

Opasraportti

FEdu - Intercultural teacher education, MA (Education) (2019 - 2020)

A student who has completed the Master's degree in the Intercultural Teacher Education programme

- is capable of taking responsibility for his/her activities and supporting the development of the pupils' self-efficacy.
- knows how to work in a multiprofessional work community.
- knows how to analyze and explicate theoretical knowledge on education and teaching.
- is capable of acting empathetically, ethically and with pedagogical tact and knows how to evaluate his/her own activity in a variety of situations.
- knows how to plan teaching based on research.
- is capable of participating in the development and assessment of teaching.
- is capable of making generalizations and conclusions from knowledge adopted by him/herself, producing theoretical knowledge, and applying it to teaching.
- is capable of socially responsible and ethically sustainable leadership in the fields of intercultural development and global education.
- is capable of doing and making creative use of research as a basis of teaching, learning, curriculum work and assessment in various local and global educational environments.
- is capable of researching the constantly changing nature of education and society and perceives professional development as a collaborative process of lifelong learning.

For the degree structure, courses, and course descriptions, click on the Courses tab.

For the degree structure of this programme with a timing table, see www.oulu.fi/ktk/opinto-opas

Tutkintorakenteet

Intercultural Teacher Education, Master's Degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2019-20

Lukuvuoden alkamispäivämäärä: 01.08.2019

Advances Studies in Education (70 ECTS cr) (vähintään 70 op)

A250510: Advanced Studies in Education, 70 - 80 op

Advanced Studies include the following mandatory courses:

408525S: Global Education and Development, 5 op

408529S: Educational leadership and Administration, 5 op

408037S: Master's Level School Experience and Pedagogical Seminar, 15 op

408038S: Thematic Practice, 5 op

408043S: Master's Thesis, 30 op

408044S: Thesis Seminar, 5 op

408045S: Abstract / Maturity Test, 0 op

Student chooses either Advanced Course in Qualitative Research 5 ECTS cr or in Quantitative Research 5 ECTS cr

413030S: Advanced course in quantitative research, 5 op

413031S: Advanced course in qualitative research, 5 op

Minor studies (25 ECTS cr) (vähintään 25 op)

There are no strict stipulations on the minor subjects of degrees at the Faculty of Education. You may choose the minor subjects from among those offered by the University of Oulu.

Choose one minor subject (25 credits) to be completed as part of the Master's degree. If minor is larger than 25 ECTS cr, you need less optional studies.

Optional studies (25 ECTS cr)

The student can choose any higher education-level courses.

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

A250510: Advanced Studies in Education, 70 - 80 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

70 credits

Language of instruction:

English

Timing:

4th and 5th study year

Learning outcomes:

- Evaluate critically academic research.
- Apply academic research methods in educational processes.
- Justify own expertise and competences in professional educational tasks.
- Students are able to exercise socially responsible and ethically sustainable leadership in the field of intercultural, development and global education
- Students are able to conduct and utilize research creatively as a basis for teaching, learning, curriculum design and assessment in complex and diverse education environments in local and global contexts
- Students are able to examine the constantly changing nature of education and society, recognizing professional development as a collaborative process of lifelong and lifewide learning

Contents:

408525S Global Education and Development	5
408529S Educational Leadership and Administration	5

408037S Master's Level School Experience and Pedagogical Seminar	15
408038S Thematic Practice	5
408043S Master's thesis	30
408044S Thesis seminar	5
408045S Abstract/ Maturity test	0
Alternative Study Module a OR b	5
413030S a) Advanced Course in Quantitative Research	
413031S b) Advanced Studies in Qualitative Research	

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Varies according to the study units.

Target group:

ITE students

Prerequisites and co-requisites:

Basic level and Special level studies in education (25 + 45 cr)

Recommended optional programme components:

The module includes the courses listed above.

Recommended or required reading:

Varies according to the study units

Assessment methods and criteria:

Varies according to the study units

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

Grading:

0 - 5

Person responsible:

Elina Lehtomäki

Working life cooperation:

Yes. Master's Level School Experience and Pedagogical Seminar 15 cr and Thematic Practice 5 cr

Advanced Studies include the following mandatory courses:

408525S: Global Education and Development, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

5th year, autumn

Learning outcomes:

Upon completion the student is expected to be able to:

- Examine the different conceptualizations of global education
- Identify the sub-areas of global education such as development education, peace education, human rights education, education for sustainable development and intercultural education
- Finnish and international policies of global education
- Apply, choose and adapt global education approaches and resources in school settings
- Demonstrate an awareness of educational theories that promote an ethical relationship to individuals and communities

Contents:

- Histories, definitions and strategies of global education internationally
- Global education in Finnish context
- Different theories of development and Finnish and international development co-operation
- Knowledge, skills and attitudes in teaching of global education and areas connected to such as citizenship education, democracy education, development education, peace education, human rights education, education for sustainable development and intercultural education

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

Lectures 20h, seminars 20h and independent work 95h

Target group:

Students in the Intercultural Teacher Education Programme

Prerequisites and co-requisites:

Intermediate studies in Education

Recommended optional programme components:

The course is part of the advanced studies in education.

Recommended or required reading:

Audrey Osler and Hugh Starkey: Changing citizenship : democracy and inclusion in education. Maidenhead, England : Open University Press, 2005. Oulu University e-library.

And other material given during the course

Assessment methods and criteria:

Learning activities and teaching methods:

Individual work will include pre-course reading assignment focusing on key-concepts.

Seminars will deepen the discussion on the topics introduced in the lectures. Working methods are varied and the seminars will be arranged utilizing activating teaching methods. Special attention is paid on the question of connecting theory and practice and work-life relevance

Assessment criteria:

The assessment criteria are based on the learning outcomes of the course.

Read more about assessment criteria at the University of Oulu webpage.

Grading:

Pass/Fail

Person responsible:

Katarzyna Kärkkäinen

Working life cooperation:

Special attention is paid on the question of work-life relevance

408529S: Educational leadership and Administration, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

5th year Autumn

Learning outcomes:

Upon completion the student is expected to be able to:

- Define the functions of educational policy and the tensions between policy making and implementation.
- Analyse national and international policies and discuss the processes of decision making, planning and implementation at national and international levels.
- Apply key concepts in informed decision making in relation to problem-solving tasks in educational policy, planning and leadership.
- Demonstrate principles of socially responsible educational leadership.
- Laws and statutes regulating schools, teaching and teachers
- Other guidelines and documents regulating school work
- Teachers' duties, responsibilities and rights

Contents:

- current issues in educational politics
- educational policy and planning in different contexts
- strategic management, implementation and leadership
- educational policy in Finland: historical stages and key documents
- the role of international organizations in educational policy
- different theories of leadership and change
- julkishallinnon virkamiestyön sekä kouluhallintoon ja opetukseen liittyvän lainsäädännön perusteet
- opettajan työn oikeudet ja velvollisuudet opetustyössä

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 20h, seminars 20h and independent work 95h

Target group:

Intercultural Teacher Education

Prerequisites and co-requisites:

Intermediate studies in Education

Recommended optional programme components:

The course is part of Advanced Studies in Education

Recommended or required reading:

West –Burnham, John (2009) Rethinking educational leadership: from improvement to transformation.

University of Oulu, e-library

And other material given during the course

Assessment methods and criteria:

Learning activities and teaching methods:

Individual work will include pre-course reading assignment focusing on key-concepts.

Seminars will deepen the discussion on the topics introduced in the lectures. Working methods are varied and the seminars will be arranged utilizing activating teaching methods. Special attention is paid on the question of connecting theory and practice and work-life relevance

Assessment criteria:

The assessment criteria are based on the learning outcomes of the course.

Read more about assessment criteria at the University of Oulu webpage.

Grading:

0-5

Person responsible:

Elina Lehtomäki

Working life cooperation:

Special attention is paid on the question of work-life relevance.

408037S: Master's Level School Experience and Pedagogical Seminar, 15 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Advanced Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Emilia Manninen

Opintokohteen kielet: Finnish

ECTS Credits:

15 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

4th or 5h year

Learning outcomes:

Having completed the course, the student knows how to:

- set learning objectives for him/herself and evaluate their fulfilment.
- plan and implement teaching based on the curriculum.
- perform student assessment and give feedback orally and in writing.
- plan and implement integrated teaching.
- show the skill of taking overall responsibility for the activities and teaching in a classroom.
- apply the essential characteristics of the culture of the school in his/her teaching.
- build and make use of learning environments to support learning and well-being.
- support the development of learning skills for individual students and groups of students.
- make use of varied and student-centred teaching methods.
- make skilled use of professional interaction.
- implement research-based teaching encouraging inquiry learning and evaluate its success.
- based on research knowledge, analyze, report on and evaluate his/her own view of teachership and education.

Contents:

The theme of Master's level teaching practice is working as a teacher. Themes connected with it are discussed in the practice period and in a seminar.

The students are working in the school and classroom community in collaboration with other students and the supervising teachers. The practice introduces the student to the teacher's job as a whole. The student gets to know the various partners and forms of collaboration that are connected with the work of a teacher.

The practice period offers the student a supervised opportunity to deepen the skills of planning, implementing and evaluating lessons and larger blocks of studies.

The student plans and implements teaching based on the basic education curriculum in collaboration with the supervising teacher and other students. The teaching practice is based on the objectives and contents mentioned in the curriculum. The areas of transversal competence mentioned in the curriculum are taken into account in the planning and implementation of teaching. The student acquaints him/herself with some special theme or multidisciplinary learning entity connected with the school's activities.

Please note the the pedagogical seminar for ITE students can be found: [408508S Seminar III: Education and Professional Ethics.](#)

Mode of delivery:

Lectures and exercises for a pedagogical seminar
Supervision in subject-specific didactics
Teaching practice in the Linnanmaa and Koskela units of the Oulu Teacher Training School. Oulu International school for non-Finnish speakers.

Face-to-face teaching

Learning activities and teaching methods:

Teaching practice, individual supervision, group supervision, large group supervision sessions, lectures, exercises and independent work.

Target group:

Masters' level primary teacher students

Prerequisites and co-requisites:

Bachelor's degree, multidisciplinary studies in the subjects and cross-curricular themes taught in basic education.

Recommended optional programme components:

The Master's level teaching practice is part of the Master's level studies in primary teacher education.

Recommended or required reading:

The Oulu Teacher Training School Curriculum
To be agreed on at the start of the study module

Assessment methods and criteria:

- Lectures 10 h
- Exercises 24h
- Teaching practice 160h-170h. Practice tied to time and place includes the lessons given and followed as well as any supervision sessions.
- Each student gives 60 lessons as individual lessons or in the form of entire school days. Some of the lessons can be implemented through co-teaching.

Assessment criteria

- pass
The student's performance shows a competence that is in line with the expected learning outcomes at an acceptable level. S/he deals with the theoretical substance of the study module analytically enough, and is able to apply it in an appropriate manner.
- fail
The student's performance reveals shortcomings in his/her skills compared to the expected learning outcomes, or is unfinished.

Grading:

Pass/Fail

Person responsible:

Emilia Manninen, Erkki Pekkala

Working life cooperation:

Practical training

408038S: Thematic Practice, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Advanced Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Sari Harmoinen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

4. or 5. year

Learning outcomes:

Having completed the course, the student knows how to

- analyze his or her own needs for development
- apply the skills s/he has learnt in the practice period
- evaluate the significance of skills achieved in thematic practice for his/her own growth as a teacher
- apply a research-based approach to experimental and development activities, or has acquired other special skills
- applies his/her skills to the planning of project work

Contents:

In Thematic Practice, the student has an opportunity to get to know the teacher's field of work widely by choosing a theme for the practice that is important for growth as a teacher. The practice consists of either educational, guidance or teaching activities.

The practice can be carried out in either general or vocational education, in educational and training organizations or projects also in an environment other than grades 0-6 of basic education.

The Thematic practice can also be about experimental, developmental or research activities with cooperating parties in the field of education.

In the Thematic practice the student plans, implements and evaluates teaching and gets to know the status of the as part of the practice site as part of the educational system.

Mode of delivery:

Practice

In the ITE program, Thematic Practice is presented in [408508S Seminar III: Education and Professional Ethics](#), the preparation time is included in Thematic Practice independent work hours

Learning activities and teaching methods:

Thematic Practice is an unpaid practice period in which the student needs a tutor in the practice site, The practice plan needs to be approved before Thematic Practice is started. The practice comprises 135h including set literature, practical training, and report. The practice report is approved after the Thematic Practice.

Target group:

Students in the Primary Teacher Education programme.

Prerequisites and co-requisites:

Orientation to School Work and Bachelor-Level School Experience

Recommended optional programme components:

The study module is part of the Advanced Studies in Primary Teacher Education

Recommended or required reading:

To be agreed on at the start of the course.

Assessment methods and criteria:

Pass:

The student's accomplishments represent achievement of the expected learning outcomes at an acceptable level. S/he processes the theoretical materials in the course analytically enough and applies them in an appropriate manner.

Fail:

The student's accomplishment reveals deficiencies in his/her skills relative to the expected learning outcomes, or is incomplete.

Grading:

Pass/ fail

Person responsible:

Sari Harmoinen

For the ITE students, the reporting is part of the course [408508S Seminar III: Education and Professional Ethics](#), the contact person is Rosalind Cooper

408043S: Master's Thesis, 30 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Advanced Studies

Laji: Diploma thesis

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

Other information:

"See 408044S Thesis Seminar"

408044S: Thesis Seminar, 5 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS + 30 ECTS Thesis

Language of instruction:

Finnish and English (especially in the ITE programme)

Timing:

4th and 5th years

Learning outcomes:

The student

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

Contents:

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

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

Mode of delivery:

Seminar and supervision meetings agreed on with the supervisor

Learning activities and teaching methods:

Seminars and supervision

Target group:

Students in the Faculty of Education

Recommended or required reading:

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

Assessment methods and criteria:

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

Grading:

0-5

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

Person responsible:

Hannu Heikkinen and the leaders of thesis groups

408045S: Abstract / Maturity Test, 0 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Student chooses either Advanced Course in Qualitative Research 5 ECTS cr or in Quantitative Research 5 ECTS cr

413030S: Advanced course in quantitative research, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Peltonen, Jouni Aslak

Opintokohteen kielet: Finnish

Leikkaavuudet:

408517S-01 Quantitative Methodology 5.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

English (ITE)

Timing:

4th year (primary education)

Learning outcomes:

Having completed the course, the student

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

Contents:

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

Mode of delivery:

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

Learning activities and teaching methods:

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

Target group:

Students pursuing advanced studies in the Faculty of Education

Prerequisites and co-requisites:

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

Recommended optional programme components:

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

Recommended or required reading:

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

OR

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

OR

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

Assessment methods and criteria:

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

The student's course performance is

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

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

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

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

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

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

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

Grading:

0 - 5

Person responsible:

Jouni Peltonen

Working life cooperation:

None

413031S: Advanced course in qualitative research, 5 op

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anu Alanko

Opintokohteen kielet: Finnish

Leikkaavuudet:

408517S-02 Qualitative Methodology 5.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

English (ITE)

Timing:

4th year (primary education)

Learning outcomes:

Having completed the course, the student

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

LET STUDENTS:

After completion of this course, the student is able to

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

Contents:

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

LET STUDENTS:

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

Mode of delivery:

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

LET STUDENTS:

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

Online, individual and collaborative learning, 95h

Learning activities and teaching methods:

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

LET STUDENTS:

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

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

Target group:

Students in the Faculty of Education.

Prerequisites and co-requisites:

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

Recommended optional programme components:

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

Recommended or required reading:

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

OR

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

OR

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

OR

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

LET STUDENTS:

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

Given, L. M. (Ed.) (2008) The Sage Encyclopedia of qualitative research. Volumes 1 & 2. <http://www.stiba-malang.com/uploadbank/pustaka/RM/QUALITATIVE%20METHOD%20SAGE%20ENCY.pdf>

and/or other contemporary readings in the field of learning and educational technology, to be announced in the beginning of the course.

Assessment methods and criteria:

Exam, active participation in small group sessions, an essay

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

LET STUDENTS:

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

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

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

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

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

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

Grading:

0 - 5

Person responsible:

Anu Alanko

Working life cooperation:

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