

# Opasraportti

## FEdu - Special Kindergarten Teacher, MA (Education) (2017 - 2018)

The degree programme trains existing kindergarten teachers, or ones currently studying for the qualification, as early special education teachers, special education teachers and Masters in Special Education.

The Master's degree gives the student a professional competence for various duties in special education, and a scientific readiness to study phenomena and themes in special education. The studies focus on the child's development and deviations in it, identification of development and prerequisites for learning, various interventions, planning and implementation of teaching, and leadership in special education. The role of home and society in a child's development is also discussed in depth. The Master's degree also provides eligibility for scientific postgraduate studies in special education.

Objectives:

The goal of the special education programme is to educate flexible all-round experts with interpersonal skills who understand the essence of special education in a broad context. Special attention is paid during the studies to ethical issues and the student's personal growth, supporting the development of professional identity. Having completed the programme, the student among other things

- masters and is able to apply theories, central concepts, methods and principles of special education.
- is capable of critical thinking and evaluation
- is able to analyze and apply phenomena in special education, and to identify children's individual learning skills, learning difficulties and strengths.
- knows how to apply and create research knowledge and solve professional problems and challenges based on science.
- masters the research and data acquisition methods in education and special education.
- is capable of reflecting on, analyzing and developing critically his/her own, general and special pedagogical thinking and activity.
- is capable of producing innovative strategic approaches.
- knows how to manage and act in multiprofessional collaboration with various experts.

Contents of the programme

The extent of the programme is 120 credits, including 70 credits of advanced studies in special education and 50 credits of other studies. The student pursues a sufficient amount of intermediate studies in special education and other studies to reach a total of 120 credits. The intermediate and advanced studies in the major subject include the studies needed for qualification as special education teacher/special kindergarten teacher. It is also possible during the degree studies to complete 60 credits of pedagogical studies, part of which contribute to the major subject studies.

The main content of the studies in special education comprises the following themes: learning difficulties and interventions connected with them, models of three-tier support, assessment, professional collaboration, inclusion and teaching practice.

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

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

## Tutkintorakenteet

## Early Childhood Special Education Teacher, Master's Programme in Special Education

Tutkintorakenteen tila: archived

Lukuvuosi: 2017-18

Lukuvuoden alkamispäivämäärä: 01.08.2017

### Special Education, Advanced Studies (70 ECTS cr) (70 op)

A255104: Special Education, Advanced Studies, 75 - 80 op

#### *Compulsory*

- 402140S: Cognitive Performance and Assessment, 5 op
- 402142S: Society and Inclusive Education, 5 op
- 402143S: Work Community and Leadership, 5 op
- 402146S: Practice 3 - Consultative Special Education, 5 op
- 402147S: Practice 4 - Final practice, 5 op
- 402148S: Special Educator as a Researcher, 5 op
- 408043S: Master's Thesis, 30 op
- 408044S: Thesis Seminar, 5 op
- 408045S: Abstract / Maturity Test, 0 op

#### *Alternative*

- 402134A: Diversity in Education, 5 op
- 402141S: Senses and Communication, 5 op

### Special Education, Intermediate Studies (40 ECTS cr) (40 op)

A255131: Special Education, Intermediate Studies (VEO), 35 op

#### *Compulsory*

- 402120A: Expertise in Special Education, 5 op
- 402121A: Learning Difficulties in Reading and Writing, 5 op
- 402122A: Learning Difficulties in Mathematics, 5 op
- 402123A: Socio-Emotional Growth and Pedagogy, 5 op
- 402134A: Diversity in Education, 5 op
- 402132A: Practice: Special Education in Early Childhood Education, 5 op
- 402133A: Research in Early Childhood Special Education, 5 op
- 402135A: Literature Course: Pedagogical Challenges in Research, Special Education, 5 op

### Other Studies (10 ECTS cr) (10 op)

- 406052A: Mathematics, 5 op
- 406049A: Mother Tongue and Literature I: Language and Textual Skills, 5 op

## Opintojaksojen kuvaukset

### Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

**A255104: Special Education, Advanced Studies, 75 - 80 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

70 ECTS cr

**Language of instruction:**

Finnish and English

**Timing:**

4th and 5th years (Master's stage)

**Learning outcomes:**

The student understands the history and developmental phases of inclusion. S/he gets to know multiprofessional collaboration, the consultative approach and issues of leadership. S/he learns to identify and evaluate extremes of development. S/he is acquainted with various theoretical models, through which s/he can understand the contextuality of learning and development. S/he also familiarises him/herself with the challenges introduced by sensory handicaps. S/he expands his or her competence in the use of research methods, acquiring skills for application of methods.

**Contents:**

- 402142S Society and Inclusive Education 5 cr
- 402143S Work Community and Leadership 5 cr
- 402140S Cognitive Performance and Assessment 5 cr
- 402141S Senses and Communication 5 cr
- 402146S Practice 3 - Consultative Special Education 5 cr
- 402147S Practice 4 - Inclusive Special Education 5 cr
- 402148S Special Educator as a Researcher 5 cr
- 408043S Master's Thesis 30 cr
- 408044S Thesis Seminar 5 cr
- 408045S Abstract / Maturity Test 0 cr

**Mode of delivery:**

Contact teaching and independent work

**Learning activities and teaching methods:**

Lectures, small group teaching, independent work and practical training. For more details, see the course-specific descriptions.

**Target group:**

Students majoring in special education

**Prerequisites and co-requisites:**

Introductory and intermediate studies in special education

**Recommended optional programme components:**

None

**Recommended or required reading:**

For course-specific details, see course descriptions.

**Assessment methods and criteria:**

0 = The students' output is unfinished and fragmented, the response shows no familiarity with the core themes and materials of the course. The output does not correspond to the assignment at all.

1 = The students' output is highly superficial, and the use of course materials is superficial and limited. The response has been structured incoherently.

2 = The students' output is quite superficial. They have made use of some of the core materials, but the use of source materials is coincidental and summary. The response is in accordance with the assignment. The structure of the response is mostly clear and logical.

3 = The students' output covers the core themes of the courses, and the style of writing is reflective and critical in places. The response makes thorough use of all the core materials of the course, and it is fully in line with the assignments. The response proceeds in a clear and logical manner.

4 = The students' output is wide-ranging and in-depth. In addition to the core materials of the course, national and international research materials have also been used to some extent. The style of writing is mainly reflective, argumentative and critical. The response is fully in line with the assignment. The structure of the output is scientific, proceeds logically and is easy to read.

5 = The students' output is a very wide-ranging and scientific entity that manifests a deep and broadly-based understanding of the themes of the course. Research materials are used in a wide-ranging, critical and analytical manner. The structure is in line with the requirements of scientific writing.

**Grading:**

The study module is assessed 1-5.

**Person responsible:**

Professor Marjatta Takala

**Working life cooperation:**

Yes. The module includes two practice periods of 5 credits each.

*Compulsory*

**402140S: Cognitive Performance and Assessment, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

Spring term

**Learning outcomes:**

The student is familiarised with the concept of talent. S/he is familiarised extremes of development: the special pedagogical needs required by talent and mental disability and assessment of children and adolescents. The student learns to work with persons who are talented in various ways. S/he learns to use the means and interventions of special education when faced by the various challenges posed by talent. The student deepens his/her knowledge of assessment as a scientific and professional activity. The student knows how to construct a screening method and test. S/he knows how to analyse their characteristics and is familiar with and knows how to evaluate diagnostic decision making. The student combines evaluation with decisions and means, and knows how to describe the ethical dimensions of assessment. S/he learns to evaluate the effectiveness of her/his own work. S/he gets to know the ICF system.

**Contents:**

Mental disability and talent as concepts, differentiation and individualisation, different pedagogical approaches and models of rehabilitation. Construction of a screening and test, scales and their principles. Testing of children and analysis of the results, description of ethical issues. ICF.

**Mode of delivery:**

Face-to-face teaching and small groups.

**Learning activities and teaching methods:**

Lectures 12 h and small group sessions 12 h, possibly with a partial online implementation.

**Target group:**

Students pursuing major subject studies in special education, and student qualifying as special education teachers

**Prerequisites and co-requisites:**

ERKO-student: Basic studies in special education. Major student: basic and intermediate studies in special education.

**Recommended optional programme components:**

Students majoring in special education and students qualifying as special education teachers.

**Recommended or required reading:**

3 books ja 2 articles:

Salvia, J. & Ysseldyke, S. & Bolt, S. (2013/2010). Assessment in special and inclusive education. 11<sup>th</sup> ed. Cengage Learning. Osat 1, 2 ja 5, sivut 3-128 sekä 308-369.

AND

Närhi, V., Seppälä, H., & Kuikka, P. 2010. Laaja-alaiset oppimisvaikeudet. NMI. 195 s.

AND

Snell, M. & Brown, F. (eds.) 2011. Instruction of Students with Severe Disabilities. s. 656 osin (6<sup>th</sup> edition, luvut 1-7; soveltuvin osin

ADC

Jolly, J. & Hughes, C. E. 2015. Beyond Stereotypes: Understanding, Recognizing, and Working With Twice-Exceptional Learners. *Teaching Exceptional Children*, 47(4), 187-189. or article choose by teacher

**Assessment methods and criteria:**

A pass requires participation in face-to-face teaching and successful completion of a literature exam based on 3 books, 1 article and the lectures.

**Grading:**

1-5

**Person responsible:**

Marko Kielinen

**Working life cooperation:**

None.

**402142S: Society and Inclusive Education, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

autumn term or spring term

**Learning outcomes:**

The student understands the meaning of educational institutions, such as kindergarten and school, for the development of a human being. The student perceives the significance of social change for human development and the contribution of the near and distant environment to the goals, contents and forms of human activity. The student gets to know to sciences related to special education and s/he familiarises him/herself with current dialogue between society and special education. S/he familiarizes him/herself with international development of inclusion, and is informed of the stages and process nature of inclusive education. His/her conception of man and the meaning of values in education globally are clarified.

**Contents:**

The nature of knowledge about special education between and intermediating human development and school institutions, empirical description of the interaction between different levels of activity (the concepts and theoretical background of the micro, meso, exo and macro systems), consequences in terms of research methodology and the need to combine conceptually various research results. Societal change in relation to education and inclusive thinking internationally. Values and conception of man, development of and changes in them.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 12 h

**Target group:**

Students pursuing major subject studies in special education

**Prerequisites and co-requisites:**

Intermediate studies in special education

**Recommended optional programme components:**

The course is part of the advanced studies in special education.

**Recommended or required reading:**

3 books for exam:

- Forlin: 2010. Teacher Education for Inclusion. Changing Paradigms and Innovative Approaches, Taylor & Francis. 259 p.

- Brown-Chidsey, R. & Steege, M.W. 2010. Response to Intervention. Principles and Strategies for effective practice. Guilford press. 190 p., chapters 1-9, pp. 1-147.

- [Meadows](#), S. 2010. The Child as Social Person. Routledge.

- Slee, R. 2010. The Irregular School: Exclusion, Schooling and Inclusive Education. SAGE.

- Pesonen, H. 2016. Pesonen, H. 2016. Sense of belonging for students with intensive special education needs - An exploration of students' belonging and teachers' role in implementing support. University of Helsinki.

**Assessment methods and criteria:**

For a student to get a pass s/he must take part in face-to-face teaching and pass an examination of three books.

**Grading:**

The course is graded on a scale from 0 to 5.

**Person responsible:**

Leila Kairaluoma

**Working life cooperation:**

Yes, international visitors

**402143S: Work Community and Leadership, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

Spring term

**Learning outcomes:**

The student is acquainted with the collaboration networks in the work community and gets an idea of power hierarchies and different types of interaction. S/he is familiarized with the concepts of organizational culture and a learning organization, and s/he identifies ways to support its development. S/he develops his or her own models and methods of interaction, gets an idea of the models of leadership and management, and identifies the requirements of leadership in special education. S/he has an understanding of administrative structures, administrative activities and decision-making as well as economics of education. S/he is familiar with meeting practices and the responsibilities of various functionaries.

**Contents:**

Types and requirements of collaboration in the work community, models of leadership, administration, the concept and different forms of consultation. Special education leadership, knowledge management. Organizational culture.

**Mode of delivery:**

Lectures and small group sessions in flexible alternation

**Learning activities and teaching methods:**

Lectures 14h, small group sessions 10h

**Target group:**

Students pursuing major subject studies in special education

**Prerequisites and co-requisites:**

Basic and intermediate studies in special education

**Recommended optional programme components:**

The course is part of the advanced studies in special education

**Recommended or required reading:**

- Law, Ho. (2013) The psychology of coaching, mentoring and learning. Second edition. John Wiley & Sons; Malden, USA. (270 pages)
- Tutt, R. and Williams, P. 2012. How Successful Schools Work. The Impact of Innovative School Leadership. SAGE. London. s. 120.
- Perttula, J. & Syväjärvi, A. 2012. Johtamisen psykologia. PS-Kustannus.

**Assessment methods and criteria:**

A pass requires participation in face-to-face teaching, making one interview and an examination covering three books and the lectures.

**Grading:**

The course is graded on a scale from 0 to 5.

**Person responsible:**

Lea Veivo

**Working life cooperation:**

Yes

**402146S: Practice 3 - Consultative Special Education, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Spring term or autumn term

**Learning outcomes:**

Having completed the practice period, the student knows how to

- knows how to compare different outlooks on teaching and education
- knows how to apply the theories, curricular contents and pedagogical documents s/he has learnt to children's individual needs in his/her work as a teacher and education
- knows how to analyse and use the consultative approach to work as a tool in the working environments of special education

- knows how to reflect on her/himself as a teacher and educator and enhance and maintain her/his own professional growth and coping at work
- is familiar with and has used models of co-teaching

#### **Contents:**

- Participation in early childhood education or basic education
- Work as a primary and secondary teacher or early educator
- Functions of the pupil welfare group
- Various structures and leadership in the school's work community
- Familiarisation with and composition of various documents (e.g. individual education plans, learning plans for intensified support, pedagogical assessments and accounts, curricula for early childhood education)
- Co-teaching with a special education teacher and also with other teachers

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

Practice and face-to-face teaching

#### **Learning activities and teaching methods:**

Teaching practice in the Teacher Training School, 4 weeks, and group supervision, 8h. (The practice includes 1.5h of individual supervision per student.) As far as possible, the practice is implemented in the form of pair practice.

Lessons given by the student, about 10h/week; monitoring of lessons and working as a pair with a special education teacher with supervision by the teacher. The student will be spending a minimum of three full supervisor working days at the practice site every week. S/he will also produce a written output.

The practice of 5 ECTS credits includes 133.5h of work by the student

#### **Target group:**

Students in the 2 and 5 year Programmes in Special Education

#### **Prerequisites and co-requisites:**

Basic and intermediate studies in special education

#### **Recommended optional programme components:**

Course is part of the advanced studies in special education

#### **Recommended or required reading:**

Article chosen by supervisor

#### **Assessment methods and criteria:**

Active participation in teaching practice and supervision meetings, completion of independent assignments, and a written output to be included in the pedagogical portfolio

#### **Grading:**

Pass/Fail/To be supplemented

#### **Person responsible:**

Lea Veivo and the practice coordinators in the Teacher Training School (Auli Halme, Erkki Pekkala, Markku Juopperi, Outi Takalo, Sirkku Leppilahti and Katja Leinonen)

#### **Working life cooperation:**

Yes

#### **Other information:**

Practice 2 "Special Education in School" and Practice 3 "Consultative Special Education" are linked to each other in such a way that they are carried out at different school levels (preprimary, primary, secondary).

When registering for a practice period, the student shall report which his or her previous practice sites have been and present his or her wishes as regards the forthcoming practice period.

University student must show **extract from their criminal record**, if studies involve practice with minor children. **Please take care that you have shown extract from criminal record before the first masters degree practice begins.**

#### **402147S: Practice 4 - Final practice, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Advanced Studies



**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

5th academic year, spring term

**Learning outcomes:**

Having completed the practice period, the student knows how to

- plan and implement independently teaching and support for learning based on multi-agency and special education, taking into account the all-round welfare of a pupil
- expand her/his conception of research-based fields of work in special education and of her/his own activities as an expert and teacher in special education
- consider in a critical and reflective way scientific knowledge and functional practices in special education
- make use of networking in the field of teaching and education

**Contents:**

- planning, implementation and evaluation of teaching
- the field of special education in a broad sense (primary schools, hospital school, secondary level, third sector, disability organisations, etc.)
- interventions
- teamwork, multi-agency, evaluation
- inclusive education, pupil welfare
- pedagogical innovations
- networking

**Mode of delivery:**

Practice and face-to-face teaching

**Learning activities and teaching methods:**

The practice is implemented in a unit of special education chosen by the student and approved by the supervisor, such as a school, special school or organisation for the disabled.

Practice among regional actors in a single 4-week period, and 8h of group supervision. The supervisor at the practice site will provide supervision for 3h/week to each pair of students.

The total of time spent in practice is 133h. Some 20h of this is spent in group supervision and on a written output/presentation.

**Target group:**

Students in the 2 and 5 year Programmes in Special Education

**Prerequisites and co-requisites:**

Basic and intermediate studies in special education

**Recommended optional programme components:**

The course is part of the advanced studies in special education.

**Recommended or required reading:**

Article chosen by the supervisor

**Assessment methods and criteria:**

Active participation in activities connected with practice, completion of individual assignments and a written output to be included in the pedagogical portfolio.

**Grading:**

The course is graded on the scale pass/fail/to be supplemented.

**Person responsible:**

Marko Kielinen

**Working life cooperation:**

Yes

**402148S: Special Educator as a Researcher, 5 op****Voimassaolo:** 01.08.2014 -**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Spring term

**Learning outcomes:**

Instead of this course, the students of the special education choose one of the following courses: [413030S](#) Advanced course in quantitative research 5 cr or [413031S](#) Advanced course in qualitative research 5 cr.

The learning outcomes, contents and more specific timetables etc. can be found in the descriptions of the courses mentioned above.

**Recommended or required reading:****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 shows 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

*Alternative***402134A: Diversity in Education, 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 cr

**Language of instruction:**

English

**Timing:**

Autumn term

**Learning outcomes:**

The student

- understands the effects of diversity and special needs into the work, pedagogical choices and communication of a teacher.
- understands the demands of equality, equity and design for all to education.
- will learn to take the various cultural and language backgrounds of pupils into consideration.
- sees them as individuals in their community also in multicultural situations.

**Contents:**

- Encountering diverse children and youngsters at educational situations.
- Concepts related to multiculturalism, documents dealing with related issues, various approaches, fulfilling social justice, diverse families, cultures and values.
- Guidelines to design for all and equality act.
- Equality between genders, sexual and gender minorities.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lessons 14 h and individual work

**Target group:**

Students of special education, International students

**Prerequisites and co-requisites:**

Basic studies in special education

**Recommended optional programme components:**

This is part of intermediate or advanced studies in special education.

**Recommended or required reading:**

Together 3 books or 2 books and 2 articles. Choose two from these:

- Obiakor, F. E. 2006. Multicultural Special Education: Culturally Responsive Teaching. Pearson: Ohio. s. 297.
- Banks, J. A. & McGee Banks, C. A. 2013. Multicultural Education: Issues and Perspectives. John Wiley & Sons. Usa. 348 s.
- Gabel, S. L. & Lang, P. 2010. Disability Studies in Education: Readings in Theory and Method. Peter Lang Publishing.

Choose one from these:

- Abu-Hanna, Umayya. 2012. Multikulti: Monikulttuurisuuden käsikirja. Helsinki: Siltala.

- Niemi, A-M. Mietola, R. & Helakorpi, J. 2010. Erityisluokka elämänkulussa Selvitys peruskoulussa erityisluokalla opiskelleiden vammaisten, romaniväestöön kuuluvien ja maahanmuuttajataustaisten nuorten aikuisten koulutus- ja työelämäkokemuksista. Sisäministeriön julkaisut 1/2010. pdf <http://www.intermin.fi/julkaisu/012010?docID=24878>
- Paavola, H., & Talib, M-T. 2010. Kulttuurinen moninaisuus päiväkodissa ja koulussa. PS-kustannus
- Arvonen, A., Katva, L., & Nurminen, A. 2010. Maahanmuuttajien oppimisvaikeuksien tunnistaminen. PS-kustannus. Keskitalo, P. 2010.
- Saamelaiskoulun kulttuurisensitiivisyyttä etsimässä kasvatustutkimuksen keinoin. Rovaniemi: Lapin yliopisto. Die#ut 1. [http://brage.bibsys.no/samall/bitstream/URN:NBN:no-bibsys\\_brage\\_14543/1/pigga%20KORJ1-5-9.pdf](http://brage.bibsys.no/samall/bitstream/URN:NBN:no-bibsys_brage_14543/1/pigga%20KORJ1-5-9.pdf)
- Kivirauma, J. (toim.) 2016. *Vammaisten elämä & elämäkerta. Tulkintoja vammaisuudesta 1900-luvun Suomessa*. Kynnys ry.

2 articles from the list (can also be suggested by the teacher)

- Jaatinen, R-E. 2015. Promoting Interculturalism in Primary School Children through the Development of Encountering Skills: A Case Study in Two Finnish Schools. *Education*, 43(6), 731-742.
- Holm, G. & Londen, M. 2010. The Discourse on Multicultural Education in Finland: Education for Whom? *Intercultural Education*, 21(2), 107-120.
- Acquah, E. O.; Tandon, M.; Lempien, S. 2016. Teacher Diversity Awareness in the Context of Changing Demographics. *European Educational Research Journal*, 15(2), 218-235.

#### **Assessment methods and criteria:**

Accepted course demands participation in lectures and participating in an exam of 3 books or two books and 2 articles.

#### **Grading:**

Evaluation 0-5.

#### **Person responsible:**

Professor Marjatta Takala

#### **Working life cooperation:**

None

### **402141S: Senses and Communication, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

#### **ECTS Credits:**

5 ECTS cr

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

Finnish

#### **Timing:**

Spring term or autumn term

#### **Learning outcomes:**

The student understands the connection between the senses and communication and the historical and social development of communication. The student knows how to describe normal and anomalous language development in a child. S/he learns to evaluate and support a child's language development on the general level and knows how to use communications methods to support and substitute for speech. The student learns to identify communication problems, such as difficulties with articulations and special difficulties in language development, and knows how to rehabilitate them through various interventions. The student learns about the effects of auditory and visual disabilities on language development.

#### **Contents:**

The stages in the development of communication, supporting them through exercises and/or the AAC methods, identification, evaluation and rehabilitation of the most common articulation errors. Getting to know sign language and speech-supporting signs.

**Mode of delivery:**

Face-to-face teaching in the form of large group and small group sessions.

**Learning activities and teaching methods:**

Large group sessions 16h, small group work 14h, independent work. The examination is in the form of an essay.

**Target group:**

Students pursuing major subject studies in special education, and students qualifying as special education teachers

**Prerequisites and co-requisites:**

Basic and intermediate studies in special education or, in the case of students qualifying as special education teachers, basic studies

**Recommended optional programme components:**

The course is part of the advanced or intermediate studies in special education, depending on the year in which the student started his/her studies. The course is also part of the professional studies in special education.

**Recommended or required reading:**

4 books:

Takala, M. & Sume, H. (toim.) 2016. Kieli, kuulo ja oppiminen. Kuurojen ja huonokuuloisten lasten opetus. Finn Lectura. Tampere: Tammer-Paino. 3. täysin uudistettu painos.

AND

Korpilahti, P., Aalto, O. ja Laine, M. (toim.) 2010. Kieli ja aivot. Turun yliopisto. Art-Print oy: Helsinki. (ei lukuja 2 (s.51-88) eikä 7 (s. 263-299).

TAI

Loukusa, S. & Paavola, L. (eds.) 2011. Lapset kieltä käyttämässä. Pragmaattisten taitojen kehitys ja sen häiriöt. PS-kustannus. 324 s.

AND

Damico, J. S.; Muller, N. & Ball, M. J. 2010. The Handbook of Language and Speech Disorders - Wiley & Blackwell. 543 p. (part III, only chapters 15, 16, 19, 20)

AND one on these

Huhtanen, K. (toim.) 2011. Puhetta tukevat ja korvaavat kommunikointimenetelmät Suomessa. Kehitysvammaliitto.

OR

Baron-Cohen, S. (2008). Autism and Asperger Syndrome. Oxford University press. 127 p.

OR

Bogdashina, O. (2005). Communication Issues in Autism and Asperger Syndrome. Do we speak the same language? Jessica Kingsley Publishers. 265 p.

**Assessment methods and criteria:**

Course approval requires participation in face-to-face teaching and successful completion of an examination based on four books and the lectures.

**Grading:**

1-5

**Person responsible:**

Marjatta Takala

**Working life cooperation:**

Yes, visits by organisations representing the sensory disabled

**Other information:**

The course replaces the study module entitled "Language Development and Its Support"

**A255131: Special Education, Intermediate Studies (VEO), 35 op**

Voimassaolo: 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

40 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1st year of the Master's Programme

**Learning outcomes:**

- In the intermediate studies, the student gets deeper into what s/he learnt in the basic studies. S/he understands the breadth of the special education profession.
- The student learns to identify learning difficulties and challenges of behaviour and understands the causes underlying them.
- The student gets to know how interaction develops, what kinds of challenges may be involved and how they are seen in the relationships between adults and children. S/he learns to use the skills of interaction to promote pedagogical goals.
- The student understands the basis of doing research, the nature of scientific knowledge, ethical problems in science and the relationship between the human sciences and the natural sciences.
- The student acquires a readiness to use various research methods in early childhood education research.

**Contents:**

[402120A](#) Special Education as a Profession 5 ECTS cr

[402121A](#) Learning Difficulties in Reading and Writing 5 ECTS cr

[402122A](#) Learning Difficulties in Mathematics 5 ECTS cr

[402123A](#) Socio-Emotional Growth and Pedagogy 5 ECTS cr

[402134A](#) Diversity in Education 5 ECTS cr

[402132A](#) Practice: Special Education in Early Childhood Education 5 ECTS cr

[402133A](#) Research in Early Childhood Special Education 10 ECTS cr

**Mode of delivery:**

Face-to-face teaching and independent work

**Learning activities and teaching methods:**

Large group teaching or lectures, small group sessions, independent work, practice

**Target group:**

Students in the Master's Programme in Special Education aiming to become special kindergarten teachers

**Prerequisites and co-requisites:**

Basic studies in special education

**Recommended optional programme components:**

Connectikon with other study modules in the Master's programme. The intermediate studies include some of the professional studies in early childhood education.

**Recommended or required reading:**

**S See each study module**

**Assessment methods and criteria:**

See each study module

**Grading:**

0-5

**Person responsible:**

Marjatta Takala

**Working life cooperation:**

Yes. The studies include practical training.

*Compulsory*

**402120A: Expertise in Special Education, 5 op**

**Voimassaolo:** 01.08.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

finnish

**Timing:**

Spring term or autumn term

**Learning outcomes:**

- The student knows how to describe and use different contents and working methods typical of the special education profession.
- S/he learns how to function in various tasks in special education.
- For work as a teacher, she learns how to compose various documents (e.g. early education plans, pedagogical evaluations, statements and plans for individual instruction arrangements), multi-professional cooperation and functioning in different work communities.
- The student gets a deeper knowledge of the requirements for and implementation of support offered to children at different phases from pre-school to vocational education.
- The student learns about different situations of interaction in the work community and gets support for his or her own professional development.

**Contents:**

The role of the special education teacher in the school community and in the professional team, legislation, the requirements and contents of three-tier support and student welfare services. Tasks of the special education expert, the prerequisites of his/her tasks.

**Mode of delivery:**

Lectures and small group teaching, a visit if possible.

**Learning activities and teaching methods:**

Teaching in big group 16 h and small group sessions 14 h in flexible alternation, independent work 10 h and 3 h exam.

**Target group:**

Students majoring in special education and students qualifying as special education teachers.

**Prerequisites and co-requisites:**

Basic Studies in Special Education

**Recommended optional programme components:**

The course is part of the Intermediate Studies in Special Education.

**Recommended or required reading:**

Mitchell, D. (2008) What really works in special and inclusive education. Using Evidence-based teaching strategies. Taylor & Francis. s. 1-194.

AND

Eteläpelto, A., Collin, K. & Saarinen, J. (toim.) 2007. Työ, identiteetti ja oppiminen. Helsinki: WSOY.304 s. Luetaan sivulle 235, ei osaa IV.

AND

Artikkeli: Co-teaching: Shin, M.; Lee, H. & McKenna, J. 2016. Special education and general education pre-service teachers' co-teaching experiences: a comparative synthesis of qualitative research. *International Journal of Inclusive Education*, 20 (1), 91-107.

AND 1 book below

Cantell, H. 2010. Ratkaiseva vuorovaikutus. Erikoispainos varhaiskasvattajille. Kasvatuksellisia kohtaamisia lasten kanssa. WSOY. s. 201.

OR

Cantell, H & Kallioniemi, A. 2016. Kansankynttilä keinulaudalla Miten tulevaisuudessa opitaan ja opetetaan? PS-Kustannus:Jyväskylä.



OR

Jahnukainen, M., Kontu, E., Thuneberg, H. & Vainikainen, M-L. (toim.) (2015). *Erityisopetuksesta oppimisen ja koulunkäynnin tukeen*. Suomen kasvatustieteellinen seura. 205 s.

**Assessment methods and criteria:**

A pass requires participation in face-to-face teaching and completion of a literature exam based on three books, one article and the lectures.

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

**Grading:**

The course is graded 0-5.

**Person responsible:**

Lea Veivo

**Working life cooperation:**

Yes, visits to school and/or kindergarten

**402121A: Learning Difficulties in Reading and Writing, 5 op**

**Voimassaolo:** 01.08.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Autumn term

**Learning outcomes:**

The student is familiar with the basic methods of teaching to read and write, and understands how the various methods are bound to a language. The student is familiar with the typical development of learning to read and write during a person's course of life, and is able to identify aberrant development in terms of both technical reading, spelling, and productive reading and reading comprehension. In addition to theoretical mastery, the student also knows how to use the tools to evaluate reading and writing difficulties, and how to interpret individual results from the viewpoint of intervention. The student is familiar with various research-based methods of intervention in reading and writing, and knows how to apply them effectively to the individual needs of pupils in different ages.

**Contents:**

Skills of teaching to read and write, background and causal factors of reading and writing difficulties, identification and evaluation of and support in reading and writing difficulties. In early childhood education, the focus is on overall language training, especially rehabilitation of language awareness in prevention of reading and writing difficulties and risk reduction.

**Mode of delivery:**

Face to face teaching

**Learning activities and teaching methods:**

Large group teaching 16h, small group teaching 14h.

**Target group:**

Students majoring in special education and students qualifying as special education teachers.

**Prerequisites and co-requisites:**

Basic Studies in Special Education

**Recommended optional programme components:**

The course is part of the Intermediate Studies in Special Education.

**Recommended or required reading:**

Panula, A-M. 2013. Lukemisvaikeudet ja osa-aikainen erityisopetus: Seurantatutkimus esikoulusta yhdeksännän luokan loppuun. University of Helsinki, Faculty of Behavioral Sciences, Department of Teacher Education. <http://urn.fi/URN:ISBN:978-952-10-7871-2>

OR

Lukivaikeudesta lukitaitoon. 2006. Takala, M. & Kontu, E. (toim.). Yliopistopaino. Palmenia-sarja. 250 s. AND

Kairaluoma, L., Ahonen, T. ;Aro, M. ; Kakkuri, I.; Laakso, K. Peltonen, M. & Wennström, K. 2008. Lukemalla ja tekemällä. NMI. Jyväskylä: Kopijyvä. s.193

AND

Kamhi, A. & Catts, H. (2011). Language and reading disabilities.3<sup>rd</sup> edition. Pearson Education. Luvut 1-4; 6-7. (soveltuvien osin, n. 150 s)

OR

Rasinski, T.; Blachowicz, C. & Lems, K.(eds.) 2012. Fluency Instruction . Research-based best practices. New York: Guilford press. (soveltuvien osin, n. 150 s)

AND

Lyytinen, H. & Lyytinen, P. 2016. Lukivaikeuksien ennalta tunnistuksen ja ehkäisyn keinot – ja niiden perustelut. Kielikukko 3, 2-11. [http://www.parnet.fi/~finra/Kielikukko/Lyytinen,%20H%20&%20P\\_Lukivaikeuksien%20ennalta%20tunnistuksen%20ja%20ehk%C3%A4isyn%20keinot%20-%20ja%20niiden%20perustelut.pdf](http://www.parnet.fi/~finra/Kielikukko/Lyytinen,%20H%20&%20P_Lukivaikeuksien%20ennalta%20tunnistuksen%20ja%20ehk%C3%A4isyn%20keinot%20-%20ja%20niiden%20perustelut.pdf)

**Assessment methods and criteria:**

A pass requires participation in face-to-face teaching and completion of a literature exam based on three books, one article and the lectures.

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

**Grading:**

The course is graded 1-5.

**Person responsible:**

Leila Kairaluoma

**Working life cooperation:**

Yes, cooperation with Erilaiset Oppijat [Different Learners] and other associations

**402122A: Learning Difficulties in Mathematics, 5 op**

**Voimassaolo:** 01.08.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Autumn term

**Learning outcomes:**

The student learns to understand the development of mathematical skills and learning difficulties connected with it. S/he is familiarised with the theoretical background of the phenomenon, identification and evaluation of difficulties and methods of intervention. The student learns how to encounter different kinds of challenges in mathematics learning.

**Contents:**

- number sequence skills
- sub-processes of calculation

- connections with reading and writing difficulties
- nodal points in teaching at different ages
- identification of difficulties, evaluation and rehabilitation.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Large group teaching 14 h, small group teaching 12 h and independent work

**Target group:**

Students majoring in special education and students qualifying as special education teachers.

**Prerequisites and co-requisites:**

Basic Studies in Special Education.

**Recommended optional programme components:**

The course is part of the Intermediated Studies in Special Education.

**Recommended or required reading:**

- Dowker, A. (ed) 2008. *Mathematical Difficulties – Psychology and Intervention*. Elsevier. 244 s.

- Berch, D. B. & Mazzocco, M. M.M. (2007). *Why is Math So Hard for Some Children?*

OR

- Gersten, R., Chard, D. J., Jayanthi, M., Baker, S. K., Morphy, P. & Flojo, J. (2008). *Mathematics Instruction for students with learning disabilities or difficulty learning mathematics. A synthesis of the intervention research*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

- Räsänen, P. 2012. Laskemiskyvyn häiriö eli dyskalkulia. *Duodecim*, 128; 1168-1177.

Another article will be agreed on with teacher.

**Assessment methods and criteria:**

A pass requires participation in face-to-face teaching and successful completion of a literature exam based on two books, two articles and the lectures.

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

**Grading:**

The course is graded 1-5.

**Person responsible:**

Kerttu Ristola

**Working life cooperation:**

None

**402123A: Socio-Emotional Growth and Pedagogy, 5 op**

**Voimassaolo:** 01.08.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

Spring term

**Learning outcomes:**

The student knows how to identify adaptation difficulties related to developmental, personality and environmental factors. The student learns how to function in a way that takes into account the pupil's adaptation problems. The student is familiarized with research in special education and child psychiatrics

on this field, and is able to evaluate and direct children's and adolescents' development on this basis. The student also learns how to develop learning materials and pedagogical solutions and how to organize cooperation for the planning of special education arrangements.

**Contents:**

- connection between behaviour and emotional life in different environments
- identification of the challenges of emotional life and rehabilitation measures

**Mode of delivery:**

Face-to-face teaching, an excursion possible.

**Learning activities and teaching methods:**

Large group teaching 16 h, small group sessions 14 h, exam 3 h.

**Target group:**

Students majoring in special education and students qualifying as special education teachers.

**Prerequisites and co-requisites:**

Basic Studies in Special Education.

**Recommended optional programme components:**

The course is part of the Intermediate Studies in Special Education.

**Recommended or required reading:**

Kauffman, J.M. & Landrum, T.J. 2013. Characteristics of emotional and behavioral disorders of children and youth. Upper Saddle River, New Jersey: Merrill/Pearson. (501 s.) Osa 1: luvut 1,2,3, 4 s. 1-93. Osa 2: luku 6, 7, s. 116-155. Osa 3: luvut 9, 10, 11, 12 s. 177-293, (10. painos).

OR

For Early Childhood Special Education Teacher Students: Sinkkonen, J. & Kalland, M. (2011). Varhaislapsuuden tunnesiteet ja niiden suojeleminen. WSOY. 325 s.

AND

Reid; S. F. & Johnson, J. 2012. Teacher's guide to ADHD. Guilford Press.

Ahtola, A-R. 2016. Psykykinen hyvinvointi ja oppiminen. PS-kustannus: Jyväskylä

**Assessment methods and criteria:**

A pass requires participation in face-to-face teaching and successful completion of a literature exam based on four books and the lectures.

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

**Grading:**

The course is graded 1-5.

**Person responsible:**

Lea Veivo

**Working life cooperation:**

None

**402134A: Diversity in Education, 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 cr

**Language of instruction:**

English

**Timing:**

Autumn term

**Learning outcomes:**

The student

- understands the effects of diversity and special needs into the work, pedagogical choices and communication of a teacher.
- understands the demands of equality, equity and design for all to education.
- will learn to take the various cultural and language backgrounds of pupils into consideration.
- sees them as individuals in their community also in multicultural situations.

**Contents:**

- Encountering diverse children and youngsters at educational situations.
- Concepts related to multiculturalism, documents dealing with related issues, various approaches, fulfilling social justice, diverse families, cultures and values.
- Guidelines to design for all and equality act.
- Equality between genders, sexual and gender minorities.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lessons 14 h and individual work

**Target group:**

Students of special education, International students

**Prerequisites and co-requisites:**

Basic studies in special education

**Recommended optional programme components:**

This is part of intermediate or advanced studies in special education.

**Recommended or required reading:**

Together 3 books or 2 books and 2 articles. Choose two from these:

- Obiakor, F. E. 2006. *Multicultural Special Education: Culturally Responsive Teaching*. Pearson: Ohio. s. 297.
- Banks, J. A. & McGee Banks, C. A. 2013. *Multicultural Education: Issues and Perspectives*. John Wiley & Sons. Usa. 348 s.
- Gabel, S. L. & Lang, P. 2010. *Disability Studies in Education: Readings in Theory and Method*. Peter Lang Publishing.

Choose one from these:

- Abu-Hanna, Umayya. 2012. *Multikulti: Monikulttuurisuuden käsikirja*. Helsinki: Siltala.
- Niemi, A-M. Mietola, R. & Helakorpi, J. 2010. *Eryitysluokka elämäkulussa Selvitys peruskoulussa erityislukalla opiskelleiden vammaisten, romaniväestöön kuuluvien ja maahanmuuttajataustaisten nuorten aikuisten koulutus- ja työelämäkokemuksista*. Sisäministeriön julkaisut 1/2010. pdf <http://www.intermin.fi/julkaisu/012010?docID=24878>
- Paavola, H., & Talib, M-T. 2010. *Kulttuurinen moninaisuus päiväkodissa ja koulussa*. PS-kustannus
- Arvonen, A., Katva, L., & Nurminen, A. 2010. *Maahanmuuttajien oppimisvaikeuksien tunnistaminen*. PS-kustannus. Keskitalo, P. 2010.
- Saamelaiskoulun kulttuurisensitiivisyyttä etsimässä kasvatustropologian keinoin. Rovaniemi: Lapin yliopisto. Die#ut 1. [http://brage.bibsys.no/samall/bitstream/URN:NBN:no-bibsys\\_brage\\_14543/1/pigga%20KORJ1-5-9.pdf](http://brage.bibsys.no/samall/bitstream/URN:NBN:no-bibsys_brage_14543/1/pigga%20KORJ1-5-9.pdf)
- Kivirauma, J. (toim.) 2016. *Vammaisten elämä & elämäkerta. Tulkintoja vammaisuudesta 1900-luvun Suomessa*. Kynnys ry.

2 articles from the list (can also be suggested by the teacher)

- Jaatinen, R-E. 2015. Promoting Interculturalism in Primary School Children through the Development of Encountering Skills: A Case Study in Two Finnish Schools. *Education*, 43(6), 731-742.
- Holm, G. & Londen, M. 2010. The Discourse on Multicultural Education in Finland: Education for Whom? *Intercultural Education*, 21(2), 107-120.
- Acquah, E. O.; Tandon, M.; Lempinen, S. 2016. Teacher Diversity Awareness in the Context of Changing Demographics. *European Educational Research Journal*, 15(2), 218-235.

**Assessment methods and criteria:**

Accepted course demands participation in lectures and participating in an exam of 3 books or two books and 2 articles.

**Grading:**

Evaluation 0-5.

**Person responsible:**

Professor Marjatta Takala

**Working life cooperation:**

None

**402132A: Practice: Special Education in Early Childhood Education, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1st year, spring term

**Learning outcomes:**

The student becomes familiar with special early childhood education. S/he observes the work of a special kindergarten teacher and works as his/her assistant following the supervising teacher's instructions. S/he also gets to know the structures of special early childhood education and leadership in early childhood education.

**Contents:**

Special early childhood education

The student is familiarized with special early childhood education under the supervision of a special kindergarten teacher, and gets an idea of collaboration, structure of activities and working methods among early childhood education staff. The student also takes part in the group supervision sessions.

**Mode of delivery:**

Practice and face-to-face teaching

**Learning activities and teaching methods:**

Four weeks are reserved for the practice period. The student joins the supervising teacher on at least three days every week. During the first week, the student observes the work of a special kindergarten teacher and everyday activities in the kindergarten. From the second week onwards, the student also takes part in planning and supervising the activities for individual children, or holds activity sessions for a group of children. The student mainly plans for and implements the supervision of activities and the activity sessions together with another student. The student also takes part in 8 hours of group supervision given by the university lecturer and writes a report on the practice period. In his/her report, the student describes the practice site and also how special education is being implemented in the site, as well as the number of hours actually spent practising. The supervising teacher signs the report, the maximum length of which is seven pages.

**Target group:**

1st year special education Master's students in the programme for prospective special kindergarten teachers

**Prerequisites and co-requisites:**

Basic studies in special education

**Recommended optional programme components:**

The study module is part of the intermediate studies in special education. The study module is a compulsory course in the Master's Programme in Special Education for early childhood educators

**Recommended or required reading:**

Uusitalo-Malmivaara, L. & Vuorinen, K. 2016. Huomaa hyvä. Näin ohjaat lasta ja nuorta löytämään luontevahvuutensa. PS-Kustannus.

**Assessment methods and criteria:**

For a student to pass the course s/he needs to keep a practice diary, observe and take actively part in supervision, sessions and negotiations, and participate in group supervision.

**Grading:**

The study module is assessed on the scale Pass/Fail/To be supplemented.

**Person responsible:**

Elina Viljamaa

**Working life cooperation:**

Yes

**Other information:**

University student must show **extract from their criminal record**, if studies involve practice with minor children. **Please take care that you have shown extract from criminal record before the practice begins.**

**402133A: Research in Early Childhood Special Education, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Elina Viljamaa

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

10 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

Having completed the course, the student knows how to pursue studies in a university. S/he also knows how to find high-quality publications and how to use them to do research and maintain his/her professional skills. S/he knows how to write a scientific study from the viewpoint of and focusing on special education. S/he is familiar with statistical methods and understands the approach required by small samples. The student acquires new knowledge about quantitative and qualitative research methods (changed annually, e.g. case studies, action research, interviews, ethnographic studies, role playing, the focus group method, qualitative content analysis). The student is acquainted with new publications on the field and international arenas of special education.

**Contents:**

Issues connected with starting to study, introduction to university studies, different forms of qualitative and quantitative research, consideration of research setups, triangulation, the skill of reading research.

**Mode of delivery:**

Face-to-face teaching (5 credits), personal project (3 credits) and literature (2 credits)

**Learning activities and teaching methods:**

Lectures 12h, exercises 12h

**Target group:**

1st year special education Master's students taking part in the programme for prospective special kindergarten teachers

**Prerequisites and co-requisites:**

Basic studies in special education

**Recommended optional programme components:**

Linked to practical training periods

**Recommended or required reading:**

Halinen, I., Hotulainen, R., Kauppinen, E., Nilivaara, P., Raami, A. & Vainikainen, M-P. 2016. Ajattelun taidot ja oppiminen. PS-Kustannus.

AND

Laine, M., Bamberg, J. & Jokinen P. (toim.) 2007. Tapaustutkimuksen taito. Helsinki: Gaudeamus.

OR

Metsämuuronen, J. 2004. Pienten aineistojen analyysi (metodologia 9). International Methelp Oy.

OR

Aaltonen, S. & Högbacka, R. (toim.) 2015. Umpikujasta oivallukseen. refleksiivisyys empiirisessä tutkimuksessa. Nuorisotutkimusseuran julkaisuja 164. Tampere University press: Tampere.

In addition, two select articles.

**Assessment methods and criteria:**

To gain a pass for this course, the student needs to take part in the groups, complete his/her own project work (in groups of 2 to 4) and sit a literature exam (with two books), present the results of two articles in a) a summary and b) a presentation, and participate in a tutorial group.

**Grading:**

0-5

**Person responsible:**

Elina Viljamaa

**Working life cooperation:**

Linked to practical training periods / Introduction to the work of a special kindergarten teacher.

**402135A: Literature Course: Pedagogical Challenges in Research, Special Education, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Elina Viljamaa

**Opintokohteen kielet:** Finnish

**406052A: Mathematics, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Emilia Manninen

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish, English for ITE

**Learning outcomes:**

Having completed the study module, the student knows how to:

- develop calculation routines for the contents of primary mathematics



- describe the contents of maths as part of transversal competence and phenomenon-based learning
- explain maths assessment in primary school
- design maths teaching and set objectives for teaching and learning in accordance with the basic education curriculum
- analyze the learning of maths contents and learning problems in primary school and apply it in the planning and evaluation of teaching
- apply and evaluate critically mathematics teaching methods, learning materials and tools

**Contents:**

Contents of primary mathematics:

- thinking skills
- numbers, operations and algebra
- geometry
- data processing, statistics, probability

View of mathematics

Mathematics learning tools

Essential methods of work in primary mathematics

Differentiation in mathematics

Mathematics didactics

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 4h, small group teaching 36h, and independent work 95h

**Target group:**

Students in the Primary Teacher Education programme and minor subject students with a separate right to pursue the studies

**Recommended optional programme components:**

The study module is part of the multidisciplinary studies in primary teacher education.

**Recommended or required reading:**

Van de Walle, John A., Elementary and middle school mathematics: teaching developmentally / John A. Van de Walle, Karen S. Karp; Jennifer M. Bay-Williams; with contributions by Jonathan Wray. 8th ed. Boston: Pearson, cop. 2013.

In addition materials agreed together at the start of the course

**Assessment methods and criteria:**

Active participation in teaching

Completion of independent assignments

Production of learning materials

Self- and peer assessment

0

The student's performance is incomplete or deficient and it does not indicate any learning in line with the expected learning outcomes.

1

The student shows a minor degree of learning in line with the learning outcomes, but his/her attainment remains superficial or lacking in terms of one or more objectives. The student is not really applying or using essential theoretical course materials at all.

2

The student's accomplishment is in line with the expected learning outcomes, but it only indicates superficial ability. The performance shows narrow and limited assimilation of the theoretical substance on the level of retention.

3

The student's performance is in line with the expected outcomes. The student processes and analyzes essential theoretical course materials at the level of retention and description, but without being able to apply or analyze them.

4

The student's performance is in line with the expected outcomes. S/he shows that s/he has a comprehensive familiarity with the essential theoretical substance of the course, and knows how to apply it in an appropriate manner.

5

The student exhibits a knowledge that is in line with the learning outcomes in a deep, wide and varied manner. S/he shows her/his ability to describe, evaluate and analyze essential theoretical course materials and to use and apply them in an appropriate manner.

**Grading:**

0-5

**Person responsible:**

Emilia Manninen

**Working life cooperation:**

None

**406049A: Mother Tongue and Literature I: Language and Textual Skills, 5 op**

Voimassaolo: 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Sääskilähti, Minna Susanna**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

1. year

**Learning outcomes:**

Having completed the course, student

- knows the basic principles of teaching literacy and multiliteracy
- is able to support and evaluate the development of pupils' literacy skills so that s/he takes into consideration the age-specific developmental level of the child and the national core curriculum.
- is able to apply different teaching methods and learning environments in developing pupils' literacy skills
- knows how to apply language knowledge to guide children to make observations on language and consciously consider language structure
- is able to describe the premises of teaching Finnish as a second language

**Contents:**

- literacy and multiliteracy
- average features and challenges of children's language development
- development and evaluation of reading and writing skills
- process reading and writing and genre pedagogy
- developing language awareness in primary school
- teaching Finnish as a second language

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 4 h, exercises 36 h and independent work 94 h

**Target group:**

Students in the Primary Teacher Education programme and minor subject students with a separate right to pursue the studies

**Grading:**

0-5

**Person responsible:**

Minna Sääskilähti

**Working life cooperation:**

No