

# Opasraportti

## FEdu - Pedagogical Studies (2020 - 2021)

University's new study guide for academic year 2020-2021 is published at <https://opas.peppi oulu.fi>.

The study guide includes information on degrees, curriculums, courses and course timetables. Course registrations are still done in Oodi.

If you have questions on information in the study guide, please contact the study field's Academic Affairs Service Team <https://www oulu.fi/forstudents/faculty-study-affairs>.

## Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

H251103: Pedagogical Studies in Bachelor's Degree, 30 op

### *Compulsory*

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

410085P: Growth, Development and Learning, 5 op

410086P: Teaching and Educational Interaction, 5 op

050120A: Subject Didactics, 5 op

050121A: Basic Practice, 5 op

050122A: Broadly Based Subject Didactics, 5 op

H251104: Pedagogical Studies in Master's Degree, 30 op

### *Compulsory*

410087P: Sociocultural Contexts of Education, 5 op

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

050123A: Research-Based Subject Didactics, 10 op

050124A: Advanced Practice, 5 op

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

## Opintojaksojen kuvaukset

### Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

**H251103: Pedagogical Studies in Bachelor's Degree, 30 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

*Compulsory*

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

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Katariina Holma

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

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

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

- identify basic concepts and approaches in education
- identify the main research areas of educational research
- describe the main traditions and research approaches in education
- apply educational concepts and research findings in describing and analyzing educational practices

**Contents:**

- Orientation to basic studies in educational sciences
- Specific features of scientific knowledge
- Specific features of educational research
- Education as a professional practice and research subject

**Mode of delivery:**

Teaching and independent study

**Learning activities and teaching methods:**

Basic part: 3 ECTS: Mutual Lectures 14 h, independent Work 67h.

Seminar part: 2 ECTS: seminar groups in training programs 10 h, Independent Work 44 h.

**Target group:**

Students in Education from different training programs

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of basic studies in education

**Recommended or required reading:**

- Siljander, P. (2014). Systemaattinen johdatus kasvatustieteeseen: Peruskäsitteet ja pääsuuntauukset. Tampere: Vastapaino. (myös [Ellibs](#)) or literature agreed with the teacher in charge
- Training program-specific study materials

**Assessment methods and criteria:**

Basic part 3 op

Requirements: Active participation in lectures and independent study of the study material.

Written assignment.  
Seminar Part 2 ECTS

Requirements: Active participation in seminars. Tasks given by the seminar teacher. The achievement of learning outcomes is assessed on the basis of a written assignment.

To pass the course, the student has to be able to summarize the key themes, concepts and research topics relevant to educational research, and to consider their significance in educational practices or educational research. The student is also expected to relate educational concepts and approaches to each other and apply them in analyzing practical educational situations.

**Grading:**

Pass/Fail

**Person responsible:**

Katariina Holma

**Working life cooperation:**

In seminar groups

**410085P: Growth, Development and Learning, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

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

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

After completing the course, the students is able to

- Define and analyse learning from the perspectives of educational psychology and research on learning
- Identify the most prominent paradigms and tasks in educational of psychology
- Apply acquired knowledge of psychological trends and theories in classroom discussions considering different learning and teaching environments
- Compare different perspectives of educational psychology focusing on age- and culture-specific aspects in education and upbringing
- Reflect on own practices as a learner and a teacher based on knowledge in educational psychology

**Contents:**

- Individual growth, development and learning in the context of human development, cultural-historical environment, daily life and work
- The principal tasks of educational psychology as applied, new knowledge generating and critical science
- Research traditions, main concepts and research approaches in educational psychology
- The professional applications in supporting growth

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

Lectures 14h, seminars 10h, and independent study 111 h

**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 Basic Studies in Education

**Recommended or required reading:**

Ormrod, J. E., Anderman, E. M. & Anderman, L.H. (2019). Educational Psychology: Developing Learners (10th Edition). Pearson.

Crain W. (2010). Theories of Development: concepts and applications. 6th ed. Psychology Press

**Assessment methods and criteria:**

Active participation, essay

**Grading:**

Pass/Fail

**Person responsible:**

Hanni Muukkonen

**Working life cooperation:**

Seminar phase of the course work includes observation task in educational settings.

**410086P: Teaching and Educational Interaction, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Järvelä Sanna

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay410086P Teaching and Educational Interaction (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish. For ITE students English

**Timing:**

1st year

**Learning outcomes:**

- Summarize the historical development of paradigms in learning sciences
- Identify the most significant paradigms of learning sciences and the most influential theorists
- Relate the different cultural circumstances on pedagogical solutions in learning and teaching situations with special focus on intercultural competence
- Discuss the possibilities offered by ICT in teaching and learning situations

**Contents:**

- historical overview of the development of learning paradigms
- theories of intercultural/ transformative/ experiential and social learning and critical pedagogy
- the impact of cultural factors on learning and teaching
- learning and teaching as individual and social-psychological phenomena
- the role of ICT in learning and teaching

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

Lectures 20h, seminars 10h, and independent study 105h

**Target group:**

Students in all study programmes of Faculty of Education

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of Basic Studies in Education

**Assessment methods and criteria:**

Active participation,  
Essay

**Grading:**

Pass/fail

**Person responsible:**

Sanna Järvelä

**Working life cooperation:**

Seminar phase of the course work includes observation task on field.

**050120A: Subject Didactics, 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:**

3. year, 3. period

**Learning outcomes:**

Having completed the study module, the student knows how to

- identify the fundamentals of his/her own subject in terms of subject didactics.
- describe different approaches to and methods of teaching, learning environments and teaching aids in his/her own subject..
- identify the meaning of interaction in teaching.
- apply national curricula to plan teaching in his/her own subject.
- develop working methods that take into account the pupils' special needs.
- develop capabilities to assess their own teaching and the students' knowledge.

**Contents:**

- curricula
- the grounds of the didactics of their own subject
- teaching methods, learning environments, teaching aids
- interaction in teaching

- differentiation and encountering difference
- assessment

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 4 h, small group teaching 34 h, independent work 95h

**Target group:**

Secondary teacher students

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Assessment may be based, among other things, on active participation in teaching, completion of independent and online assignments, visits, planning of a teaching episode, production of learning materials, diary, blog, video, examination, etc.

pass

The student's performance shows accomplishment that is in line with the expected learning outcomes on an acceptable level. S/he deals with theoretical substance analytically enough and applies it in an appropriate manner.

fail

The student's performance shows shortcomings in accomplishments based on the expected learning outcomes, or is unfinished.

**Grading:**

Pass/ fail

**Person responsible:**

Sari Harmoinen

**Working life cooperation:**

Non

**050121A: Basic 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

**Learning outcomes:**

Having completed the study module, the student knows how to

- describe the meaning of a teacher's pedagogical thinking and activity and interaction in educational and teaching situations
- construct an idea of the school's activity, the learners, the teacher's work and school as a work community
- put into use in the lessons the contents of both the core curriculum and ones specific to the subject
- develop his/her capability to encounter different learners in all teaching and learning situations
- identify the teacher's task to guide the learners into active agents who set objectives for their own learning and solve problems.

**Contents:**

- supervised and independent observation of teaching
- getting to know the school practices and teachers' work and curricula
- familiarisation with the practice plan and assessment criteria
- setting of objectives for yourself
- planning of teaching based on curricula
- implementation and assessment of lessons alone and as a co-teacher
- design of teaching materials and lessons in such a way that the learners are taken into account as active agents
- development of skills of interaction and getting to know the students, encounters with different learners
- getting to know the educational technology used in the school
- special traits of your own subject.

**Mode of delivery:**

Supervised teaching practice in the lower and upper secondary levels of Oulu Teacher Training School  
Face-to-face teaching

**Learning activities and teaching methods:**

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

Face-to-face teaching:

- participation in the planning, implementation and assessment of 6–8 lessons (75 min each)
- observation of at least 15 lessons (75 min each), which must also include lessons in subjects other than your own
- working as a co-teacher in your own small group
- individual and group supervision 3–3,5 times (75 min each) per week
- participation in the practice information meeting and lectures belonging to the practice period

**Target group:**

Secondary teacher education students

**Prerequisites and co-requisites:**

Subject didactics

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

To pass the course the student shall successfully follow the programme assigned to him/her and attend the information meeting, lectures, supervision sessions and any specifically required events. Passing the course requires mastery of the subjects taught by the student. The assessment criteria focus on commitment and interaction.

Fail

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

**Grading:**

Pass/fail

**Person responsible:**

Katja Leinonen and Emilia Manninen

**Working life cooperation:**

Non

**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

**Learning outcomes:**

Having completed the course, the student knows how to

- discuss the meaning of the curriculum in the planning and assessment of teaching.
- apply the general and subject-specific foundations and main working and teaching methods laid down in the curriculum in various learning environments.
- apply what s/he has learnt in his/her teaching and school community.
- discuss research in subject didactics.
- describe the most essential contents of a special course selected by him/herself, and apply it in his /her work as a teacher.

**Contents:**

- curriculum
- preconceptions
- motivation
- interaction
- lesson plan
- illustration
- educational technology
- assessment
- orientation to research in subject didactics

The contents of the special course are permanent and/or annually changing courses supporting the general objectives of teachers' pedagogical studies, offered by the Teacher Training School, educational sciences, subject didactics, and subject departments. There will be an effort to organise courses in the following areas, among others: ICT, ethics, inquiring orientation in teaching and as part of professional deintity, civic skills and active citizenship, responsibility for the environment, multiculturalism and interculturalism, encountering difference, multiprofessional collaboration, functional mathematics, teaching literature and writing, etc.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 4h

Subject didactics/Oulu Teacher Training School: small group teaching, a maximum of 10h (45 minutes each)

University subject didactics: small group teaching, 8h

Implementation of the special course: face-to-face teaching 16h, independent work 97h

**Target group:**

Students in the secondary teacher education programme

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

**Assessment methods and criteria:**

For example, active participation in teaching, completion of independent and online assignments, visit, planning of a teaching episode, production of learning materials, diary, blog, video, examination, etc.



Pass

The student's performance shows accomplishment in line with the expected learning outcomes at an acceptable level. S/he deals with the theoretical substance of the study module analytically enough, and applies it in an appropriate manner.

Fail

The student's performance reveals deficiencies in accomplishment relative to the expected learning outcomes, or is unfinished.

**Grading:**

Pass/fail

**Person responsible:**

Minna Säaskilahti

**Working life cooperation:**

Non

## H251104: Pedagogical Studies in Master's Degree, 30 op

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

*Compulsory*

### 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

**Timing:**

1st year

**Learning outcomes:**

Upon completion of the course, the student will be 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.
- identify, among other things, the significance of social status and gender in the discussion related to education and schooling (incl. intersectionality).

- apply social, multicultural, juridical and responsibility issues related to education and schooling in everyday life situations.
- describe the historical, socio-political and professional starting points of Finnish education system.

**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 (incl., e.g., the political, economic and gendered points of view).
- The social, multicultural, juridical and responsibility issues related to education (incl. e.g., from the point of view of gender, sexuality and intersectionality).
- Education systems and their gender as part of the historical development of society (incl. education politics as a part of social politics).
- Gender equality politics as a part of education politics and social politics.

**Mode of delivery:**

Blended teaching and learning. The course is implemented in Moodle learning environment.

**Learning activities and teaching methods:**

Lectures 24 h, independent working 111 h.

Learning activities are composed of studying lectures (contact/online/recorded) and their materials, course literature, and carrying out the learning task (e.g., essay), which combines the contents of lectures, course literature and the phenomena of student's own life-world experiences. The learning task is sketched in Moodle workspace of the course, together with the support and guidance by peer students and teacher.

**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:**

Antikainen, A., Rinne, R. & Koski, L. (2000 tai myöhempi painos). Kasvatussosiologia. Jyväskylä: PS-kustannus. (myös e-kirjana)

Saresma, T., Rossi, L-M. & Juvonen, T. (toim.). (2010 tai myöhempi painos). Käsikirja sukupuoleen. Tampere: Vastapaino. (myös e-kirjana)

**Assessment methods and criteria:**

The adoption of learning outcomes is measured by learning task (e.g., essay), which combines the contents of lectures, course literature and the phenomena of student's own life-world experiences.

Assessment criteria of learning task are:

0 = Work is unfinished, fragmentary, and handled matters are not connected to the theme of the course. References are poorly used.

1 = Work is very superficial in relation to the theme of the course, and handled matters are disconnected from each other. References are weakly used.

2 = Work is superficial in relation to the theme of the course, and handled matters are in some places partly disconnected from each other. References are satisfactorily used.

3 = Work is structured in relation to the theme of the course, handled matters are connected to each other, and there is a visible plot in the work. Using of references is at a good level.

4 = Work is presented and structured in somewhat analytical way in relation to the theme of the course, and handled matters are well connected to each other. Using of references is mainly at a very good level.

5 = Work is presented and structured in a systematic and analytical way in relation to the theme of the course, and handled matters are connected to each other very well. Using of references is at excellent level.

**Grading:**

0-5

**Person responsible:**

Vesa Puuronen (Mervi Heikkinen and Veli-Matti Ulvinen)

**Working life cooperation:**

The adoption of learning outcomes of the course may contain working life cooperation, which relates to the professional contents of each student's own study programme.

**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:** Hanna-Maija Huhtala**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

**Timing:**

1st year

**Learning outcomes:**

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

- 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

Course essay

**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 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:**

Hanna-Maija Huhtala

**Working life cooperation:**

Seminar phase of the course work includes observation task on field.

**050123A: Research-Based Subject Didactics, 10 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

10 ECTS

**Language of instruction:**

Finnish

**Timing:**

4. year autumn, 1. period

**Learning outcomes:**

The student knows how to

- describe the starting-points of educational research and explain the basics of qualitative and quantitative research.
- make use of didactic research in his/her own subject and compose a thesis in subject didactics.
- choose a relevant research method for his/her study and analyze the research data.
- assess the significance of research in subject didactics for the teaching of his/her own subject and construct the thinking of an inquiring teacher.
- apply the knowledge acquired in the study related to subject didactics in supervised teaching practice.

**Contents:**

Planning and implementation of and reporting on a study in subject didactics. The study can be about

- a teaching experiment
- a study related to the curriculum
- research into knowledge of subject contents
- research on learning materials
- research of learning environments and use of new technologies in teaching
- research on attitudes
- research on hobby activities connected with the subject
- research on assessment methods

The study can be related to primary, secondary or tertiary education. The study can also be involved with the third sector.

Supervised teaching practice involves

- planning and implementation of lessons and blocks of teaching making use of knowledge acquired in studies on subject didactics.
- observation of lessons from the viewpoint of subject didactics

**Mode of delivery:**

Face-to-face teaching, supervised teaching practices in grades 7-9 and in the upper secondary grades of the Oulu Teacher Training School, the Faculty

**Learning activities and teaching methods:**

Lectures 8h, methodological exercises and seminar work, a maximum of 42h, and independent work 195h, including the production of a seminar thesis, preparation to act as opponent to another thesis, and familiarization with the other theses.

In supervised teaching practice, 1 credit equals 27 lessons (45 min each) = 16–17 lessons (75 min each).

- lessons to be given: 2–3 (75 min each)

- lessons to be monitored: 3 (75 min)

- independent work

**Target group:**

Students in the secondary teacher education programme

**Prerequisites and co-requisites:**

**Recommended optional programme components:**

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

**Recommended or required reading:**

Curricula in the Oulu Teacher Training School and the literature to be agreed on at the start of the study module

**Assessment methods and criteria:**

Active participation in teaching, completion of independent assignments, conducting, and acting as an opponent to, a scientific study. Active and committed involvement in supervised teaching practice and related activities.

Pass

The student's performance shows accomplishment in line with the expected learning outcomes at an acceptable level. S/he deals with the theoretical substance of the study module analytically enough, and applies it in an appropriate manner.

In supervised teaching practice, a pass requires observance of the given programme in a manner that corresponds to the grade "good". The study module calls for a good mastery of the subjects to be taught by the student, and application of didactic knowledge in the subjects. The assessment criteria focus on commitment, interaction, target orientation, assessment, and expertise.

**Grading:**

Pass/fail

**Person responsible:**

Raimo Kaasila

**Working life cooperation:**

Non

**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

**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

**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

**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