

# Opasraportti

## FEdu - Music Education, MA (Education) (2018 - 2019)

The knowledge and skills of the music educator are deepened through the advanced studies for the Master's degree, and the pedagogical studies for subject teachers. Further development of skills also takes place in the research studies leading to the Master's thesis. The options in the advanced studies profile the student's competence towards a working career in music and education.

The learning outcomes of the Master's degree in music education are as follows:

1. The student is capable of managing and developing a variety of creative entities connected with music education and music learning.
2. The student knows how to work in multiprofessional and multicultural work communities.
3. The student knows how to analyze and evaluate knowledge related to phenomena, education, teaching and learning in music and arts and how to create something new based on it.
4. The student is capable of acting empathetically, ethically and with pedagogical tact and knows how to evaluate his/her own action in different situations.
5. The student knows how to plan and implement music teaching that is based on research and takes the learners into account.
6. The student is capable of analyzing the relationship between music, art, culture, education and society, making conclusions on it and applying his/her conclusions to develop communities of music and education.
7. The student knows how to analyze his/her own idea of music, art and man as well as social and cultural assumptions connected with childhood and youth.
8. The student is capable of socially responsible and ethically sustainable leadership in duties in the fields of music, art, teaching and education.
9. The student knows how to analyze critically his/her worklife skills and develop them in a purposeful manner.

See the Courses tab for the degree structure, courses and course descriptions.

For the degree structure of the programme with a timing table, see [www oulu.fi/ktk/opinto-opas](http://www oulu.fi/ktk/opinto-opas)

## Tutkintorakenteet

### Music Education, Masters's Degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2018-19

Lukuvuoden alkamispäivämäärä: 01.08.2018

### Advanced studies in Music Education (75-95 ECTS cr) (70 - 95 op)

A251403: Music Education, Advanced Studies, 60 - 85 op

*Compulsory*

408043S: Master's Thesis, 30 op

408044S: Thesis Seminar, 5 op

408045S: Abstract / Maturity Test, 0 op

423271S: Project, 5 op

*Student can choose either advanced course in quantitative or qualitative research.*

413030S: Advanced course in quantitative research, 5 op

413031S: Advanced course in qualitative research, 5 op

*Student can choose a total of 30 to 50 credits of optional advanced studies.*

423234S: Pedagogy of Rhythm Music, 5 op

423236S: Pedagogy of free accompaniment, 5 op

423237S: Rhythm Music 3, 5 op

423239S: Advanced music culture studies, 5 op

423244S: Space Planning and Maintenance of Instruments and Musical Devices, 5 op

423245S: Free accompaniment 3, 5 op

423249S: Optional advanced topic, 5 op

423250S: Production, 5 op

423255S: Instrument pedagogy, 5 op

423260S: Psychology of music, 5 op

423263S: Pedagogy of Music and Movement, 5 op

423264S: Advanced studies of music technology, 5 op

423265S: World musics 2, 5 op

423266S: Choir conducting 3, 5 op

423269S: Playing band music 3, 5 op

423270S: Advanced instrumental studies, 5 op

423272S: Music Education in Early Childhood, 5 op

423273S: Special Music Education, 5 op

423274S: Philosophy in Music Education, 5 op

## **Pedagogical Studies for Teachers (25 ECTS cr) (25 - 30 op)**

A251104: Pedagogical Studies in Master's Degree, 25 - 30 op

*Pakollinen*

410087P: Sociocultural Contexts of Education, 5 op

050124A: Advanced Practice, 5 op

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

050126A: Subject Didactics/Music, 5 op

050125A: Teacher as a Researcher in Teaching Practice, 5 op

## **Optional Studies (0-20 ECTS cr) (enintään 20 op)**

Student can add any courses to this PSP. Student can select total of 0 to 20 credits of optional studies.

# **Opintojaksojen kuvaukset**

## **Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset**

### **A251403: Music Education, Advanced Studies, 60 - 85 op**

**Opiskelumuoto:** Advanced Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

### *Compulsory*

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

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Diploma thesis

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

Ei opintojaksokuvauksia.

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

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

#### **ECTS Credits:**

5 ECTS + 30 ECTS Thesis

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

Finnish and English (especially in the ITE programme)

#### **Timing:**

4th and 5th years

#### **Learning outcomes:**

The student

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

#### **Contents:**

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

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

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

Seminar and supervision meetings agreed on with the supervisor

**Learning activities and teaching methods:**

Seminars and supervision

**Target group:**

Students in the Faculty of Education

**Recommended or required reading:**

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

**Assessment methods and criteria:**

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

**Grading:**

0-5

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

**Person responsible:**

Hannu Heikkinen and the leaders of thesis groups

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

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**423271S: Project, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish/English

**Timing:**

4.-5. year

**Learning outcomes:**

Having completed the course, the student is capable of independent work in supervision of various musical practices. The students has adopted cooperation skills necessary in the supervision of musical activities.

**Contents:**

- Projects developed by the student or organised within the degree programme
- Project planning, execution and presentation
- Development of learning materials
- Development and evaluation of teaching and learning
- Other independent work connected with music making

**Mode of delivery:**

Independent study

**Learning activities and teaching methods:**

Independent project work

**Target group:**

Music education students

**Recommended or required reading:**

Literature suitable for the project work themes

**Assessment methods and criteria:**

Report

**Grading:**

Pass/Fail

**Person responsible:**

Petteri Klintrup

**Working life cooperation:**

Depending on the project

*Student can choose either advanced course in quantitative or qualitative research.*

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

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Peltonen, Jouni Aslak

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

408517S-01 Quantitative Methodology 5.0 op

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

English (for LET, ITE and EDGLO students)

**Timing:**

4th year (primary education)

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

**Learning outcomes:**

Having completed the course, the student

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

**Contents:**

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

**Mode of delivery:**

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

**Learning activities and teaching methods:**

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

**Target group:**

Students pursuing advanced studies in the Faculty of Education

**Prerequisites and co-requisites:**

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

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

OR

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

OR

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

**Assessment methods and criteria:**

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

The student's course performance is

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

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

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

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

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

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

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

**Grading:**

0 - 5

**Person responsible:**

Jouni Peltonen

**Working life cooperation:**

None

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

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anu Alanko

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

408517S-02    Qualitative Methodology    5.0 op

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

English (for LET, ITE and EDGLO students)

**Timing:**

4th year (primary education)

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

**Learning outcomes:**

Having completed the course, the student

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

**LET STUDENTS:**

After completion of this course, the student is able to

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

**Contents:**

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

**LET STUDENTS:**

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

**Mode of delivery:**

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

**LET STUDENTS:**

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

Online, individual and collaborative learning, 95h

**Learning activities and teaching methods:**

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

**LET STUDENTS:**

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

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

**Target group:**

Students in the Faculty of Education.

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

**Prerequisites and co-requisites:**

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

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

OR

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

OR

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

OR

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

**LET STUDENTS:**

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

Given, L. M. (Ed.) (2008) The Sage Encyclopedia of qualitative research. Volumes 1 & 2. <http://www.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. Responsible for teaching in the ITE programme: Magda Karjalainen

LET Studies: Essi Vuopala

EDGLO Studies: Jokikokko Katri

**Working life cooperation:**

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

*Student can choose a total of 30 to 50 credits of optional advanced studies.*

**423234S: Pedagogy of Rhythm Music, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. or 5. year

**Learning outcomes:**

Upon completion of the course the student is capable of

- to make meaningful rhythm music teaching materials.
- to instruct pupils on basic instrument techniques and on playing in a pop group.
- to evaluate learning process in a group.

**Contents:**

Methods and materials in pop group teaching. Making learning materials. Teaching practice.

**Mode of delivery:**

Face – to – face, Teaching practice

**Learning activities and teaching methods:**

Lectures 40 h / independent work 95 h

**Target group:**

Students of music education

**Prerequisites and co-requisites:**

Popular Music 2 422260A, Music Theory and Arrangement 2 422274A

**Recommended or required reading:**

Contemporary materials in Rhythm music teaching

**Assessment methods and criteria:**

Participation, teaching practice

**Grading:**

0-5

**Person responsible:**

Kari Kuivamäki

**Working life cooperation:**

Teaching practise

#### **423236S: Pedagogy of free accompaniment, 5 op**

**Voimassaolo:** 01.08.1950 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. or 5. year, autumn

**Learning outcomes:**

Upon the completion of the course, the student

- knows how to use the basic pedagogical methods of free accompaniment
- is able to plan and develop his/her teaching from student's perspective

**Contents:**

Teaching the different areas of free accompaniment, viewpoint of instrument pedagogy, teaching materials

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 20 h, supervised teaching practice 20 h, independent work 93 h

**Target group:**

Music education students

**Prerequisites and co-requisites:**

421251P Free accompaniment 1, 422264A Free accompaniment 2

**Recommended or required reading:**

To be agreed at the beginning of the course

**Assessment methods and criteria:**

Participation in lectures, completion of teaching practice, portfolio and participation in matinees

**Grading:**

Pass/fail

**Person responsible:**

Jari Levy

**Working life cooperation:**

None

**423237S: Rhythm Music 3, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. or 5. year

**Learning outcomes:**

Upon completion of the course,

- student is able to apply earlier studies in playing band instruments in order to make arrangements and implementation of a set of performances.

**Contents:**

Making arrangements, planning and perform a repertoire of music.

**Mode of delivery:**

Face to face teaching, independent work

**Learning activities and teaching methods:**

Lectures 10 h, exercises 30 h, independent work 90 h

**Target group:**

Students of Music education

**Prerequisites and co-requisites:**

421252P Popular music 1, 422260A Popular music 2

**Recommended or required reading:**

To be announced in the beginning of the course

**Assessment methods and criteria:**

Active participation in teaching and small group working, public performance.

**Grading:**

0–5

**Person responsible:**

Jari Levy

**Working life cooperation:**

None

**423239S: Advanced music culture studies, 5 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. or 5. year

**Learning outcomes:**

Having completed the course, the student

- is able to perceive the differences and commonalities between music cultures, and how the music culture is situated in time and place
- has gained a deeper understanding of music as a historically evolving form of art and communication, tied to the cultures of times and places.
- is capable of applying her/his systematic, research-based and research-related skills and knowledge in teaching.

**Contents:**

The course deepens the student's knowledge of the music cultures of the world, linking research knowledge on music cultures and music history with practical needs in music education.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 40 hours, independent work 93 h

**Target group:**

Students of music education

**Recommended optional programme components:**

It is recommended that this course be studied at the beginning of Master's thesis and together with Advanced teaching practice. It is also fitting to study this course concurrently with 423265S World musics 2 and 423274S Studies in culture and philosophy of music education.

**Recommended or required reading:**

- Moisala & Seye (eds.): Musiikki kulttuurina.
- Titon et al. (eds.): Worlds of music. An introduction to the music of the world's peoples.
- Further material to be announced in the beginning of the course

**Assessment methods and criteria:**

This course utilizes continuous assessment. Active participation in the lectures, familiarisation with research reports, data, samples and literature; listening examination, written exam, portfolio exam, construction of learning materials, teaching sessions as agreed at the start of the course. The assessment of the course is based on the learning outcomes of the course.

**Grading:**

0-5

**Person responsible:**

Juha Ojala

**Working life cooperation:**

None

**423244S: Space Planning and Maintenance of Instruments and Musical Devices, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. or 5. year

**Learning outcomes:**

Having completed the course the student:

- designs and builds instruments for use at school.
- learns about the pedagogical aspects of instrument building, acoustics and music pedagogy in general by designing and realizing various parts of the instrument-building process.

**Contents:**

A joint pedagogical development trial project between the Music Education and Technology Education programmes.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 20 h, exercises 20 h, independent work 93 h

**Target group:**

Students of music education

**Prerequisites and co-requisites:**

422271A Music technology

**Recommended or required reading:**

Instrument building guides, recent literature, research and online materials.

**Assessment methods and criteria:**

Active participation in contact teaching, independent share in instrument building, applied literature.

**Grading:**

0-5

**Person responsible:**

Kari Kuivamäki

**Working life cooperation:**

None

**423245S: Free accompaniment 3, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. or 5. year

**Learning outcomes:**

The student is able to use special features of selected style.

**Contents:**

- possibility to specialise in the style selected by the student
- possibility to make their own arrangements/ compositions

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 4 h, small group sessions 36 h, independent work 93 h

**Target group:**

Music education students

**Prerequisites and co-requisites:**

422264A Free accompaniment 2

**Recommended or required reading:**

To be announced in the beginning of the course

**Assessment methods and criteria:**

Taking part of teaching, performance in a matinee.

**Grading:**

0–5

**Person responsible:**

Jari Levy

**Working life cooperation:**

None

**423249S: Optional advanced topic, 5 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Voidaan suorittaa useasti:** Kyllä**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish (possibly also in English, pending on negotiation, current topic and its organization of the course).

**Timing:**

4. or 5. year

**Learning outcomes:**

Upon the completion of the course, the student will

- master the learning outcomes of the annually changing meaningful and current advanced topic of music education. The learning outcomes will be announced in conjunction of registering for the course in more detail.

**Contents:**

The topic changes annually. The course deepens the previously acquired skills and knowledge in what is current and meaningful in music education.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 50 hours, independent self-study or group study 83 hours. The learning activities and teaching methods may vary each year.

**Target group:**

Students of music education

**Recommended or required reading:**

To be announced, appropriate to each topic.

**Assessment methods and criteria:**

The assessment methods and criteria depend on each topic and its delivery. The assessment of the course is based on the learning outcomes of the course. These will be announced each year in the registration stage.

**Grading:**

0-5

**Person responsible:**

Juha Ojala

**Working life cooperation:**

None

**423250S: Production, 5 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. or 5. year

**Learning outcomes:**

Having completed the course, the student is able to

- carry out independently a fairly large-scale task that requires special expertise in the field of music education.

**Contents:**

The student plans, implements and presents a production related to the field of music education.

**Mode of delivery:**

Contact teaching and independent work

**Learning activities and teaching methods:**

Lectures 20 h, independent work 133 h

**Target group:**

Music education students

**Recommended or required reading:**

Relevant literature

**Assessment methods and criteria:**

Presentation of the production in a seminar and a reflective report

**Grading:**

Pass / fail

**Person responsible:**

Juha Ojala

**Working life cooperation:**

None

**423255S: Instrument pedagogy, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. or 5. year

**Learning outcomes:**

Upon the completion of the course, the student will

- be able to skillfully meet instrumental students

- be proficient in the general principles of theory and practice in instrumental pedagogy
- have a command of pedagogical methods across instruments, and especially own main instrument(s)
- be knowledgeable of the current status of art and research in instrument pedagogy, and the aspects of those that can be useful for further development of instrumental pedagogy
- is familiar with the national educational system pertaining to instrument pedagogy

**Contents:**

Systematic familiarization with instrumental pedagogy from the viewpoint of scientific research. Exploration of the pedagogy of own main instrument(s) in terms of skills and knowledge. Acquaintance with learning and teaching methods of other instruments and organization of instrument pedagogical training.

**Mode of delivery:**

Face-to-face teaching and guided teaching practice

**Learning activities and teaching methods:**

Lectures 40 hours, independent self-study, group study and guided teaching practice 93 hours.

**Target group:**

Students of music education

**Recommended optional programme components:**

423260S Music psychology is suitable for concurrent study.

**Recommended or required reading:**

- Hallam, Cross & Thaut (eds.), Oxford Handbook of Music Psychology (selections)
- McPherson & Welch (eds.), Oxford Handbook of Music Education, vol 1 ja 2 (selections)
- a selection of research literature to be announced at the onset of the course.

**Assessment methods and criteria:**

This course utilizes continuous assessment and final examination. Learning diary is kept of the lectures and teaching practice. Assignments on teaching practice and lectures. Assessment of teaching practice. The assessment of the course is based on the learning outcomes of the course. Read more about assessment criteria at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Juha Ojala

**Working life cooperation:**

No

**423260S: Psychology of music, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. or 5. year

**Learning outcomes:**

Upon the completion of the course, the student will

- be conversant with the fundamental concepts and phenomena of music psychology, music cognition, and music therapy

- be able to assess learner's musical abilities and potentials in relation to models of musical development and current scholarship of music psychology
- have familiarized with the principles of music therapy and be able differentiate between the professions of music educator and music therapist
- be able to pose relevant pedagogical and research question pertaining to the relationship of mind and music.

**Contents:**

Psychophysiological fundamentals of music, principles of perception and processing of sound, models and theories of musical development, basic concepts of social psychology of music, meaning and motivation in learning music, the notion of musicality, introduction to the theoretical and practical principles of music therapy

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 40 hours, independent work 93 hours

**Target group:**

Students of music education

**Recommended optional programme components:**

It is recommended that this course be studied together with Master's thesis (in its early stages).

**Recommended or required reading:**

Hallam, Cross & Thaut (eds.): The Oxford Handbook of Music Psychology (selections) and additional material in English to be negotiated.

**Assessment methods and criteria:**

This course utilizes continuous assessment and final examination. Learning diary of lectures, demonstrations and group work. The assessment of the course is based on the learning outcomes of the course.

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

**Grading:**

0-5

**Person responsible:**

Juha Ojala

**Working life cooperation:**

No

**423263S: Pedagogy of Music and Movement, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. or 5. year

**Learning outcomes:**

Upon completion of the course the student is capable of

- develop their abilities and skills in the different aspects of music and movement, and gain a deeper understanding of the significance of physiological aspects in music education.
- learn to apply music and movement in different contexts and at various age levels.
- learns to accompany music and movement sessions.

**Contents:**

- contact teaching: Dalcroze rhythmic, dances, creative exercises, exercise techniques, accompaniment in physical exercise, exercise composition
- teaching practice outside the lessons, target group chosen based on interests
- study trip

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 40 h, independent work 93 h

**Target group:**

Music education students

**Prerequisites and co-requisites:**

421268P Music and movement

**Recommended or required reading:**

- Juntunen, M.-L. (2002) From the bodily experience towards internalized musical understanding – How the Dalcroze master teachers articulate their pedagogical content knowledge of the approach. 25th Biennial World Conference and Music Festival. ISME 2002. Proceedings.
- Juntunen, M.-L. & Hyvönen, L. (2004) Embodiment in musical knowing - How body movement facilitates learning within Dalcroze Eurhythmics. *British Journal of Music Education* 21(2): 1 – 16.
- Juntunen, M.-L. & Westerlund, H. (2001) Digging Dalcroze, or, dissolving the mindbody dualism: philosophical and practical remarks on the musical body in action. *Music Education Research*, 3(2), 203 – 214.

**Assessment methods and criteria:**

Active participation in teaching, teaching practice, written assignment, study trip.

**Grading:**

Pass / fail

**Person responsible:**

Katja Sutela

**Working life cooperation:**

None

**423264S: Advanced studies of music technology, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. or 5. year

**Learning outcomes:**

Student is able to work independently in variety of technological environments in music education. He/she is able to choose meaningful technological environments, practices and formats in classroom. Student manages variety of tools and processes in digital recording and editing. Student is able to design instructions for the tasks and projects in school.

**Contents:**

Variety of technological projects in music education environments.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 40 h, independent work 95 h

**Target group:**

Students of Music Education

**Prerequisites and co-requisites:**

422271A Music technology

**Recommended or required reading:**

Material handed out during the course

**Assessment methods and criteria:**

Participation in exercises. Exam on history of popular music and playing in a band.

**Grading:**

0-5

**Person responsible:**

Kari Kuivamäki

**Working life cooperation:**

None

**423265S: World musics 2, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. year, autumn

**Learning outcomes:**

Student studies world music in music research, music ethnology and music education point of view. Student recognizes the main phenomena of the world music, practices the basic techniques of world music instruments according to the style. Student practices, arranges and performs music in variety of world music styles. Student produces world music teaching materials for the practices in music education.

**Contents:**

World music in cultural music research point of view. Performing world music according to the style. Playing and singing world music in school. World music concert.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 40 h, independent work 95 h

**Target group:**

Students of Music Education

**Prerequisites and co-requisites:**

421267P World music 1

**Recommended or required reading:**

Material handed out during the course.

**Assessment methods and criteria:**

Participation in exercises. Tasks given during the course. Concert or similar musical practice.

**Grading:**

0-5

**Person responsible:**

Kari Kuivamäki

**Working life cooperation:**

None

**423266S: Choir conducting 3, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. or 5. year

**Learning outcomes:**

Upon the completion of the course, the student will

- have deepened and broadened skills and knowledge of choir conducting

**Contents:**

Familiarisation with work with different types of choirs and vocal ensembles.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 20 h, exercises 20 h, choir conducting and other individual work 93 h

**Target group:**

Music education students

**Prerequisites and co-requisites:**

422270A Choir and orchestral conducting 2

**Recommended or required reading:**

Holst, I. (1995) Conducting a Choir

**Grading:**

0–5

**Person responsible:**

Juha Ojala

**Working life cooperation:**

None

**423269S: Playing band music 3, 5 op****Voimassaolo:** 01.08.2013 -**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. or 5. year

**Learning outcomes:**

Upon the completion of the course, the student will

- have deepened and broadened his skills and knowledge in playing, rehearsing and conducting variety of ensembles.
- have designed and rehearsed a repertoire for a concert together with other students

**Contents:**

Designing a repertoire for an ensemble, rehearsing. Making chamber music. Concert

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 20 h / group work 20 h / self-study 93 h

**Target group:**

Students of Music Education

**Prerequisites and co-requisites:**

422269A Music ensemble 2

**Recommended or required reading:**

Material handed out during the course.

**Assessment methods and criteria:**

Participation in exercises. Tasks given during the course. Concert.

**Grading:**

0-5

**Person responsible:**

Juha Ojala

**Working life cooperation:**

None

**423270S: Advanced instrumental studies, 5 op****Voimassaolo:** 01.08.2013 -**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. or 5. year

**Learning outcomes:**

Upon the completion of the course, the student will

- have deepened and broadened the technical and expressive control of the instrument or instruments practiced
- designed and rehearsed a repertoire for performance
- arranged and executed a performance in collaboration with other students in the course

**Contents:**

Familiarization with the repertoire of the instrument(s), planning of a performance project, guided rehearsing of the repertoire, production and execution of the performance, project report.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Guided, joined rehearsals 40 hours, independent work 93 hours

**Target group:**

Students of music education

**Prerequisites and co-requisites:**

421259P Instrument Studies 2, 422269A Playing band music 2

**Recommended or required reading:**

To be negotiated at the beginning of the course

**Assessment methods and criteria:**

Participation in teaching and exercises, performance and report

**Grading:**

0–5

**Person responsible:**

Nina Jokela

**Working life cooperation:**

None

#### **423272S: Music Education in Early Childhood, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. or 5. year

**Learning outcomes:**

Having completed the study module, the student

- identifies the importance of play in experiential learning
- knows how to apply music education in early childhood education through integration between different content areas
- has been trained and encouraged in the skills of self-expression, empathy and interaction with children
- identifies the pedagogical and expressive possibilities of different genres of music, especially children's music, in early childhood education
- is capable of planning, implementing and developing music education among children aged 0 to 8

**Contents:**

- music education in supporting the overall personality in early, pre-primary and primary years
- methods of music education: singing, playing, music and movement, listening, integration with other orientation areas, art subjects and drama
- play, self-expression, interaction skills, storytelling as tools of the early years music educator
- combining fairytales and music
- general and musical development of children aged 0-8

**Mode of delivery:**

Face-to-face teaching, blended teaching

**Learning activities and teaching methods:**

Lectures 4 h, exercises 36 h, independent work 95 h

**Target group:**

Student of music education

**Recommended optional programme components:**

The study module is part of the optional studies in music education.

**Recommended or required reading:**

To be agreed on at the start of the study module

**Assessment methods and criteria:**

Active participation in teaching, completion of independent assignments, possibly a visit, planning and implementation of a teaching episode, pedagogical diary

Fail

- The student's performance is unfinished or reveals deficiencies in skills and knowledge relative to the expected learning outcomes of the study module.

Pass

- Takes actively part in teaching
- Completes successfully the course assignments
- Assesses his/her own accomplishment in relation to the objectives set for the study module
- Identifies the learning processes related to early years music education
- Identifies practices connected with work and information acquisition in early years music education.
- Identifies, uses and applies integrative methods of art education.
- Uses and applies the possibilities of early years music education in an appropriate manner.

**Grading:**

Pass/fail

**Person responsible:**

Leena Poikela

**Working life cooperation:**

None

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. or 5. year

**Learning outcomes:**

Having completed the course, the student

- knows how to develop his/her skills in the various areas of special music education
- knows how to apply the working methods of music education in the context of special music education and at different age and skill levels.
- is familiar with the field of research in special music education and the basic concepts of special education, and has an overall picture of the practices and methods of special music education.

**Contents:**

- face-to-face teaching: lectures in special education, working methods of special music education (figure notes, applications of the methods of music education with special needs pupils)
- teaching practice outside of the lessons, with a target group based on the student's interests

**Mode of delivery:**

Face-to-face teaching, teaching practice, written assignment

**Learning activities and teaching methods:**

Face-to-face teaching 40 h, independent work 93 h

**Target group:**

Students of music education

**Recommended or required reading:**

Ahokas, R. (2015). Brain and body percussion; the relationship between motor and cognitive functions. University of Jyväskylä.

Hammel, A.M. (2001). Preparation for teaching special learners: Twenty years of practice. *Journal of Music Teacher Education*, 11(1), 5-11.

Hammel, A., & Hourigan, R.M. (2011). *Teaching music to students with special needs: a label free approach*. New York: Oxford University Press.

Kaikkonen, M., Uusitalo, K., Äystö, S. (2005). *Soita mitä näet: Kuvionuotit opetuksessa ja terapiassa*. Kehitysvammaliitto.

Kaikkonen, M. (2009) *Eriyismusiikkikasvatus*. Teoksessa J. Louhivuori, P. Paananen & L. Väkevä. *Musiikkikasvatus. Näkökulmia kasvatukseen, opetukseen ja tutkimukseen*. Jyväskylä: Suomen musiikkikasvatusseura.

Kaikkonen, M., & Kivijärvi, S. (2013). Interaction creates learning: Engaging learners with special educational needs through Orff-Schulwerk. *Approaches: Music Therapy & Special Music Education /Special Issue 5 (2)*, 132-137.

Laes, T. (2015). Empowering later adulthood music education: A case study of a rock band for third-age learners. *International Journal of Music Education*, 33(1), 51-65.

Laes, T. & Schmidt, P. 2016. Activism within music education: working towards inclusion and policy change in the Finnish music school context. *British Journal of Music Education*, Available on CJO 2016 doi:10.1017/S0265051715000224

McPherson, G.R. & Welch, G.F. (2012). *The Oxford handbook of music education*, Vol.2. New York: Oxford University Press. (Chapter "Special abilities, special needs")

Ockelford, A. (2000). Music in the education of children with severe or profound learning difficulties: Issues in current U.K. provision, a new conceptual framework, and proposals for research. *Psychology of Music*, Vol. 28 (2), 197-217.

Paige R., & Johnson Karyna. (2014). The effect of structured musical activity sessions on the development of a child with Autism Spectrum Disorder: A case study. *Approaches: Music Therapy & Special music education* 6(2), 88-98.

**Assessment methods and criteria:**

Active participation in teaching, teaching practice, and written assignment

**Grading:**

Pass/fail

**Person responsible:**

Katja Sutela

**Working life cooperation:**

Teaching practice

**423274S: Philosophy in Music Education, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. or 5. year

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 40 h, individual work 93 h

**Target group:**

Students of music education

**Grading:**

0-5

**Person responsible:**

Juha Ojala

**Working life cooperation:**

None

**A251104: Pedagogical Studies in Master's Degree, 25 - 30 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

Ei opintojaksokuvauksia.

*Pakollinen*

#### **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.

**050124A: Advanced Practice, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. year, 1. period

**Learning outcomes:**

Having completed the study module, the student knows how to

- plan independently for work with pupils and students
- apply his/her knowledge about assessment and plan for and implement assessment of study attainments
- apply in practice the knowledge and skills s/he has learnt before
- apply social, multicultural and legal questions related to education in various situations of everyday life
- discuss the significance of teacher responsibility and take independent responsibility of work as a teacher
- explain the meaning of collaboration between school and home.

**Contents:**

The study module includes the following:

- elaboration of the student's own objectives for the practice
- goal-oriented planning, implementation and assessment of lessons based on curricula so that the self-direction of the pupils is also taken into account
- observation and analysis of teaching
- getting to know the three-tier support in basic education
- utilization of the information and communication technologies in teaching
- familiarization with the collaboration between home and school
- special traits of your own subject.

**Mode of delivery:**

Supervised teaching practice in the basic education grades 7–9 and in the upper secondary school at the Oulu Teacher Training School.

Face-to-face teaching

**Learning activities and teaching methods:**

5 credits = 135 lessons (45 minutes each), out of which 50 lessons (45 min each) of face-to-face teaching and 85 lessons (45 min each) of independent work.

Face-to-face teaching:

- lessons to be given 7–9 (75 min each)
- minimum of lessons to be observed 18 (75 min each)
- individual and group supervision 3–3,5 lessons/week (à 75 min)
- working as a co-teacher in the student's own supervision group
- participation in the practice period information meeting and the lectures forming part of the study module

**Target group:**

Students in the secondary teacher education programme

**Prerequisites and co-requisites:**

Subject didactics

Basic practice

Education as an Object of Scientific Research

**Recommended optional programme components:**

The study module is part of the pedagogical studies in secondary teacher education.

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Pass

A pass for the study module requires observance of the given programme at a level corresponding to the grade "good" and participation in the information meetings, lectures, supervision sessions and events to be

announced separately. The study module calls for good mastery of the subjects to be taught by the student. The assessment criteria focus on commitment, interaction, goal-orientedness and assessment.

Fail

The student's performance is deficient or does not show any accomplishment in line with the expected learning outcomes of the study module.

**Grading:**

Pass/fail

**Person responsible:**

Katja Leinonen and Emilia Manninen

**Working life cooperation:**

Non

**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.

**050126A: Subject Didactics/Music, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. year, autumn

**Learning outcomes:**

- Having completed the study module, the student knows how to apply the working methods and learning environments of music education in a variety of ways to the contents and teaching materials of primary and secondary schools, and how to evaluate the progress of learning processes.
- The student knows how to apply the main methods of music education in various learning environments.
- The student gets practice in constructing lesson and period plans.
- Having completed the study module, the student knows how to view the activities of a music teacher as an artistic and cultural actor in the school communities and how to plan for events to involve different target groups, making use of the working methods and learning environments of music education.

**Contents:**

- The course introduces the student to the national core curriculum and to the municipal curricula.
- The course involves themes of special education, youth culture, multiculturalism and developmental psychology.
- Construction and analysis of the student's own music educatorship, professional identity

**Mode of delivery:**

Blended lectures, independent work alone or in groups

**Learning activities and teaching methods:**

Lectures 40 h, independent work 95 h

**Target group:**

Students of music education

**Prerequisites and co-requisites:**

Broad-based subject didactics 050122A  
Theories and Practices of Music Education 422268A

**Recommended optional programme components:**

The study module is part of the pedagogical studies for secondary teachers.

**Recommended or required reading:**

Current teaching materials in music, core curricula.  
Materials to be handed out during the course.

**Assessment methods and criteria:**

Participation in the exercises.  
Continuous assessment is used in the course, with a final examination.  
A learning diary is kept on the lectures and independent work.

**Grading:**

0-5

**Person responsible:**

Kari Kuivamäki

**Working life cooperation:**

Advanced Teaching Practice

**050125A: Teacher as a Researcher in Teaching Practice, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. year, 2. period

**Learning outcomes:**

Having completed the study module, the student knows how to

- apply his/her knowledge of educational philosophy in a constructive way when working with other actors in the field of education in the context of philosophical and ethical issues in education
- apply the knowledge and skills s/he has learnt and carry independent responsibility for his/her work as a teacher
- explain the meaning of multiprofessional collaboration in a teacher's work
- discuss the significance of student welfare services in a teacher's work
- analyze and apply the knowledge and skills acquired in previous studies in independent work with pupils and students
- sum up the meaning of assessment in a teacher's work and apply this knowledge in the planning and implementation of assessment.

**Contents:**

The study module includes

- deepening one's own objectives in teaching practice
- observation and analysis of teaching and modules of teaching
- independent, goal-oriented planning, implementation and assessment of a broad teaching package based on curricula in such a way that self-regulation of learning is also taken into account
- taking independent responsibility for teaching

- deepening the teacher's job description (the pupil and familiarization with student welfare, encountering different learners and situations, familiarization with ethical moral issues and values, the learner as an independent, active actor and influential person, familiarization with the collaboration between home and school)
- special traits of the student's own subject

**Mode of delivery:**

Supervised teaching practice in the lower and upper secondary school of the Oulu Teacher Training School

**Learning activities and teaching methods:**

5 credits = 135 lessons (45 minutes each), including 50h (45 min each) of face-to-face teaching and 85h (45 min each) of independent work.

Face-to-face teaching:

- lessons to be given: 9–10, which can also include co-teaching and remedial lessons (75 min each)
- lessons to be monitored: a minimum of 15 (75 min each)
- individual and group supervision 3–3,5 lessons/week (75 min each)
- working as a co-teacher in your own group
- participation in the practice period information meeting and in the lectures forming part of the study module

**Target group:**

Students in the secondary teacher education programme.

**Prerequisites and co-requisites:**

Subject didactics  
Basic practice  
Advanced practice

**Recommended optional programme components:**

The study module is part of the pedagogical studies in secondary teacher education.

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Pass

A pass for the study module requires observance of the given programme at a level that corresponds to the grade "good" as well as participation in the info meetings, lectures, supervision sessions and events to be announced separately. The study module calls for good mastery of the subjects to be taught by the student. The assessment criteria focus on commitment, interaction, target orientation and assessment as well as expertise.

Fail

The student's performance in the study module is deficient or it does not show accomplishment in line with the expected learning outcomes of the module.

**Grading:**

Pass/fail

**Person responsible:**

Katja Leinonen and Emilia Manninen

**Working life cooperation:**

Non