologia, teoria ja filosofia kasvatustutkimuksessa.
 Kiikeri, M. & Ylikoski, P. (2004) Tiede tutkimuskohteena. Filosofinen johdatus tieteentutkimukseen.
 Raatikainen, P. (2004) Ihmistieteet ja filosofia.
 Trigg, R. (1993) Rationality & Science. Can Science Explain Everything?
 Trigg, R. (2000) Understanding Social Science. Philosophical Introduction to the Social Sciences.
 Tschamler, H. (1983). Wissenschaftstheorie: Eine Einführung für Pädagogen.
 Wulf, C. (2003). Educational science. Saatavana myös pdf-versiona netistä:
http://www.pedocs.de/volltexte/2010/1564/pdf/Educational_Science_final_D.pdf

Assessment methods and criteria:

Exam, participation in exercises

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

Grading:

0-5

Person responsible:

Katariina Holma

Working life cooperation:

None

407040A: Basic Course in Quantitative Research, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Peltonen, Jouni Aslak

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 cr

Language of instruction:

Finnish, English for ITE

Timing:

2. or 3. year

Learning outcomes:

Having completed the course, the student knows how to

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

Contents:

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

Mode of delivery:

Face-to-face or blended teaching

Learning activities and teaching methods:

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

Target group:

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

Prerequisites and co-requisites:

Basic studies in education/psychology

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

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

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

Criteria for course performance:

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

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

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

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

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

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

Grading:

0 - 5

Person responsible:

Jouni Peltonen

Working life cooperation:

None

Other information:

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.

407041A: Basic Course in Qualitative Research, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anu Alanko

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish, English for ITE

Timing:

2nd or 3rd year

Learning outcomes:

Having completed the course, the student knows how to

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

Contents:

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

Mode of delivery:

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

Learning activities and teaching methods:

Lectures 18h, small group sessions 14h, 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).

411004A: Educational and Cultural Theory, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Ari Kivelä

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay411004A Educational and cultural theory I (OPEN UNI) 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 sosialisatio*.

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

411007A: Educational systems I, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay411007A Educational systems I (OPEN UNI) 4.0 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

411008A: Introduction to the Economics of Education, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Kimmo Kontio

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay411008A Introduction to the Economics of Education (OPEN UNI) 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

Following courses belong to Educational Science main subject: 407045A, 407047A and 411014A. Course 411016A belongs to minor subject.

407045A: Bachelor's Thesis, 10 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

442164A-01 Bachelor's thesis 8.0 op

ECTS Credits:

10 ECTS credits

Language of instruction:

Finnish/ English

Timing:

3rd year

Learning outcomes:

Having completed the course, the student

- knows how to define a research problem
- knows how to compose a research plan on the topic of his or her thesis
- knows how to use literature on his or her own research topic to provide a theoretical scrutiny of the topic
- is familiar with the basics of scientific writing and knows how to apply them to write his or her thesis
- knows how to compose a Bachelor's degree
- knows how to act as an opponent to the Bachelor's thesis written by another student

Contents:

- composing a research plan
- carrying out the research

- writing a research report
- evaluating a study
- writing a maturity test

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

About 30h of seminar sessions, 240h of independent work

Target group:

Students at the Faculty of Education

Prerequisites and co-requisites:

Basic studies in the major subject, Scientific communication I, basic courses in quantitative and qualitative research (must have at least been started)

Recommended optional programme components:

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

Recommended or required reading:

Hirsjärvi, S., Remes, P. & Sajavaara, P. Tutki ja kirjoita.

Assessment methods and criteria:

Construction and presentation of research plan, writing and presentation of thesis, participation in seminar sessions, acting as a peer opponent, writing of the maturity test
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

0–5

Person responsible:

Tapio Tenhu and the leaders of seminar groups

Working life cooperation:

None

Other information:

Students submit their finalized theses to the Laturi system for review and approval. Website laturi oulu.fi
A list of current Bachelor's and Master's thesis groups is to be found on the faculty website at www oulu.fi/ktk/opinnaytetyot

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

Leikkaavuudet:

442164A-03 Maturity Test 0.0 op

ECTS Credits:

0 credits

Language of instruction:

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

Timing:

3rd year

Learning outcomes:

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

Learning activities and teaching methods:

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

Target group:

Students in the Faculty of Education

Recommended optional programme components:

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

Grading:

For content and language: pass/fail.

Person responsible:

Sari Harmoinen and the supervisors of seminar groups

411014A: Paths to Working Life, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay411014A Paths to working life (OPEN UNI) 4.0 op

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd and 3rd years

Learning outcomes:

The student

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

Contents:

This course provides the students with a readiness to begin to reflect on their own professional identity. During the course, the students search for information about working life and acquaint themselves with

sources of worklife information. They search for information about their own field, strengths and interests, considering their own values in relation to their future work. Issues related to well-being at work and personal coping are discussed.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Face-to-face teaching max. 40h, independent work approx. 95h

introductory statements, visits, discussion, exercises and independent work

An alternative to the group is literature or other materials as agreed with the course coordinator.

Target group:

Students majoring education and educational psychology

Prerequisites and co-requisites:

The 1st year studies must have been completed

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

Assessment criteria:

Pass:

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

Fail:

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

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

Grading:

pass/fail

Person responsible:

NN

Working life cooperation:

Yes. Visits to companies.

Other information:

The course is part of the major studies.

411016A: Proseminar, 5 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Eetu Pikkarainen

Opintokohteen kielet: Finnish

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

A250604: Psychology, Intermediate Studies, 35 - 55 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

35-45 credits

Language of instruction:

Finnish

Timing:

2nd and 3rd years

Learning outcomes:

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

Contents:

412069A Research Methods I (10 credits)

412072A Cognitive Psychology (4 credits)

412059A Developmental Psychology II (5 credits)

412067A Psychology of Counselling I (4 credits)

412062A Applications of psychology II (4 credits)

412073A Proseminar (8 credits)

In Educational Psychology major consist also following courses:

412074A Bachelor's Seminar (2 credits)

407047A Maturity test (0 credits)

411014A Paths to the working life (4 credits)

411015A Project training (4 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 educational psychology and minor subject students

Prerequisites and co-requisites:

Basic studies in psychology

Recommended optional programme components:

Basic studies

Recommended or required reading:

To be announced during each course.

Assessment methods and criteria:

Exams, participation, essay papers

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

Grading:

0-5

Person responsible:

Mirka Hintsanen

Working life cooperation:

None

Other information:

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

Compulsory

412059A: Developmental psychology II, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Virva Siira

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

1st - 2nd year

Learning outcomes:

The student knows how to

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

Contents:

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

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Students majoring in educational psychology, students minoring in psychology

Prerequisites and co-requisites:

Basic Studies in Psychology

Recommended optional programme components:

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

Recommended or required reading:

As applicable:

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

Assessment methods and criteria:

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

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

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

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

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

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

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

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

Grading:

0-5

Person responsible:

Virva Siira

Working life cooperation:

None

407041A: Basic Course in Qualitative Research, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anu Alanko

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish, English for ITE

Timing:

2nd or 3rd year

Learning outcomes:

Having completed the course, the student knows how to

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

Contents:

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

Mode of delivery:

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

Learning activities and teaching methods:

Lectures 18h, small group sessions 14h, 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 aloittelevalla tutkijalla. 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).

407040A: Basic Course in Quantitative Research, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Peltonen, Jouni Aslak

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 cr

Language of instruction:

Finnish, English for ITE

Timing:

2. or 3. year

Learning outcomes:

Having completed the course, the student knows how to

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

Contents:

- starting-points of quantitative research and the main stages of the research process
- reliability of quantitative research

- representation of a one- and two-dimensional empirical distribution
- basics of statistical reasoning
- estimation
- statistical testings

Mode of delivery:

Face-to-face or blended teaching

Learning activities and teaching methods:

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

Target group:

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

Prerequisites and co-requisites:

Basic studies in education/psychology

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

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

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

Criteria for course performance:

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

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

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

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

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

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

Grading:

0 - 5

Person responsible:

Jouni Peltonen

Working life cooperation:

None

Other information:

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.

412072A: Cognitive and neuropsychology II, 5 op**Voimassaolo:** 01.08.2008 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Seppo Laukka**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 credits

Language of instruction:

Finnish

Timing:

1st - 2nd year

Learning outcomes:

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

Contents:

The following topics will be covered:

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

Mode of delivery:

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

Learning activities and teaching methods:

Lectures and other teaching 24h, and independent work.

Target group:

Students in the Faculty of Education and students from other faculties

Prerequisites and co-requisites:

Basic Studies in Psychology

Recommended optional programme components:

The study module is part of the intermediate studies in psychology

Recommended or required reading:

Eysenck, Keane (2000) Cognitive psychology: A student's handbook, or a newer edition, chapters 8-16.
Saariluoma, 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

412067A: Psychology of counselling I, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jutta Karhu

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

1st - 2nd year

Learning outcomes:

The student knows how to

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

Contents:

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

Contents

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Students majoring in educational psychology, students minoring in psychology

Prerequisites and co-requisites:

Basic Studies in Psychology

Recommended optional programme components:

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

Recommended or required reading:

As applicable:

- 1) Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. & Lutz, C. (2014). Atkinson & Hilgard's introduction to psychology. (16. ed, Cengage Learning: U.K.). Chapters 17-18.
- 2) Vehviläinen, S. (2014). Ohjaustyön opas. Yhteistyössä kohti toimijuutta. (Gaudeamus)
- 3) Eronen, S. & Lahti-Nuutila, P. (2012 tai uudempi). Mikä psykoterapiassa auttaa? Integriatiivisen lähestymistavan perusteita. (Helsinki: Edita Publishing Oy)
- 4) Corey, G. (2013). Theory and Practice of Counseling and Psychotherapy. (Belmont, CA: Thomson Brooks/Cole)

Assessment methods and criteria:

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

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

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

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

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

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

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

Grading:

0-5

Person responsible:

Virva Siira

Working life cooperation:

None

412062A: Applications of Psychology II, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Virva Siira

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

The student knows how to

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

Contents:

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

Contents

- Concepts and theories of health and mental health
- Family structure, functions, significance, family assessment and mental health
- Crisis and trauma psychology
- Psychological expertise in social and health care and in educational organizations

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Students majoring in educational psychology, students minoring in psychology

Prerequisites and co-requisites:

Basic Studies in Psychology

Recommended optional programme components:

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

Recommended or required reading:

Applicable parts:

- 1) Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. & Lutz, C. (2014). Atkinson & Hilgard's introduction to psychology. (16. ed., Cengage Learning: U.K.). Chapters 6, 10 and 11.
- 2) Saari, S. (2003). Kuin salama kirkkaalta taivaalta. Kriisit ja niistä selviytyminen. (Helsinki: Otava).
- 3) Goldenberg, H. & Goldenberg, I. (2003). Family therapy: an overview. (Belmont, CA: Thomson Brooks /Cole).
- 4) Bennet, P. (2008). Introduction to clinical health psychology. (Buckingham: Open University Press)

Assessment methods and criteria:

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

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

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

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

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

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

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

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

Grading:

0-5

Person responsible:

Virva Siira

Working life cooperation:

None

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

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

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Virva Siira, Seppo Laukka

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

10 credits

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

- the student is capable of critical and scientific writing and discussion
- the student is capable of constructive collaborative work, developing both his/her own and other students' scientific thinking
- the student is capable of applying one of the following ranges of topics chosen by him/herself and connected with the research themes in educational psychology: 1) guidance, consultation, psychotherapy in supporting growth and development, 2) learning and learning difficulties, issues in school and educational psychology, 3) issues of growth, development and interaction at different phases of age, and developmental disorders and their rehabilitation, 4) theoretical and methodological issues in educational psychology

Contents:

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

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

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Seminar sessions 16h

Target group:

Students majoring in educational psychology

Prerequisites and co-requisites:

Basic and intermediate studies in psychology

Recommended or required reading:

Literature on the thematic area of the seminar thesis

Assessment methods and criteria:

Seminar thesis, presentation, acting as an opponent

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

Grading:

0-5

Person responsible:

Seppo Laukka and Virva Siira

Working life cooperation:

None

Other information:

The course is part of the major subject studies.

407047A: Maturity Test, 0 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

442164A-03 Maturity Test 0.0 op

ECTS Credits:

0 credits

Language of instruction:

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

Timing:

3rd year

Learning outcomes:

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

Learning activities and teaching methods:

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

student is given the choice to write on one of them. The student is allowed to use three hours to write the maturity essay.

Target group:

Students in the Faculty of Education

Recommended optional programme components:

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

Grading:

For content and language: pass/fail.

Person responsible:

Sari Harmoinen and the supervisors of seminar groups

411014A: Paths to Working Life, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay411014A Paths to working life (OPEN UNI) 4.0 op

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd and 3rd years

Learning outcomes:

The student

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Face-to-face teaching max. 40h, independent work approx. 95h

introductory statements, visits, discussion, exercises and independent work

An alternative to the group is literature or other materials as agreed with the course coordinator.

Target group:

Students majoring education and educational psychology

Prerequisites and co-requisites:

The 1st year studies must have been completed

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

Assessment criteria:

Pass:

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

Fail:

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

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

Grading:

pass/fail

Person responsible:

NN

Working life cooperation:

Yes. Visits to companies.

Other information:

The course is part of the major studies.

412073A: Proseminar, 5 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jutta Karhu

Opintokohteen kielet: Finnish

Leikkaavuudet:

412068A-01 a) Proseminar 8.0 op

ECTS Credits:

5/8

Language of instruction:

Finnish

Timing:

3. year

Grading:

pass/fail

Person responsible:

Jutta Karhu

Working life cooperation:

no

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.

903024Y: Elementary Course in German 1, 3 - 4 op

Voimassaolo: 01.08.1995 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay903024Y Elementary Course in German 1 (OPEN UNI) 4.0 op

Proficiency level:

CEFR, A1.

Status:

The course is optional and it may be included in your faculty's Language, Cultural and Communication Studies (KieKuVi) or in other optional studies.

Required proficiency level:

Elementary Course in German 1 requires no previous German studies. This course unit is also intended for those students who have studied German before, in school or during secondary education, but a long time has passed since the previous studies.

ECTS Credits:

3 - 4 credits / 80 - 106 h of student's work

Language of instruction:

Finnish and German

Timing:

The course unit is held every semester. There are three teaching groups in the autumn semester and two in the spring.

The course lasts for one semester.

Learning outcomes:

Upon completion of the course unit the student should be able to communicate by using simple phrases in everyday language use situations both orally and in writing. The student should also know some basic information about German-speaking countries and their customs.

Contents:

The main body of the course unit consists of essential grammatical structures and vocabulary and various listening, reading, writing, discussion and pronunciation exercises. The course unit aims to help you develop your German communication skills and introduce you to the cultures of the German-speaking countries. Both everyday communication needs and professional life have been taken into account when choosing the topics to be discussed during the course unit.

Topics covered by the course unit include German-speaking countries, customs, holidays, talking about oneself, one's family and one's studies, standard professional vocabulary, one's own interests and hobbies, asking for and giving directions, making appointments, scheduling, inquiring about services, receiving services and restaurant and travelling situations.

Grammatical structures covered include verbs in the present tense, separable-prefix verbs, nominative and accusative forms of nouns, personal pronouns and possessive pronouns, accusative prepositions, conjunctions and word order in main clauses and interrogative sentences.

Mode of delivery:

Contact teaching. More detailed information in the beginning of the course.

Learning activities and teaching methods:

Contact teaching 2 times 90 min. / week , independent study

80 h of work for 3 credits

106 h of work for 4 credits

Target group:

Students of all faculties

Prerequisites and co-requisites:

-

Recommended optional programme components:

-

Recommended or required reading:

Spring 2018: Freut mich 1 (Otava). Authors: Anja Blanco and Pauli Kudel. Chapters 1-6. Also additional study material prepared by the teacher.

Assessment methods and criteria:

Continuous assesment, 2 exams. Regular and active participation, homework assignments and tests. Students will get feedback during the course.

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

Grading:

1 - 5 scale

Person responsible:

Kaisu Jarde and Marja Pohjola-Effe

Working life cooperation:

-

Other information:

Registration in WebOodi. If the registration has closed the student can sign up by contacting the teacher by e-mail.

411015A: Project training, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay411015A Project training (OPEN UNI) 4.0 op

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

The student

- gains an initial insight into the knowledge and skills required in work practice and has a mastery of general working life competencies
- knows hwo to prepare a project plan and how to produce a compact report on work practice
- has acquainted her/himself with one area in the field of education such as counselling, guidance or training and its planning, teaching, research and staff issues

Contents:

Getting to know one area in the field of education (consulting, guidance, training and its planning, teaching, research, staff issues) by participating in the selected activity and learning about the relevant organisation.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Orientation lecture 2h, project work about 40h, closing seminar 4h, project plan and report.

Target group:

Students majoring in education and educational psychology

Prerequisites and co-requisites:

Basic and intermediate studies in the major subject

Recommended optional programme components:

The study module is preceded by 411014A Paths to the future.

Recommended or required reading:

As agreed.

Assessment methods and criteria:

Preparing a project plan and completing a report. Participation in seminars.
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail

Person responsible:

NN

Working life cooperation:

Yes. One-week practice period in one working place in the field of education.