

# Opasraportti

## FEdu - Pedagogical Institutions and Expertise, MA (Education) (2018 - 2019)

After completing the Master's programme, the student is able to:

- describe the scientific tradition of their discipline, use its basic terminology and understand its research areas
- compare different points of departure in the context of theory of science and methodology as well as various educational science research methods
- determine and analyse key research results of their discipline and assess them
- participate in discussions on the discipline in their mother tongue and a foreign language
- plan, implement and report on a research project
- defend their own research and evaluate the success of both their own and other people's research projects
- assess and develop their personal competence and work as part of a multiprofessional or multidisciplinary team
- define and place different task areas in the education sector and assess their own placement and interest in different sectors in the labour market.

## Tutkintorakenteet

### Pedagogical Institutions and Expertise, Master's degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2018-19

Lukuvuoden alkamispäivämäärä: 01.08.2018

### Advanced studies (80 ECTS cr)

The major subject of his/her Master's degree in Pedagogical Institutions and Expertise is Educational Science. Basic and intermediate studies in the major subject must have been completed.

A250506: Education, Advanced Studies, 80 op

#### *Compulsory*

- 413061S: Professional Ethics and Human Relations Work, 5 op
- 413062S: Theory of Education and Bildung: Pedagogical Action, 5 op
- 413063S: Pedagogical Institutions, 5 op
- 413064S: Economics of Education, 5 op
- 413065S: Management and Development of Educational Organisations, 5 op
- 413030S: Advanced course in quantitative research, 5 op
- 413031S: Advanced course in qualitative research, 5 op
- 413019S: Working Life Studies, 10 op
- 408043S: Master's Thesis, 30 op
- 408044S: Thesis Seminar, 5 op
- 408045S: Abstract / Maturity Test, 0 op

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

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

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

## Optional studies (5-15 ECTS cr)

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

- 413066S: Adult Education and Pedagogical Supervision, 5 op
- 413068S: Comparative education and educational research, 5 op
- 413058S: Current Issues in Education, 5 op
- 413060S: Edusemiotics, 5 op
- 413067S: Sociology of education, 5 op

# Opintojaksojen kuvaukset

## Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

### A250506: Education, Advanced Studies, 80 op

**Opiskelumuoto:** Advanced Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

80 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

Master's level

**Learning outcomes:**

Having completed the Advanced Studies in Education, the student knows how to critically evaluate the premises and approaches of scientific research. S/he has adopted an analytical way of thinking and knows how to apply the methods of data acquisition to research educational processes. S/he has the competence to function in expert duties in different educational organisations.

**Contents:**

Consists of the following courses:

- 413061S Professional Ethics and Human Relations Work, 5 cr
- 413062S Theory of Education and Bildung: Pedagogical Action, 5 cr
- 413063S Pedagogical Institutions, 5 cr
- 413064S Economics of Education, 5 cr
- 413065S Management and Development of Educational Organisations, 5 cr
- 413030S Advanced course in quantitative research, 5 cr
- 413031S Advanced course in qualitative research, 5 cr

413019S Working Life Studies, 10 cr  
 408043S Master's Thesis, 30 cr  
 408044S Thesis Seminar,i 5 cr  
 408045S Abstract / Maturity Test,i 0 cr

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures, seminar sessions, practice

**Prerequisites and co-requisites:**

Basic and Intermediate Studies in Education

**Recommended optional programme components:**

no

**Recommended or required reading:**

To be announced in connection with the courses

**Assessment methods and criteria:**

Exams, seminar papers, reports

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

**Grading:**

0-5

**Working life cooperation:**

Yes. A 10-credit practice period. See description: 413019S.

*Compulsory*

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

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Outi Kristiina Ylitapio-Mäntylä

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

1st year / autumn

**Learning outcomes:**

After completing the course, a student is able:

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

**Contents:**

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

**Mode of delivery:**

Face-to-face teaching, blended learning

**Learning activities and teaching methods:**

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

**Target group:**

Master's level students / Pedagogical institutions and expertise

**Prerequisites and co-requisites:**

Basic and intermediate studies in education

**Recommended optional programme components:**

The course is part of the advanced studies in education.

**Recommended or required reading:**

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

**Assessment methods and criteria:**

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

Criteria for evaluating the assignments:

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

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

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

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

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

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

**Grading:**

0-5

**Person responsible:**

Outi Ylitapio-Mäntylä

**413062S: Theory of Education and Bildung: Pedagogical Action, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Ari Kivelä

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Learning outcomes:**

Having completed the course, the student

- knows how to use on his/her own the theoretical concepts and starting-points of education to discuss pedagogical activity
- is capable of participating in theoretical debate in his/her branch of science and field of research
- knows how to interpret and evaluate critically recent theoretical debate in his/her branch of science and field of research

**Contents:**

In this study module the is familiarized with theoretical and conceptual ways to discuss pedagogical activity. It is essential to identify the special characteristics of pedagogical (educative and instructive) interaction which set it apart from other intercourse between people and forms of human activity. The student understands how pedagogical activity opens up possibilities for the development of subjectness in the growing person and for individual choices in life. The student adopts conceptual-theoretical tools which allow him/her to view the special characteristics of pedagogical activity from the frame of reference offered by educational theory formation, and to conceptualize the essential areas of competence from the viewpoint of professional pedagogical activity. The course helps the student to develop his/her professional competence, to evaluate critically and analytically both scientific research results on pedagogical activity and views arising from different practical experiences.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

24h lectures, independent work

**Target group:**

Master's level students in the Faculty of Education

**Prerequisites and co-requisites:**

Basic studies in education

**Recommended optional programme components:**

The study module is part of the Master's programme "Pedagogical expertise and institutions".

**Recommended or required reading:**

The student also chooses two of the following books:

- Biesta, G. J.J. (2006) *Beyond Learning: Democratic Education for a Human Future*. Paradigm Publishers.
- Biesta, G. J.J. (2013) *The Beautiful risk of Education*. Paradigm Publishers.
- David, T., Gouch, K., & Powell, S. (Eds.) (2016) *The Routledge International Handbook of Philosophies and Theories of Early Childhood Education and Care*. London: Routledge.
- Lenz-Taguchi, H. (2010). *Going Beyond the Theory/Practice Divide in Early Childhood Education: Introducing an Intra-active Pedagogy*. London: Routledge.

**Assessment methods and criteria:**

Written assignment or exami

Assessment criteria:

0 = unfinished, fragmented, issues presented not essentially connected with the topic, the use of sources is non-existent.

1 = highly superficial, issues presented quite detached from each other, use of sources is poor.

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

3 = reflective and matters are related to each other to some extent; a common thread is to be seen, and the use of sources is mainly at a good level.

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

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

**Grading:**

0-5

**Person responsible:**

Ari Kivelä

**413063S: Pedagogical Institutions, 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:**

Autumn

**Learning outcomes:**

After the study module, the student

- perceives the institutional and organizational forms of school systems in their political, historical, philosophical and educational theoretical contexts
- is able to make use of what s/he has learnt to analyze and evaluate the various forms of institutional education

**Contents:**

The study module discusses the contents and forms of pedagogical institutions in the light of political, historical and pedagogical theories, and the student is familiarized through working life cooperation with certain educational and pedagogical institutions.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

12h lectures, 12h exercises, small group sessions, independent work

**Target group:**

Students in the Faculty of Education

**Prerequisites and co-requisites:**

Basic studies in education

**Recommended optional programme components:**

The study module is part of the advanced studies in education

**Recommended or required reading:**

As a basis for the essay assignment, at least half of the course literature is read as applicable. By agreement with the teacher, it is also possible to use other literature that suits the theme of the study module.

Hamilton, D.; Zufiaurre, B. (2014) *Blackboards and Bootstraps: Revisioning Education and Schooling*. Sense Publishers.

Rinne, R et al. (eds.) (2011) *Koulutuspolitiikan käytännöt kansallisessa ja ylikansallisessa kehyksessä*. Kettunen, P & Simola, H. (2011). *Tiedon ja osaamisen Suomi - kasvatusta ja koulutusta Suomessa 1960-luvulta 2000-luvulle - Suomen kasvatuksen ja koulutuksen historia*.

Siljander, P. et al. (eds.) (2016) *Schools in Transition*. Sense Publishers.

**Assessment methods and criteria:**

Active participation in lectures and exercises. Writing an essay and a report on an educational institution.

Assessment criteria:

0 = core materials of the materials to be read are not manifested by the essay

1 = matters are presented superficially, connections between issues remain unclear, poor use of sources.

2 = matters are presented quite superficially, connections between issues remain unclear to some extent, poor use of sources, little or no personal reflection

3 = subject content is mastered well, literature is considered in a reflective manner and matters are related to each other to some extent, the use of sources is mainly good

4 = subject content is mastered very well, topics are discussed quite systematically and analytically, matters are related well to each other and the use of sources is mainly excellent. There is also some well-grounded independent thinking.

5 = subject content is mastered excellently, topics are discussed systematically and analytically, matters are related very well to each other and the use of sources is excellent. There is also some well-grounded independent and critical thinking.

**Grading:**

0-5

**Person responsible:**

Teemu Hanhela

**Working life cooperation:**

Working life cooperation with pedagogical institutions

**413064S: Economics of Education, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Kimmo Kontio

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

Spring

**Learning outcomes:**

Having completed the course, the student

- knows how to use independently the theoretical concepts of economics of education to analyze the economical dimensions of the activities of pedagogical institutions
- is able to participate in theoretical discussion on the economical basis of education
- knows how to interpret and evaluate critically economic decision-making on education and national and supranational definitions of educational policy

**Contents:**

The course familiarizes the student with the theoretical and conceptual ways of the economics of education to view education. It is essential to identify the issues concerning the economic tasks and impacts of education and the economy of the activities of pedagogical institutions in relation to the special characteristics of pedagogical activity, to identify the essential significance of education both from the viewpoint of the economic and social welfare of society and in enabling individual professional and career choices and labour market qualifications. The course offers conceptual-theoretical tools to allow examination of the economic significance of education and economy of pedagogical institutions and development of professional competence, a readiness to evaluate critically and analytically scientific research results in the economics of education, economic decision-making on pedagogical institutions, and international and supranational definitions of education policy.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Face-to-face teaching 24h

**Target group:**

Master's level students in the Faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The study module is part of the orientation option of "Pedagogical Institutions and Expertise" in the Master's programme in education.

**Recommended or required reading:**

Materials will be distributed during the course.

**Assessment methods and criteria:**

Completion of individual assignments/exam

Assessment criteria:

0 = unfinished, fragmented, issues presented not essentially connected with the topic, the use of sources is non-existent.

1 = highly superficial, issues presented quite detached from each other, use of sources is poor.

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

3 = reflective and matters are related to each other to some extent; a common thread is to be seen, and the use of sources is mainly at a good level.

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

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

**Grading:**

0-5

**Person responsible:**

Kimmo Kontio

**413065S: Management and Development of Educational Organisations, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anna-Maija Puroila

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

1st year / spring

**Learning outcomes:**

After completing the course the student is able:

- to analyze basic concepts and theories about leadership and organizations
- to interpret practical situations connected with leading educational organizations in the light of educational research
- to evaluate the meaning of one's expertise for work as a leader
- to identify different ways of promoting learning and development in organizations

**Contents:**

- The basic concepts and approaches in leadership research
- Organizational culture
- Strategic leadership and developmental work
- Well-being and interaction in working communities
- Pedagogical leadership

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 18h, seminars 12 h, feedback 2h, independent work 100h

**Target group:**

Master level students / Pedagogical Institutions and Expertise

**Prerequisites and co-requisites:**

Basic and intermediate studies in education

**Recommended optional programme components:**

The course is part of advanced studies in education. Some lectures (4-6h) will be implemented in collaboration with the course "Work Community and Leadership" (Master's programme in special education).

**Recommended or required reading:**

- Clegg, S., Kornberger, M. & Pitsis, T. (2011). Managing and organizations. An introduction to theory and practice. Sage, London.
- Perttula, J. & Syväjärvi, A. (toim.) (2012) Johtamisen psykologia. Ihmisten johtaminen muuttuvassa työelämässä. Jyväskylä: PS-kustannus.
- Scientific articles as agreed at the beginning of the course

**Assessment methods and criteria:**

Active participation in seminars, completing the assignments set for the course, self-evaluation, and essay. The course contains literary and functional exercises that focus on leading and developing organizations. Self-evaluation includes setting goals before the course and evaluation of achieving those goals during the course. The student provides independently an essay using literature and material from the lectures.

Criteria for evaluating the essay:

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

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

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

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

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

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

**Grading:**

0 – 5

**Person responsible:**

Anna-Maija Puroila

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

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Peltonen, Jouni Aslak

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

408517S-01    Quantitative Methodology    5.0 op

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish  
English (for LET, ITE and EDGLO students)

**Timing:**

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

**Learning outcomes:**

Having completed the course, the student

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

**Contents:**

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

**Mode of delivery:**

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

**Learning activities and teaching methods:**

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

**Target group:**

Students pursuing advanced studies in the Faculty of Education

**Prerequisites and co-requisites:**

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

**Recommended optional programme components:**

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

**Recommended or required reading:**

Metsämuuronen, J. (2003 or later edition) Tutkimuksen tekemisen perusteet ihmistieteissä (pages 273-764)  
OR  
Kerlinger, F. & Lee, H. (2003 or later edition) Foundations of behavioral research. Fourth edition.  
OR  
Hair, J.F., Anderson, R.E, Tatham, R.L. & Black, W.C. (1998 or later edition) Multivariate data analysis.

**Assessment methods and criteria:**

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

The student's course performance is

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

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

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

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

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

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

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

**Grading:**

0 - 5

**Person responsible:**

Jouni Peltonen

**Working life cooperation:**

None

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

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anu Alanko

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

408517S-02    Qualitative Methodology    5.0 op

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

English (for LET, ITE and EDGLO students)

**Timing:**

4th year (primary education)

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

**Learning outcomes:**

Having completed the course, the student

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

LET STUDENTS:

After completion of this course, the student is able to

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

**Contents:**

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

LET STUDENTS:

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

**Mode of delivery:**

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

**LET STUDENTS:**

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

Online, individual and collaborative learning, 95h

**Learning activities and teaching methods:**

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

**LET STUDENTS:**

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

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

**Target group:**

Students in the Faculty of Education.

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

**Prerequisites and co-requisites:**

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

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

OR

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

OR

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

OR

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

**LET STUDENTS:**

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

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

**Assessment methods and criteria:**

Exam, active participation in small group sessions, an essay

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

**LET STUDENTS:**

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

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

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

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

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

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

**Grading:**

0 - 5

**Person responsible:**

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

**Working life cooperation:**

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

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

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Teemu Suorsa

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

10 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

4th to 5th years

**Learning outcomes:**

The student

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

**Contents:**

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

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

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

**Mode of delivery:**

Face-to-face and blended teaching

**Learning activities and teaching methods:**

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

**Target group:**

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

**Prerequisites and co-requisites:**

Bachelor's degree

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Participation in the seminars, completion of a practice report.

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

**Grading:**

pass/fail

**Person responsible:**

Teemu Suorsa

**Working life cooperation:**

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

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

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Diploma thesis

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

Ei opintojaksokuvauksia.

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

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS + 30 ECTS Thesis

**Language of instruction:**

Finnish and English (especially in the ITE programme)

**Timing:**

4th and 5th years

**Learning outcomes:**

The student

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

**Contents:**

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

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

**Mode of delivery:**

Seminar and supervision meetings agreed on with the supervisor

**Learning activities and teaching methods:**

Seminars and supervision

**Target group:**

Students in the Faculty of Education

**Recommended or required reading:**

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

**Assessment methods and criteria:**

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

**Grading:**

0-5

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

**Person responsible:**

Hannu Heikkinen and the leaders of thesis groups

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

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

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

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Outi Kristiina Ylitapio-Mäntylä

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Learning outcomes:**

Having completed the course, the student

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

**Contents:**

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

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

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

**Target group:**

Students in the Faculty of Education

**Prerequisites and co-requisites:**

Bachelor's degree in education

**Recommended optional programme components:**

The course is part of the advanced studies in education

**Recommended or required reading:**

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

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

**Assessment methods and criteria:**

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

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

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

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

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

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

**Grading:**

0 – 5

**Person responsible:**

Outi Ylitapio-Mäntylä

**Working life cooperation:**

On-the-job learning in an adult education organisation

**413068S: Comparative education and educational research, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Pekkarinen, Asko Sakari

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4th and 5th years

**Learning outcomes:**

Having completed the course, the student knows how to

- describe various methods of comparative and educational research

- analyze educational phenomena from an international perspective

- evaluate the significance of comparative and educational research in educational theory formation and education policy

**Contents:**

Familiarization with the methods of comparative research

Comparative research of education from an international perspective

Social significance of comparative research

**Mode of delivery:**

Independent work

**Learning activities and teaching methods:**

Independent work, 135 hours

**Target group:**

Students doing their Master's studies / Pedagogical Institutions and Expertise

**Prerequisites and co-requisites:**

Basic and intermediate studies in education.

**Recommended optional programme components:**

The study module is part of the advanced studies in education

**Recommended or required reading:**

To be agreed on with the examiner which parts of the following books will be included in the exam

Arnove, R. F., Torres, C. A., & Franz, S. (2013). *Comparative education: The dialectic of the global and the local* (4th ed.). Lanham, (Md.): Rowman & Littlefield.

Bray, M., Adamson, B., & Mason, M. (2014). *Comparative education research: Approaches and methods* (Second edition.)

OECD, (2016). *Education at a Glance 2016. OECD Indicators*. OECD Publishing: Paris.

Tudge, J. (2008). *The Everyday Lives of Young Children. Culture, Class and Child Rearing in Diverse Societies*. Cambridge University Press

Articles, as agreed, in the *Comparative Education* journal

**Assessment methods and criteria:**

A book exam, or essay also making use of sources other than those mentioned in the learning materials

Criteria for assessment of course performance:

- # 0 = exam: the answer does not show that the student has read and understood the literature to be read for the exam; essay: the essay is unfinished, the matters dealt with are not essentially related to the theme and there is practically no use of sources
- # 1 = exam: the answer shows that the student has made very little acquaintance with the literature in question, with factual errors and no definition of essential concepts; essay: the essay is highly superficial, matters are presented fully detached from one another, and the use of sources is at a poor level
- # 2 = exam: the answer shows that the student has made some acquaintance with the literature, essential concepts are defined in a deficient manner, and the answer contains some factual errors; essay: the essay is superficial, matters are partly presented as if detached from each other, sources have been used satisfactorily.
- # 3 = exam: the answer shows that the student has become acquainted with the literature, essential concepts have been raised up, the topic is discussed well, and there is some personal reflection; essay: the essay shows a reflective approach and matters are related to one another to some extent; a common thread is to be seen and sources have been used mainly well.
- # 4 = exam: the answer shows that the student is well acquainted with the literature, the essential concepts have been defined well and the discussion includes reflection based on the student's own materials; essay: the essay is quite analytically structured, matters are related to each other well, and the use of sources is mainly very good.
- # 5 = exam: the answer shows that the student is very thoroughly acquainted with the literature and has systematically analyzed it him/herself, essay: the essay has been structured systematically and analytically, the matters are related to each other very well and the use of sources is mainly excellent.

**Grading:**

0-5

**Person responsible:**

Asko Pekkarinen

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

Voimassaolo: 01.08.2011 -

**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Ulvinen, Veli-Matti Terho**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

4th to 5th years, autumn

**Learning outcomes:**

Having completed the course, the student

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

**Contents:**

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

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

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

**Target group:**

Master's level students / Pedagogical Institutions and Expertise

**Prerequisites and co-requisites:**

Basic and Intermediate Studies

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be determined at the start of the course

**Assessment methods and criteria:**

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

Criteria for assessment of the seminar work and presentation:

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

**Grading:**

0-5

**Person responsible:**

Veli-Matti Ulvinen

**Working life cooperation:**

None

## 413060S: Edusemiotics, 5 op

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Eetu Pikkarainen

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS credits / 133 hours of work by the student

**Language of instruction:**

Finnish/English

**Timing:**

Timing of the course is free.

**Learning outcomes:**

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

- present and discuss the basic semiotic approaches and conceptions from the point of view of education
- apply semiotic methods to educational research
- plan pedagogical action as meaningful and meaning mediated interaction

**Contents:**

Basic approaches and conceptions of semiotics and their history, action theoretical semiotics, application of semiotics to education and educational philosophy, pedagogical action as meaningful and meaning mediated interaction

**Mode of delivery:**

Web-based teaching

**Learning activities and teaching methods:**

Online work based on study materials and assignments

**Target group:**

Students pursuing advanced or doctoral studies in education.

**Prerequisites and co-requisites:**

Revision of the basics of semiotics and educational philosophy is recommended.

**Recommended optional programme components:**

The course is an independent entity and does not require additional studies carried out at the same time.

**Recommended or required reading:**

Applicable literature can be used as agreed in addition to the materials available in the learning environment.

**Assessment methods and criteria:**

The student shall complete the learning assignments in the online environment successfully, following the instructions, and the course grade is based on the written assignments that is the final course output.

**Grading:**

The course utilizes verbal grading scale "Pass with distinction/Pass/Fail".

**Person responsible:**

Eetu Pikkarainen

**Working life cooperation:**

None

**Other information:**

Register to the course using the enroll function in Optima (icon with a person hand raised in the blue bar). The name of the workspace is "Semiotics of Ed / Kasv. Sem.". In addition contact the teacher: eetu.pikkarainen(at)oulu.fi.

## 413067S: Sociology of education, 5 op

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish/English

**Timing:**

4th or 5th year

**Learning outcomes:**

Depending on the student's own choice and interests, s/he acquaints him/herself with a project related to the sociology of education. After completing the course the student is able

- to evaluate the meaning of expertise in sociology of education for working life in the fields of education
- to analyze different ways of promoting the development of the educational system

**Contents:**

The student completes the project work in sociology of education as a book exam, essay, a series of substitutive lectures or in some other way, for instance by participating in a research project or some project in the Faculty of Education for the development of educational expertise and working life skills. Agreement on the study method, literature and other issues related to project work shall be made with the instructor.

**Mode of delivery:**

Independent work

**Learning activities and teaching methods:**

Independent work 135h

**Target group:**

Master's level students / Pedagogical Institutions and Expertise

**Prerequisites and co-requisites:**

Basic and intermediate studies in education

**Recommended optional programme components:**

The course is part of the optional advanced studies in education

**Recommended or required reading:**

Applicable parts of 5 books from the following:

- Aittola, T. (toim). (2012). Kasvatussosiologian suunnannäyttäjiä. Helsinki: Gaudeamus.
- Apple, M. W., Ball, S. J. & Gandin, L. A. (Eds.). (2010). The Routledge international handbook of the sociology of education. New York: Routledge.
- 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.
- Luhmann, N. & Schorr, K-E. (2000). Problems of reflection in the system of education. Münster: Waxmann.
- Rizvi, F. & Lingard, B. (2010). Globalizing education policy. London: Routledge.
- Simola, H. (Ed.) (2014). Finnish education mystery: Historical and sociological essays on schooling in Finland. London: Routledge.
- Torres, C. A. & Antikainen, A. (Eds.). (2003). The international handbook on the sociology of education: An international assessment of new research and theory. Maryland: Rowman & Littlefield.
- Verdugo, R. R. (Ed.). (2014). Educational reform in Europe: History, culture, and ideology. Information Age Publishing.

**Assessment methods and criteria:**

Examination, essay or other type of project work (to be negotiated with instructor).

Criteria for assessment:

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

**Grading:**

0-5

**Person responsible:**

Veli-Matti Ulvinen

