

Opasraportti

Master's Programme for Primary Teacher Qualification (2017 - 2018)

Primary Teacher Education specifically aims at working in the learning and growth environments of the basic education grades 0 to 6. The programme gives the student plentiful capabilities in pedagogy, didactics and subject mastery to encounter educational challenges in the future school.

The studies offer ingredients for the construction of a student's own pedagogical views and activities, and they guide the student to become aware of the social meaning of a primary teacher's work. In addition to the courses offered by the Faculty of Education, the student can also apply for a right to pursue studies in the modules offered by five other faculties.

Learning outcomes in the Master's degree:

The student is capable of managing and developing complicated and creative modules related to education and learning.

The student knows how to work in a multiprofessional and multicultural work community.

The student knows how to analyze theoretical knowledge on education, teaching and learning and how to create new knowledge based on it.

The student is able to act empathetically, ethically and with pedagogical tact and knows how to evaluate his/her own activity in different situations.

The student knows how to plan and implement teaching based on research with due considerations of the learners.

The student is capable of analyzing the relationship between education and society, making conclusions on it and applying his/her conclusions to develop educational communities.

The student knows how to analyze his/her own conception of man and social and cultural assumptions related to childhood.

The student is capable of socially responsible and ethically sustainable leadership in his/her duties in the field of teaching and education.

The student knows how to analyze critically his/her working life skills and how to develop them in an appropriate manner.

Course Structure Diagrams of the Studies you find [here](#).

Tutkintorakenteet

Programme for Primary Teacher Qualification

Tutkintorakenteen tila: archived

Lukuvuosi: 2017-18

Lukuvuoden alkamispäivämäärä: 01.08.2017

Advanced studies in education (60 ECTS credits) (vähintään 60 op)

A250544: Advanced Studies in Education (special groups), 60 - 62 op

Advanced Studies include the following mandatory courses:

- 408035S: Educational Administration and Cooperation in School, 5 op
- 408036S: School in Society - Society in School, 5 op
- 408040S: Master's Level School Experience and Pedagogical Seminar, part 1, 5 op
- 408043S: Master's Thesis, 30 op
- 408044S: Thesis Seminar, 5 op
- 408045S: Abstract / Maturity Test, 0 op
- 408039S: Optional Course, 5 op

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

- 413030S: Advanced course in quantitative research, 5 op
- 413031S: Advanced course in qualitative research, 5 op

Multidisciplinary studies in the subjects and cross-curricular themes taught in basic education (60 ECTS credits)

A256404: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education (Special Groups), 60 op

Multidisciplinary Studies include the following mandatory courses:

- 406049A: Mother Tongue and Literature I: Language and Textual Skills, 5 op
- 406051A: History, Social Studies and Religion/Ethics, 5 op
- 406052A: Mathematics, 5 op
- 406053A: Environmental Studies I: Living Environment, 5 op
- 406054A: Environmental Studies II: Natural Phenomena in the Environment, 5 op
- 406055A: Arts and Crafts Education I: Music, Physical Education and Handicrafts, 5 op
- 406056A: Arts and Crafts Education II: Visual Arts and Handicrafts, 5 op
- 406057A: Arts and Crafts Education III: Physical Education and Music, 5 op
- 406058A: Arts and Crafts Education IV: Physical Education and Visual Arts, 5 op
- 406059A: Arts and Crafts Education V: Handicrafts and Music, 5 op
- 406060A: An Integrative Project: Multiliteracy in Phenomena, 5 op

e1

- 408041S: Master's Level School Experience and Pedagogical Seminar, part 2, 5 op
- 406061A: Bachelor's Level School Experience, 5 op

Required Studies

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

A250544: Advanced Studies in Education (special groups), 60 - 62 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Advanced Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

60 ECTS cr

Language of instruction:

Finnish and english

Timing:

1. and 2. year

Contents:

408035S Educational Administration and Cooperation in School 5 ECTS

408036S School in Society - Society in School 5 ECTS

408040S Master's Level School Experience and Pedagogical Seminar, part 1 5 ECTS

Optional course a OR b 5 ECTS

413030S a) Advanced Course in Quantitative Research

413031S b) Advanced Course in Quantitative Research

408043S Master's Thesis 30 ECTS

408044S Graduseminaari 5 ECTS

408045S Abstract/Maturity Test 0 ECTS

408039S Optional Course 5 ECTS

Optional study modules, such as courses included in the intermediate studies in education. The student should choose a study module that supports his or her professional growth and competence from among the intermediate studies in education for primary teacher students (or from advanced study modules in other programmes).

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Vary by course

Target group:

Primary teacher students

Recommended optional programme components:

The module includes the courses listed above.

Recommended or required reading:

To be agreed on for each course.

Assessment methods and criteria:

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

Grading:

0 - 5

Person responsible:

Hanni Muukkonen

Working life cooperation:

Includes school work as well as other work placement.

Advanced Studies include the following mandatory courses:

408035S: Educational Administration and Cooperation in School, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

4.-5. year

Learning outcomes:

Having completed the study module, the student

- is familiar with ways to collaborate multiprofessionally in teacher and school communities, and knows how to apply this knowledge in his/her work
- knows how to describe the diversity of families, is familiar with ways of cooperation between homes and schools, and know how to apply this knowledge in his/her work
- knows how to analyze the operation of a work community and the relationship of a beginning teacher to the surrounding work community
- knows how to analyze the theoretical background of an educational community and evaluate research on educational cooperation
- knows the central acts and decrees governing educational administration and their contents
- knows how to apply in practice the legislation for educational administration at his/her own educational level
- knows how to use the Finlex database

Contents:

- school as a multiprofessional work community
- cooperation between home and school
- collaborative working methods in the teacher's work
- educational collaboration as a research subject
- the basis of civil servants' work in public administration and of legislation related to school administration and teaching
- the teacher's rights and duties in his/her work as a teacher
- the administrative system and civil servants' work within the framework of the tasks and functional opportunities set by current laws and standards

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

Lectures 28h, exercises 12h, independent work 85h

Target group:

Students in the Primary Teacher Education Programme

Prerequisites and co-requisites:

Basic and intermediate studies in education

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

Active participation in teaching. Learning journal or essay composed on the basis of the lectures. The lecture assignments shall also make use of the additional materials distributed at the start of the study module. Small group sessions and an introduction to a topic agreed jointly, to be composed and presented in a group.

Assessment

The lecture journal/essay is assessed on a scale from 0 to 5.

0 = unfinished, fragmentary, matters presented are not essentially connected with the topic, and the use of sources is non-existent.

1 = highly superficial, matters are presented fully detached from one another, and the use of sources is at a poor level.

2 = superficial, matters are partly presented detached from one, and the use of sources is at a satisfactory level.

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

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

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

The presentation composed in the small group is assessed on the scale Pass/Fail.

Grading:

Lectures 0-5
Small group work pass/fail.

Person responsible:

Anu Alanko

408036S: School in Society - Society in School, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

4. year

Learning outcomes:

A person who has completed the course has demonstrated a capability to recognise the presence of global, regional and local societal phenomena in everyday school life, explicate manifestations of power in educational environments, and critically evaluate the meaning of educational environments and one's own action as entanglements of individuals, groups, communities and societies from the perspective of equality, justice and democracy.

Contents:

- International, regional and local societal phenomena in every-day school life
- Theories and mechanisms of power, construction of peer group and other hierarchies at school and their effects to the lives of young people
- Critique of individual, human-centered approaches and posthuman and materialist challenge in school
- Participation and exclusion as concepts and in school cultures
- Equality, justice and democracy as guiding values at school

Mode of delivery:

Lectures 20 h, small group practice 20 h

Learning activities and teaching methods:

Active attendance in teaching; completion of individual assignments; learning diary, group or pair work; related seminar.

Target group:

Primary teacher education

Prerequisites and co-requisites:

Basic and intermediate studies in education

Recommended or required reading:

A

- Antonia Kupfer (ed) Power and Education. Contexts of Oppression and Opportunity, Palgrave MacMillan, New York.

Tolonen, Tarja; Lappalainen Sirpa, Palmu, Tarja and Kurki, Tuuli (eds) (2012) Cultural Practices and Transitions in Education. 11/2012 Tufnell Press (London).

Gretschel Anu & Tomi Kiilakoski (toim.) (2012) Demokratiaoppitunti. Lasten ja nuorten kunta 2010-luvun alussa. Helsinki: Nuorisotutkimusverkosto/Nuorisotutkimusseura.

Percy-Smith, B. and Thomas, N. (2010) A handbook of children and young people's participation: perspectives from theory and practice. London: Routledge.

Kirjallisuus täydentyy tarvittaessa myöhemmin. / Literature will be updated or additional readings will be agreed separately

Grading:

0 - 5

Person responsible:

Tuija Huuki

Working life cooperation:

Kurssin sisällöt kytketään opettajan työhön / Special attention is paid on the question of work-life relevance.

408040S: Master's Level School Experience and Pedagogical Seminar, part 1, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Advanced Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Emilia Manninen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

-

Learning outcomes:

Having completed the course, the student knows how to:

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

Contents:

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

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

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

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

Mode of delivery:

Lectures and exercises for a pedagogical seminar
Supervision in subject-specific didactics
Teaching practice in the Linnanmaa and Koskela units of the Oulu Teacher Training School
Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Masters' level primary teacher students

Prerequisites and co-requisites:

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

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

- Lectures 10h
- Exercises 24h
- Teaching practice 100h-110h. Practice tied to time and place includes the lessons given and followed as well as any supervision sessions.
- Each student gives 50 lessons as individual lessons or in the form of entire school days. Some of the lessons can be implemented through co-teaching.

Assessment criteria

pass

The student's performance shows a competence that is in line with the expected learning outcomes at an acceptable level. S/he deals with the theoretical substance of the study module analytically enough, and is able to apply it in an appropriate manner.

fail

The student's performance reveals shortcomings in his/her skills compared to the expected learning outcomes, or is unfinished.

Grading:

Pass/Fail

Person responsible:

Emilia Manninen ja Erkki Pekkala

Working life cooperation:

Practical training

Voimassaolo: 01.08.2015 -
Opiskelumuoto: Advanced Studies
Laji: Diploma thesis
Vastuuyksikkö: Faculty of Education
Arvostelu: 1 - 5, pass, fail
Opintokohteen kielet: Finnish
Voidaan suorittaa useasti: Kyllä

Ei opintojaksokuvauksia.

408044S: Thesis Seminar, 5 op

Voimassaolo: 01.08.2015 -
Opiskelumuoto: Advanced Studies
Laji: Course
Vastuuyksikkö: Faculty of Education
Arvostelu: 1 - 5, pass, fail
Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS + 30 ECTS Thesis

Language of instruction:

Finnish and English (especially in the ITE programme)

Timing:

4th and 5th years

Learning outcomes:

The student

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

Contents:

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

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

Mode of delivery:

Seminar and supervision meetings agreed on with the supervisor

Learning activities and teaching methods:

Seminars and supervision

Target group:

Students in the Faculty of Education

Recommended or required reading:

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

Assessment methods and criteria:

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

Grading:

0-5

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

Person responsible:

Hannu Heikkinen and the leaders of thesis groups

408045S: Abstract / Maturity Test, 0 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

408039S: Optional Course, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

Ei opintojaksokuvauksia.

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

413030S: Advanced course in quantitative research, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Peltonen, Jouni Aslak

Opintokohteen kielet: Finnish

Leikkaavuudet:

408517S-01 Quantitative Methodology 5.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish
English (for LET, ITE and EDGLO students)

Timing:

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

Learning outcomes:

Having completed the course, the student

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

Contents:

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

Mode of delivery:

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

Learning activities and teaching methods:

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

Target group:

Students pursuing advanced studies in the Faculty of Education

Prerequisites and co-requisites:

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

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

The student's course performance is

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

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

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

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

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

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

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

Grading:

0 - 5

Person responsible:

Jouni Peltonen

Working life cooperation:

None

413031S: Advanced course in qualitative research, 5 op

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anu Alanko

Opintokohteen kielet: Finnish

Leikkaavuudet:

408517S-02 Qualitative Methodology 5.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

English (for LET, ITE and EDGLO students)

Timing:

4th year (primary education)

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

Learning outcomes:

Having completed the course, the student

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

LET STUDENTS:

After completion of this course, the student is able to

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

Contents:

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

LET STUDENTS:

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

Mode of delivery:

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

LET STUDENTS:

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

Online, individual and collaborative learning, 95h

Learning activities and teaching methods:

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

LET STUDENTS:

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

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

Target group:

Students in the Faculty of Education.

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

Prerequisites and co-requisites:

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

Recommended optional programme components:

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

Recommended or required reading:

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

OR

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

OR

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

OR

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

LET STUDENTS:

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

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

Assessment methods and criteria:

Exam, active participation in small group sessions, an essay

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

LET STUDENTS:

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

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

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

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

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

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

Grading:

0 - 5

Person responsible:

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

Working life cooperation:

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

A256404: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education (Special Groups), 60 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

60 ECTS cr

Language of instruction:

Finnish and english

Timing:

1. and 2. year

Learning outcomes:

- The student knows how to analyze curricula and content knowledge and values related to school subjects, and how to apply them in the planning and evaluating of teaching.
- The student knows how to apply various teaching methods and make use of different learning environments in the various subjects and intercultural themes.
- The student knows how to evaluate the suitability of his/her teaching method to implement the core curriculum for single-structure basic education.
- The student knows how to describe the basics of transversal competence and phenomenon-based learning and to design multidisciplinary modules based on them.
- The student knows how to use the assessment criteria presented in the basic education curriculum and analyze the meaning of assessment to guide the pupils' learning processes.

Contents:

406049A Mother Tongue and Literature I: Language and Textual Skills	5 ECTS
406051A History, Social Studies and Religion/Ethics	5 ECTS
406052A Mathematics	5 ECTS
406053A Environmental Studies I: Living Environment	5 ECTS
406054A Environmental Studies II: Natural Phenomena in the Environment	5 ECTS
406055A Arts and Crafts Education I: Music, Physical Education and Handicrafts	5 ECTS

406056A Arts and Crafts Education II: Visual Arts and Handicrafts	5 ECTS
406057A Arts and Crafts Education III: Physical Education and Music	5 ECTS
406058A Arts and Crafts Education IV: Physical Education and Visual Arts	5 ECTS
406059A Arts and Crafts Education V: Handicrafts and Music	5 ECTS
406060A An Integrative Project: Multiliteracy in Phenomena	5 ECTS
408041S Master's Level School Experience and Pedagogical Seminar, part II	5 ECTS

Mode of delivery:

Face - to - face teaching

Learning activities and teaching methods:

Vary by course

Prerequisites and co-requisites:

None

Recommended optional programme components:

Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education.

Recommended or required reading:

To be agreed on for each course

Assessment methods and criteria:

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

Grading:

0 - 5

Person responsible:

Minna Sääskilähti

Working life cooperation:

Yes

Other information:

Students pursuing multidisciplinary studies in the subjects and cross-curricular themes taught in basic education as a minor subject complete

the study module with the above contents, but for the purposes of a practice period, they take

406061A Bachelor's Level School Experience 5 ECTS

Multidisciplinary Studies include the following mandatory courses:

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 Säaskilahti

Working life cooperation:

No

406051A: History, Social Studies and Religion/Ethics, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Ainur Elmgren

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:

- identify curriculum principles
- identifies principles of transversal competence and phenomenon-based learning
- identifies the special characteristics of subjects
- identifies the general goals and values of the curriculum in the subject-specific learning outcomes
- understands the basic nature of the various subjects, i.e. subject-specific substance
- understands the meanings of and changes in the general goals and values of the curriculum
- applies the objectives of the curriculum to teach the subjects in accordance with the nature of each subject
- plan broad-scale learning entities based on the curriculum, taking into consideration the special nature of each subject
- apply different teaching methods in different learning environments, with due consideration of the special nature of each subject

- apply his or her subject-specific knowledge and skills to plan, implement and assess teaching, with due consideration of the UN declaration of human rights, and the pedagogical principles of primary school derived from it
- apply the assessment principles of the curriculum and interpret the meaning of assessment in the pupil's learning process and in its guidance, with due consideration of the nature of the subject
- analyze the content knowledge and base values connected with the curricula and subjects of history, social studies and religion or ethics.

Contents:

The study module consists of teaching the didactics of primary school history, social studies, and religion or ethics. Among the sections of the study module, the student needs to take part in studies in history and social studies, and in either religion or ethics.

- the objectives and contents of the history, social studies and religion/ethics curriculum for the primary school, their application to the teaching of the above subjects with a focus on the primary school contents
- history, social studies and religion or ethics as subjects taught in primary school
- didactics of history, social studies and religion, and its application to the above subjects
- assessment and its foundations in the above subjects

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 8 h, small group teaching 32h and independent work 94h.

Share of history and social studies: 4h lectures, 20h small group teaching.

Share of religion/ethics: 4h lectures, 12h small group teaching.

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:

- *Peruskoulun opetussuunnitelman perusteet 2014*
- History and social studies: Jukka Rantala &, Sirkka Ahonen (2015) Ajan merkit, Historian käyttö ja opetus. Gaudeamus. Other literature to be agreed on when the study module is being implemented.
- Religion: Ubani, Martin (2013) Peruskoulun uskonnonopetus / Martin Ubani. PS-kustannus. Helsinki. Other literature to be agreed on when the study module is being implemented
- Ethics: Tomperi, T. & Juuso H. (2008) Sokrates koulussa : itsenäisen ja yhteisöllisen ajattelun edistäminen opetuksessa. Eurooppalaisen filosofian seura ry. Tampere. Other literature to be agreed on when the study module is being implemented

Assessment methods and criteria:

A pass for the course requires active participation in teaching and independent work. Depending on the subject, either a group introduction and learning diary, essay, or examination is required. The teacher may also accept alternative methods if necessary. The teacher will agree on the methods of assessment with the students at the start of the course.

Assessment criteria:

0 = unfinished, fragmented, the matters presented are not essentially connected with the thematics, and there is almost no use of sources at all.

1 = highly superficial, matters are presented as if they were fully detached from one another, tgeh use of sources is at a poor level.

2 = superficial, matters are partly presented as if they were detached from each other, and the use of sources is satisfactory.

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

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

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

Grading:

0-5

Person responsible:

Religion and ethics: Markku Salakka, History: Jari Honkanen

Other information:

The religion section is compulsory for all students who wish to teach religion in primary school. The Ethics section is recommended for students who wish to teach ethics in primary school.

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

406053A: Environmental Studies I: Living Environment, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anne Pellikka

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

1. year autumn or 2. year autumn or spring

Learning outcomes:

After the completion of course student is able to

- explain the biodiversity of organisms, the function of ecosystems and the meaning of ecosystem services to nature, human being and to society
- apply geographical thinking in teaching phenomenos related to physical, regional and cultural geography
- analyze different kind of maps and combine geomedia to teaching different geographical contents
- choose and try different kind of teaching methods to improve students' skills in observing living and close environment
- combine different kind of teaching methods to improve students' environmental awareness and sustainable way of living
- plan and put into practice teaching that supports students' know-how in wellbeing and health
- plan and put into practice environmental studies lesson which apply inquiry based learning
- plan objectives for teaching environmental studies lessons and make conclusions about students learning based on these objectives

Contents:

- Species identification
- Bio- ja geodiversity
- Ecosystems and ecosystemservices
- Map interpretation and geomedia
- Physical, regional and cultural geography characteristics and geographical thinking
- Weather and climate factors
- Health sectors and promoting health know-how
- Values determining the disciplines of biology, geography and health education

Learning activities and teaching methods:

Lectures (4 h) and small group practice (36 h) and independent work 95 h.

Target group:

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

Prerequisites and co-requisites:

None

Recommended optional programme components:

This course is part of multidisciplinary studies in the subjects and cross curricular themes taught in basic education.

Recommended or required reading:

Optional literature:

- Juuti, K. (toim.) (2016). Ympäristöoppia opettamaan. PS-Kustannus, Juva.
- Cantell, H., Rikkinen, H. & Tani, S. 2007. Maailma minussa - minä maailmassa. Maantieteen opettajan käsikirja.
- Eloranta, V., Jeronen, E. & Palmberg, I. (toim.) (2005). Biologia eläväksi. Biologian didaktiikka.
- Jeronen, E., Välimaa, R., Tyrväinen, H. & Maijala, H. (toim.) (2009). Terveystietoa oppimaan ja opettamaan.
- Harlen, W. & Qualter, A. (2016). The Teaching of Science in Primary Schools. Routledge, New York.
- Butt, G. (ed.) (2011). Geography, education and the future. Bloomsbury, London

Assessment methods and criteria:

Active participation in teaching, completion of an independent assignments

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 a purposeful 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 it in a purposeful manner.

Grading:

0-5

Person responsible:

Anne Pellikka

406054A: Environmental Studies II: Natural Phenomena in the Environment, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Sari Harmoinen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Learning outcomes:

Having completed the course, student

- select and develop teaching-learning methods to safeguard student health and safety
- explain, for example, concepts of weather and motion at primary school level
- explore and explain simple phenomena of science (burning, circulation of water and state of matter)
- plan teaching based on the Finnish basic education curriculum (POPS 2014) to promote pupils' skills in observing and studying inorganic nature and near environment
- take advantage of modelling in primary school teaching
- analyze the suitability of various learning materials for environmental studies in primary school
- plan for teaching and assessment in environmental studies in primary school, taking into account the diversity of learners and opportunities offered by experimental work

Contents:

Contents such as:

- didactics of physics and chemistry
- phenomena in the environment
- near and built environment
- burning
- safety at work
- water and heat

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

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

Prerequisites and co-requisites:

Environmental Studies I: The Living Environment

Recommended optional programme components:

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

Recommended or required reading:

Harlen, W. & Qualter, A. (2016). The Teaching of Science in Primary Schools. Routledge, New York. Materials to be jointly agreed on at the start of the course.

Assessment methods and criteria:

Active participation in teaching
 Completion of independent assignments
 Self and peer evaluation
 A period plan for environmental studies

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 a purposeful 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 it in a purposeful manner.

Grading:

0-5

Person responsible:

Sari Harmoinen

Working life cooperation:

None

406055A: Arts and Crafts Education I: Music, Physical Education and Handicrafts, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Niina Loukkola

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

1. year autumn

Learning outcomes:

- The student functions actively as a group member and acquires substance and pedagogical skills for music, physical and crafts education in grades 0 to 6.
- The students identifies the objectives (physical, social and mental capacity to function) and contents of physical education in schools
- The student knows how to put into use an entire crafts process, activities based on crafts expression, design and technology.
- The student knows how to guide pupils to understand concepts of music making use of various working methods in music

Contents:

Orientation to arts and craft studies in the primary teacher education programme

The study module in physical education comprises the following contents:

- social justification of physical education
- most recent studies in the field of sport and physical education
- outdoor skills of physical exercise and tool handling
- exercises with tool handling and making observations/finding solutions in a gym

The study module in music comprises the following contents:

- concepts and notations in music
- musical collaboration, interaction and creativity

The study module in crafts/textile work comprises the following contents:

- crafts materials, - work premises, - equipment, - working safety
 - school crafts time image, the content of the national curriculum and crafts
- The study module in crafts/technical work comprises the following contents:

- wood and metal materials in technical work in primary school
- the use of most common wood and metal working machines and equipment in technical work in primary school
- teaching of the safe use of manual tools in technical work in primary school
- occupational safety in technical work
- planning, implementation and assessment of teaching in technical work
- contents of the national curriculum for technical work, especially a broad-based competence L5 and L6

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

Lectures 6h, small group teaching 38h, independent work 95h:

Physical education: Lectures 2h, small group teaching 16h, independent work 38h

Crafts/textile work: Lectures 2h, small group teaching 14h, independent work 38h
or

Crafts/technical work: Lectures 2h, small group teaching 14h, independent work 38h

Music: Small group teaching 8h, independent work 19h

Target group:

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

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

Crafts:

Huovila, R., Hintsala, T. & Säilä, J. (2009). Kirja käsityöstä. Luokkien 3-6 käsityönopetus. WSOY: Porvoo.
Inki, J., Lindfors, E. & Sohlo, J. (toim.) (2011). Käsityön työturvallisuusopas. Perusopetuksen teknisen työn ja tekstiilityön opetukseen. Opetushallitus.

Marjanen, P. (2012). Koulukäsityö vuosina 1866–2003. Kodin hyvinvointiin kasvattavista tavoitteista kohti elämänhallinnan taitoja. Turun yliopiston julkaisuja C 344.

Finnish National Core Curriculum 2014: Crafts. 2014.

Material distributed during the class

Music:

Ruokonen I. (2016) Esi- ja alkuopetuksen musiikin didaktiikka
Finnish National Core Curriculum 2014: Music. 2014.

Physical Education:

Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.

Luukkonen E., Sääkslahti A. 2002, 2003, 2004. Liikunnan salaisuudet 1,2 ja esiopetus.

Material distributed during the class

Assessment methods and criteria:

Methods

- # Crafts: Active participation in teaching, successful completion of independent assignments, written essay.
- # Music: Active participation in teaching, successful completion of independent assignments, working on a reflection task.
- # Physical education: Active participation in teaching, successful completion of independent assignments, working on a reflection task.

Assessment criteria

Pass:

The student participates actively in face-to-face teaching and completes the independent assignments in the study module at the skill level required in the module. The contents and quality of a written output, examination and reflective assignment show that the student fulfils the expected learning outcomes

Fail:

There are shortcomings in the student's participation in teaching, completion of an independent assignment or written output, examination or reflective assignment indicating that the student is not in possession of knowledge that is in line with the expected learning outcomes.

Grading:

Pass/Fail

Person responsible:

Niina Loukkola

406056A: Arts and Crafts Education II: Visual Arts and Handicrafts, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Lukkari, Matti Ilmari

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

1. year spring

Learning outcomes:

Having completed the course, the student knows how to:

- recognize essential pedagogical methods teaching the visual arts and crafts.
- apply skills of working, data acquisition, interpretation and evaluation typical of visual arts and crafts.
- understand the significance of a holistic planning process and apply it in their own work
- use various materials and techniques in a purposeful and appropriate manner
- consider didactic and pedagogical methods in visual arts and crafts

Contents:

A common starting point in this course is identity and narration which is studied by means of visual arts and crafts.

Contents in the visual arts

- In the visual arts course the student develops her/his visual, didactic and pedagogical thinking by applying various traditions of visual expression
- Visual arts is viewed and various techniques of visual expression are applied in this course from the perspectives of visual culture and the worlds of art.
- The course includes the following contents: drawing and painting, visual construction and design, chromatics and animation.

Crafts

- During the study module in crafts, the student expands his/her skills into the techniques, materials and tools used in crafts.
- The student develops his/her pedagogical thinking through a crafts process.
- The student documents the starting-points and analysis of his/her own learning process orally and in writing.

The study module in crafts consists of the following contents:

- elements of electrical and plastic techniques
- cloth printing and felting
- elements of design, documentation and evaluation

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

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

Visual arts:

Lectures 2h

Small group teaching 22h

Independent work 57h

Crafts:

Lectures 2h, small group teaching 14h

The studies in the crafts include 38h of independent work

Target group:

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

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

Literature is agreed on at the start of the course.

Forsman, A-C & Piironen, L.(2006). Kuvien kirja. Kuvataideopetuksen käsikirja perusopetukseen.Tammi. Helsinki

Huovila, R., Hintsala, T. & Säilä, J. (2009). Kirja käsityöstä. Luokkien 3-6 käsityönopetus. WSOY: Porvoo.

Nuutinen, A., Fernström, P., Kokko, S. & Lahti, H. (2014). Suunnittelusta käsin. Käsityön tutkimuksen ja opetuksen vuoropuhelua. Helsingin yliopisto. Kotitalous- ja käsityötieteiden julkaisu 36.

Inki, J., Lindfors, E. & Sohlo, J. (toim.) (2011). Käsityön työturvallisuusopas. Perusopetuksen teknisen työn ja tekstiilityön opetukseen. Opetushallitus.

Material shared during the course.

Assessment methods and criteria:

An active participation and completing course assignments

0 - Performance is unfinished or insufficient and does not show any ability in line with the expected learning outcomes.

1 - The student shows some performance in line with the expected learning outcomes, but attainment of one or more objectives remains superficial or is missing. The student is using the essential methods and materials in the course one-sidedly and does not much verbalize his or her doings. The student is not able to describe what s/he is doing and does not know how to justify his or her choices.

2 - The student's performance is somewhat in line with the learning outcomes, but only shows superficial learning. His/her performance shows only limited assimilation of the use of methods and materials. The student's is capable of description his or her doings to a limited extent.

3 - The student's performance is in line with the expected learning outcomes. The student is able to use and apply the key methods and materials of the course in his/her visual and craft expression . The student is able to describe his/her creative process and working.

4 - The student's performance is in line with the expected learning outcomes. The student shows that s/he has a wide knowledge of the key methods and materials and that s/he is able to apply them in proper ways in his/her visual and craft expression. The student describes, conceptualizes and evaluates his/her process through his/her working.

5 - The students shows pursuance to the expected learning outcomes on a profound and comprehensive scale. S/he uses, applies and evaluates the key methods and materials in proper ways in his/her visual and craft expression. The student describes, conceptualizes, evaluates and justifies his/her working process.

Grading:

pass/fail

Person responsible:

Matti Lukkari

406057A: Arts and Crafts Education III: Physical Education and Music, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Paula Rönkkö**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

1. year, spring term

Learning outcomes:

The objective of the study module is that the student

- functions actively as a group member and acquires pedagogical and subject mastery skills needed in music and physical education in the primary school grades 0 to 6
- knows how to guide a child in natural voice control and singing and to develop the skill of playing body, rhythm, melody and chord instruments as a member of a music playing group
- learns to use and understand concepts and notations of music in the context of listening to and playing music.
- is familiar with various teaching methods and core points in teaching basic motor skills in physical education and knows how to apply them in different learning environments at different times of the year

Contents:

The study module in music comprises the following contents:

- proper voice control and expression is practiced through singing, talking and playful exercises, with an introduction to the pedagogy of teaching songs
- basic techniques and various pedagogical uses of instruments used in schools
- an introduction to notation, chord symbols and intervals
- development of the understanding of a child's musical and bodily expression and concepts making use of various working methods in music (singing, playing, listening, composing and moving)

The study module in physical education comprises the following contents:

- the curriculum and the process of teaching physical education: physical education = education for exercise and education by means of exercise
- balancing on snow/ice
- body control, tool handling and bodily expression in the gym (gymnastic and musical plays, rhythmic exercise)

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

- Music: lectures 2 h, small group teaching 24 h, independent work 57 h
- Physical education: lectures 2 h, small group teaching 10 h, independent work 38 h

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 a part of the multidisciplinary studies in primary teacher education

Recommended or required reading:

Music:

Musiikki kuuluu kaikille. (2009) Koulujen Musiikinopettajat ry. Jyväskylä. Kopijyvä Oy

Hyvönen, L. (2002) Musiikin oppiminen taiteen oppimisen kehyksessä. Teoksessa Outi Saloranta (toim.) Ensimmäiset kouluvuodet.

Ruokonen I. (2016) Esi- ja alkuopetuksen musiikin didaktiikka.

Ojala J. & Väkevä, L. (2013) Säveltäjäksi kasvattaminen. Pedagogisia näkökulmia musiikin luovaan tekijyyteen. Opetushallitus

Ervasti, M. (2003) Lorutan laulun, sävellän sillan, piirrän partituurin, äänikuvitan kertomuksen -musiikillinen keksintä osana sovellettua Orff-pedagogiikkaa. Lisensiaatintutkimus. Kasvatustieteiden tiedekunta. Oulun yliopisto. (As applicable)

Current articles and digital materials on music education, textbooks and music books with supplementary materials, playing guides by various publishers.

Physical education:

Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.

Luukkonen E., Sääkslahti A. 2002, 2003, 2004. Liikunnan salaisuudet 1,2 ja esiopetus

Materials distributed during the exercises.

Assessment methods and criteria:

Music: Active participation in teaching, successful completion of independent assignments, working on the reflective assignment.

Physical education: Active participation in teaching, successful completion of independent assignments, working on the reflective assignment.

Pass:

The student takes actively part in face-to-face teaching and completes the independent work included in the course as required in the expected learning outcomes. The content and quality of music playing and reflective assignments show that the student fulfils the goals set for the course.

Fail:

There are deficiencies in the student's participation in teaching, in completion of independent work or in the music playing or reflective assignment such that indicate that the student does not possess skills in line with the expected learning outcomes.

Grading:

Pass/fail

Person responsible:

Paula Rönkkö

Working life cooperation:

None

406058A: Arts and Crafts Education IV: Physical Education and Visual Arts, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Myllykangas Minna

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

2. year, autumn term

Learning outcomes:

Having completed the course, the student is able to:

- plan for teaching in visual arts and physical education in grades 0-6.
- apply and analyze various didactic and pedagogical methods in visual arts and physical education
- apply various techniques and materials in his or her work

- analyze the objectives and contents of the basic education curriculum and apply them when planning and evaluating teaching

Contents:

A common starting point in this course is to develop and apply pedagogical thinking in visual arts and physical education.

Contents in visual arts

In the arts course, the student develops her/his visual, didactic and pedagogical thinking and conception of art and applies various means of visual expression in his/her work.

- visual cultures
- ceramics, building and school graphics
- contemporary art
- final project in visual arts
- creating a course plan in art

Contents in physical education

- observation and solution making skills in nature
- apparatus handling and exercises with observation and solution making skills outdoors
- getting to know the School on the Move ideology
- planning and implementation of a teaching episode in physical education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 2 h, small group teaching 40 h, independent work 95 h

- Visual Arts: Lectures 2 h, small group teaching 22 h, independent work 57 h
- Physical Education: Small group teaching 18 h, independent work 38 h

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:

Art

Literature is agreed when starting the course.

Physical Education

- Heikinaro-Johansson ym. (toim.) 2003. Näkökulmia liikuntapedagogiikkaan, soveltuvin osin (s. 14-46, 86-182, 342-361)
-myös 2. uudistettu painos käy (2007)(s.15-63, 94-113, 116-124, 125-139, 152-170)
- Fyysisen aktiivisuuden suositus kouluikäisille. Opetusministeriö, Nuori Suomi 2007.
<http://www.sport.fi/system/resources/W1siZiZlsljwMTMvMTUvMTJfMjFfMzZhfnJvVfRnI5c2lzZW5fYWt0aWl2aXN1dWRlbi9zdW9zaXR1L2Fyysisen%20aktiivisuuden%20suositus.pdf>
- Perusopetuksen opetussuunnitelman perusteet 2014 (liikunnan osuus).
http://www.oph.fi/download/163777_perusopetuksen_opetussuunnitelman_perusteet_2014.pdf
- Jaakkola, T. Liikunta ja koulumenestys. s. 53-67. Teoksessa: Kujala ym. (toim) 2012. Aivot, oppimisen valmiudet ja koulunkäynti. Neuro- ja kognitiotieteellinen näkökulma. Tilannekatsaus. Opetushallitus.
http://www.oph.fi/download/138958_Aivot_oppimisen_valmiudet_ja_koulunkaynti.PDF
- Lasten ja nuorten liikunta. Suomen tilannekatsaus 2014 ja kansainvälinen vertailu. 2014. Jyväskylä: LIKES-tutkimuskeskus ja Jyväskylän yliopisto. <https://www.jyu.fi/sport/ReportCard/tilannekatsaus/view>

Other Literature:

- Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus. Sanoma pro.
- Harjoituksissa jaettava materiaali.
- Luukkonen E., Sääkslahti A. 2002, 2003, 2004. Liikunnan salaisuudet 1,2 ja esiopetus

Literature for the exam: (ITE-students)

- Gallahue D. 1996. Developmental Physical Education for today's Children. Pages 4-119, 147-166, 200-242

- National Core Curriculum for Basic Education 2014 http://www.oph.fi/english/curricula_and_qualifications/basic_education
- Physical activity recommendations. English summary. [http://www.nuorisuomi.fi/files/ns/julkaisut/080129Liikuntasuositus-kirja\(kevyt\)_08.pdf](http://www.nuorisuomi.fi/files/ns/julkaisut/080129Liikuntasuositus-kirja(kevyt)_08.pdf)
- Gråsten A, Liukkonen J, Jaakkola T & Tammelin T. Finnish report card 2014 on physical activity for children and youth. University of Jyväskylä & LIKES – Research Center for Sport and Health Sciences. Jyväskylä, Finland, 2014. <https://www.jyu.fi/sport/ReportCard/>
- Kujala, T., ed. The Brain, Learning Capacity and School. Physical activity and learning. The Perspective of Neural and Cognitive Science. Status Review January 201. http://www.oph.fi/download/145366_Physical_activity_and_learning.pdf

Assessment methods and criteria:

Physical education: Active participation in teaching, satisfactory completion of independent work, reflection task, exam

Arts: Active participation in teaching, completion of course assignments

Grading:

0-5

Person responsible:

Minna Myllykangas

Working life cooperation:

None

406059A: Arts and Crafts Education V: Handicrafts and Music, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Paula Rönkkö

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

2. year autumn

Learning outcomes:

The aim of the study module is that the student

- knows how to plan for and implement crafts and music teaching in the grades 0 to 6.
- knows how to apply methods of data acquisition, working, manufacturing and assessment typical of crafts, making use of information and communication technology.
- knows how to implement creative musical activities, in which a basis is established through various musical working methods for consistently accumulating experiences and knowledge of music

Contents:

Crafts:

- During the study module in crafts, the student designs, implements and evaluates collaborative projects making use of the information and communication technologies.
- The student develops his/her pedagogical thinking by analyzing his/her learning process orally and in writing.

The study module in crafts comprises the following contents:

- basic elements of the safe use of crafts tools
- making use of information and communication technology in teaching
- collaborative learning assignment

The study module in music comprises the following contents:

- basic techniques and pedagogical uses of instruments used in schools
- musical collaboration, learning to take into account children's individual skills and prerequisites for learning
- various functional working methods in listening education, temporal and spatial structuring of music and the acoustic environment, guiding the pupil to experiential listening and to observation of the aesthetic, cultural and historical diversity of music
- making use of information and communication technology in teaching
- collaborative learning assignment

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

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

Music: Lectures 2h, small group teaching 22h, independent work 57h

Crafts:

Small group teaching 16h

Independent work 38h

Target group:

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

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

- Huovila, R., Hintsala, T. & Säilä, J. (2009). Kirja käsityöstä. Luokkien 3-6 käsityönopetus. WSOY: Porvoo.
- Karppinen, S., Kouhia, A. & Syrjäläinen, E. (2014). Kättä pidempää; Otteita käsityön tutkimuksesta ja käsitteellistämisestä.
- Nuutinen, A., Fernström, P., Kokko, S. & Lahti, H. (2014). Suunnittelusta käsin. Käsityön tutkimuksen ja opetuksen vuoropuhelua. Helsingin yliopisto. Kotitalous- ja käsityötieteiden julkaisuja 36.
- Rönkkö, M.-L. (2011). Käsityön monet merkitykset. Opettajankoulutuksen opiskelijoiden käsityölle antamat merkitykset ja niiden huomioon ottaminen käsityön opetuksessa. Turun yliopisto.
- Suojanen, U. (1993) Käsityökasvatuksen perusteet.
- Hyvönen, L. (2002) Musiikin oppiminen taiteen oppimisen kehyksessä. Teoksessa Outi Saloranta (toim.) Ensimmäiset kouluvuodet.
- Laitinen S., Hilmola A. (2011) Taito- taideaineiden oppimistulokset. Oph raportit ja selvitykset. http://www.oph.fi/julkaisut/2011/taide_ja_taitoaineiden_oppimistulokset
- Hyvönen, L. (1997) Onko musiikin kuuntelukasvatus musiikin historian opetusta? Musiikkikasvatus 2 (2): 19–33.
- Tenni, J. & Varpama, J. (2004) Vapaa säestys ja improvisointi.
- Styng, J. Vapaa säestys ja melodiasoitto kitaralla. Opi musiikkia 1. Pop/Jazz -improvisaatio kitaralla. Opi musiikkia 2.
- Current articles and digital materials on music education, text and music books, playing guides by various publishers.

Assessment methods and criteria:

Crafts:

Active participation in teaching, completion of independent and group assignments and production of teaching materials.

Music:

Active participation in teaching, completion of independent and group assignments and production of teaching materials.

- 0 - The student's performance is incomplete or deficient and does not indicate any learning in line with the expected learning outcomes.
- 1 - The student shows some performance in line with the expected learning outcomes, but attainment of one or more objectives remains superficial or is missing. The student is using the essential methods and working tools of the course one-sidedly, and does not much verbalize his or her doings. The student is not able to describe what s/he is doing and does not know how to justify his or her choices.
- 2 - The student's performance is somewhat in line with the learning outcomes, but only shows superficial learning. His/her performance shows only limited adoption of the learning contents, methods and working tools. The student is capable of describing his or her doings to a limited extent.
- 3 - The student's performance is in line with the expected learning outcomes. The student uses and applies the key learning contents, methods and working tools of the course in his/her musical and craft expression. The student is able to describe his/her working process.
- 4 - The student's performance is in line with the expected learning outcomes. The student shows that s/he has a wide knowledge of the key learning contents, methods and working tools and is able to apply them in proper ways in his/her musical and craft expression. The student is able to describe, conceptualize and evaluate his/her working process.
- 5 - The student's performance is in line with the expected learning outcomes on a wide and comprehensive scale. S/he applies and evaluates the key learning contents and methods, and uses working tools in appropriate ways in his/her musical and craft expression. The student is able to describe, conceptualize, evaluate and justify his/her working process.

Grading:

0-5

Person responsible:

Paula Rönkkö

406060A: An Integrative Project: Multiliteracy in Phenomena, 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

Timing:

2. year, 4. period

Learning outcomes:

After the study module, the student knows how to:

- use inquiry and problem-based learning, for instance, in project-based learning
- apply the contents and goals of primary school subjects on a broad scale in phenomenon-based learning
- choose and complement assessment to develop project work

Contents:

Areas of transversal competence in the basic education curriculum

- Current themes of local and social significance in mathematics and sciences
- Future skills
- Language awareness
- Self-assessment, peer assessment and assessment of a large block of studies as part of a teacher's professional skills

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures a minimum of 4h, small group teaching 12-20h, and independent work about 100h

Target group:

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

Prerequisites and co-requisites:

Mother tongue
Mathematics

Environmental studies I
Environmental studies II

Recommended optional programme components:

The study module is part of the multidisciplinary studies in primary teacher education, and it is implemented in connection with the Bachelor's level school experience.

Recommended or required reading:

Materials to be agreed on at the start of the course

Assessment methods and criteria:

Active participation in teaching
Completion of independent assignments
Planning and implementation of a teaching episode (6h in the Teacher Training School during the Bachelor's stage school experience)

pass

The student's performance shows acceptable skills in line with the expected learning outcomes. S/he deals with the theoretical matter of the study module analytically enough, and knows how to apply it appropriately.

fail

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

Grading:

Pass/fail

Person responsible:

Sari Harmoinen

Working life cooperation:

In connection with the Bachelor's Level School Experience

e1

408041S: Master's Level School Experience and Pedagogical Seminar, part 2, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Advanced Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Emilia Manninen

Opintokohteen kielet: Finnish

Contents:

Check practice training 408040S

406061A: Bachelor's Level School Experience, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Intermediate Studies**Laji:** Practical training**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Emilia Manninen**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year, 4th period, spring

Learning outcomes:

Having completed the course, the student knows how to:

- set learning objectives for him/herself and evaluate their fulfilment.
- plan for and implement target-oriented teaching based on the curriculum and get practice in giving teaching episodes, lessons and courses.
- identify the essential stages of a teaching/learning process and knows how to use various teaching methods in an appropriate manner.
- evaluate a student's teaching/learning process.
- identify essential features of the school culture.
- give and receive a variety of feedback.
- based on research knowledge, analyze, report on and evaluate his/her own and others' activities as a teacher

Contents:

The theme for this study module is teaching and learning. Themes connected with these are discussed in the practice period and in Pedagogical Seminar II.

The students are working in the school and classroom community in cooperation with other students and supervising teachers. The practice introduces them to different learners and learning problems.

The Bachelor's Level School Experience offers the student a supervised opportunity for practising the basic skills, planning, implementation and assessment of teaching. The student is acquainted with both collaborative and independent planning of both lessons and larger blocks of studies, flexible and situationally conditioned implementation of his/her own teaching, and critical assessment.

The student plans and implements teaching based on the basic education curriculum in collaboration with the supervising teacher and other students. The teaching practice is based on the objectives and contents mentioned in the subject-specific curriculum. The areas of transversal competence mentioned in the curriculum are taken into account in the planning and implementation of teaching.

Mode of delivery:

Teaching practice in the Linnanmaa and Koskela units of the Oulu Teacher Training School

Face-to-face teaching

Learning activities and teaching methods:

Teaching practice, individual supervision, group supervision and large group supervision sessions.

Target group:

2nd year primary teacher education students

Prerequisites and co-requisites:

A minimum of 45 credits completed in the multidisciplinary studies in subjects and cross-curricular themes taught in basic education

Recommended optional programme components:

In the Bachelor's degree, the Bachelor's Level School Experience is part of the multidisciplinary studies in the subjects and cross-curricular themes taught in basic education.

Recommended or required reading:

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

Assessment methods and criteria:

- Bachelor's Level School Experience has a scope of 135h, 70h of which consists of practical training tied to a time and place. Practice tied to time and place includes the lessons given and followed by the student as well as any supervision sessions.
- The student plans and implements 20h of teaching based on the curriculum, giving independently 12h of these lessons.

Assessment criteria

pass

The student's performance shows skill and knowledge that is in line with the expected learning outcomes. S/he deals with the theoretical substance of the study module analytically enough, and is able to apply it in an appropriate manner.

fail

The student's performance reveals shortcomings in her/his skills that are not in line with the expected learning outcomes, or is unfinished.

Grading:

Pass/Fail

Person responsible:

Emilia Manninen, Auli Halme

Working life cooperation:

Practical training