

# Opasraportti

## KTK - Arts and Crafts Oriented Primary Teacher Education 2012-2013 (2012 - 2013)

### BA (education) in Creative Arts Oriented Primary Teacher Education (TAIKA)

The Bachelor's degree in creative arts oriented primary teacher education offers a basic competence for the prospective educational professional and provides the basis for Master's studies. The degree provides the basic prerequisites for the internalization of an inquiring and analytical teaching and educational philosophy. The degree is oriented towards primary teacher education, and special issues related to the teaching and education of pupils studying in grades 0-6 are thus considered in the training. The value basis of the degree focuses on research and practical familiarity. The goal of the creative arts oriented primary teacher education programme is to educate broadly-based, socially, aesthetically and ethically conscious primary teachers who also know how to design, implement and evaluate art and craft education in basic education.

#### Learning Outcomes:

- Student knows how to collect for his/her personal portfolio knowledge about education, learning and teaching and to analyse and conceptualise his/her relationship to art.
- Student knows how to consider the nature of education and teaching and the applicability of educational theory from the viewpoint of art education as well.
- Student is able to discuss the assessment of learning and recognises learning as a life-long process.
- Student can explicate his/her understanding of the subject knowledge of various subjects to the pupils, and knows how to plan, implement and evaluate art education in basic education.
- Student knows how to consider the personal educational needs of pupils.
- Student knows how to adapt his/her behavior and action in different learning environments and educational and teaching situations and knows how to function in different teams of art education teachers.
- Student shows responsibility, empathy and pedagogical tact in educational situations.
- Student is able to participate in the planning and evaluation of teaching and knows how to analyse artistic activity from the collaborative point of view.

### MA (education) in Creative Arts Oriented Primary Teacher Education

A Master's degree focused on creative arts oriented primary teacher education deepens the student's competence to function as an expert of education and teaching in educational organisations. The education gives the student diversified pedagogical, didactic and subject content prerequisites to meet educational challenges in the classroom. The goal is to educate broadly-minded, socially, aesthetically and ethically conscious primary teachers who have a special competence to plan, implement and evaluate arts and crafts education in basic education. The various sectors of arts and crafts are considered in the studies as meaningful areas of human growth and thinking, which are analysed and studied by the students in different teaching and learning processes, deepening at the same time their own relationship to art and formulating their ideas of art and art education. During the studies the students develop

their own artistic and theoretical abilities to reflect on their experiences and to develop their abilities to analyse and apply both the theoretical and practical foundations of growth, education, learning and teaching and at the same time to build their own pedagogical theories-in-use.

#### Learning Outcomes:

- Student identifies the need for continuous self-development.
- Student is able to take responsibility for his/her own actions and support the learners' self-efficacy
- Student is capable of working in a multi-professional environment.
- Student knows how to analyse and explain theoretical knowledge about education and teaching and how to analyse and conceptualise his/her relationship to art.
- Student knows how to identify and evaluate creativity and innovativity in the field of education.
- Student shows empathy and pedagogical tact and knows how to judge his/her own actions according to the situation.
- Having completed the studies, the student knows how to plan, implement and evaluate arts and crafts education in basic education. Student knows how to ponder and evaluate critically both his/her own and others' views and knows how to analyse artistic activities and research based on them from the phenomenological, constructivist, narrative and pragmatic points of view.
- Student is capable of planning research-based teaching.
- Student is capable of participating in the development and evaluation of teaching.
- Student is capable of knowledge generalization, producing theoretical knowledge and applying it to teaching.
- Student is capable of considering art education from a philosophical theoretical point of view.
- Student knows how to discuss and write critically about research in art education.

Creative Arts Oriented Primary Teacher Education	1st year
Bachelor's Degree	per.1
Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education	
Humanities module (15 cr)	
406020A Mother Tongue and Literature 7 cr	
406021A Drama Education 2 cr	
406022A History 3 cr	
406023A Religion OR 406024A Ethics 2 cr	
Science module (15 cr)	
406025A Mathematics Education: part I 3 cr	
406026A Mathematics Education: part II 2 cr	
406027A Physics and Chemistry 4 cr	
406028A Biology 2 cr	
406029A Geography 2 cr	
406030A Health Education 1 cr	
Art module (30 cr)	
406031A Music 8 cr	✓
406032A Art 7 cr	✓
406033A Crafts/Textile Work and Technology 7cr	✓
406034A Crafts/Technical Work and Technology 7 cr	
406035A Physical Education 7 cr	✓
Multidisciplinary Studies if Textile Work	✓
Multidisciplinary Studies if Technical Work	✓
Bachelor's Degree	1st year
Other studies	per.1

	3
Language, Communication and Orientation (20 cr)	
405018Y Orientation to studies 2 cr	2
405025Y Introduction to culture and philosophy	
901001Y Second Official Language (Swedish) 2 cr	
902130Y Foreign Language (English) 3 cr	
410014Y ICT as a pedagogical tool 3 cr	
410017Y Multimedia as a learning project 3 cr	
900070Y Scientific Communication I 2 cr	2
900075Y Speech Communication 2 cr	
 Basic Studies in Education (25 cr)	
410067P Basic course in education 4 cr	4
410068P Didactics 4 cr	
410069P Educational psychology 4 cr	
410070P Sociology of education 4 cr	
410071P Educational philosophy 4 cr	
410078P Pedagogical seminar in arts and crafts education I 3 cr	3
410075P Orientation to Work at School 2 cr	2
 Intermediate Studies in Education (40 cr)	
411006A Research course I 10 cr	
407024A Teacher as a Pedagogical Thinker and Agent 3 cr	
407025A Encountering Diversity 3 cr	
407026A Special Education 3 cr	
407027A Guidance of Learning, Planning and Evaluation of Teaching 3 cr	
407035A Pedagogical seminar in arts and crafts education II 3 cr	
407029A Infant and Primary Education 3 cr	
407030A Bachelor's Thesis 9 cr	
407032A School Work in the Bachelor Phase I 3 cr (6cr)	
 Programme Specific Studies (10 cr)	
405043A Introduction to the Basics and Practices of Arts and Crafts Education 2 cr	
405044A Art, Education and Philosophy 3 cr	
405045A Drama/Theatre Education 3 cr	
405046A Experimental Workshop 2 cr	
 Minor Studies (25 cr) subject to the student's choice (student applies for the right to pursue minor subject studies in the previous spring)	
Total of credits /period, if Textile Work	17
Total of credits /period, if Technical Work	16
 Master's Degree	4th year per.1
 Language, Communication and Orientation (5 cr)	
 900071Y Scientific Communication II 2 cr	2
 Alternative course: A, B or C	
410018Y A: Professional growth 3 cr	
405021Y B: Knowledge Work as a Pedagogical Challenge 3 cr	

410015Y C: Philosophy of science 3 cr

Advanced Studies in Education (80 cr)

413005S Research methods II 5 cr

408013S Master's Thesis 40 cr

408014S Optional Course 4 cr

408015S Curriculum and School Development 5 cr

408016S Education and Teacher's Work in Change 5 cr

408017S Pedagogical Seminar III 3 cr

408020S School Work in the Master Phase 11 cr

408021S Theme-based Practice 6 cr

408019S Basics of educational administration 1 cr

Minor Studies (25 cr) subject to the student's choice

(student applies for the right to pursue minor subject studies in the previous spring)

Programme Specific Studies (10 cr)

405030Y History of Arts 3 cr

405047S Applied Drama Education 3 cr

405048S Literature Circle 2 cr

405049S Research of Art Education and Arts 2 cr

## Tutkintorakenteet

### Creative Arts Oriented Primary Teacher Education, Bachelor's Degree (180 ECTS cr)

Tutkintorakenteen tila: archived

Lukuvuosi: 2012-13

Lukuvuoden alkamispäivämäärä: 01.08.2012

#### Language and Communication (9 ECTS cr) (vähintään 9 op)

902130Y: Foreign Language (English), 3 op

*Compulsory*

902130Y-01: Foreign Language (English) part 1, 1,5 op

902130Y-02: Foreign Language (English) part 2, 1,5 op

900070Y: Scientific Communication I, 2 op

901001Y: Second Official Language (Swedish), 2 op

*Compulsory*

901001Y-01: Second Official Language (Swedish), Written Skills, 1 op

901001Y-02: Second Official Language (Swedish), Oral Skills, 1 op

900075Y: Speech Communication, 2 op

#### Orientation Studies (11 ECTS cr) (vähintään 11 op)

- 410014Y: Information and communication as a pedagogical tool, 3 op  
 405025Y: Introduction to culture and philosophy, 4 op  
 410017Y: Multimedia as a learning project, 2 op  
 405023Y: Orientation to studies, 1 op

### **Basic Studies in Education (25 ECTS cr) (vähintään 25 op)**

A250522: Education, Basic Studies (TAIKA), 25 op

*e1*

- 410067P: Basic course in education, 4 op  
 410068P: Didactics, 4 op  
 410069P: Educational psychology, 4 op  
 410070P: Sociology of education, 4 op  
 410071P: Educational philosophy, 4 op  
 410078P: Pedagogical seminar in arts and crafts education I, 3 op  
 410075P: Orientation to Work at School, 2 op

### **Intermediate Studies in Education (40 ECTS cr) (vähintään 40 op)**

A250532: Education, Intermediate Studies (TAIKA), 40 op

*e1*

- 407040A: Basic Course in Quantitative Research, 5 op  
*Compulsory*  
 407040A-01: Basis of research, 2 op  
 407040A-02: Statistical analysis, lecture, 2 op  
 407040A-03: Exercises, 1 op  
 407041A: Basic Course in Qualitative Research, 5 op  
*Compulsory*  
 407041A-01: Basic course in qualitative research, lecture, 2 op  
 407041A-02: Basic course in qualitative research, exercises, 3 op  
 407024A: Teacher as a Pedagogical Thinker and Agent, 3 op  
 407025A: Encountering Diversity, 3 op  
 407026A: Special Education, 3 op  
 407027A: Guidance of Learning, Planning and Evaluation of Teaching, 3 op  
 407035A: Pedagogical seminar in arts and crafts education II, 3 op  
 407029A: Infant and Primary Education, 3 op  
 407030A: Bachelor's Thesis, 9 op  
 407037A: School Work in the Bachelor Phase I, 3 op

### **Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education (60 ECTS cr) (vähintään 60 op)**

A256402: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education, 65 op

*e1*

- 406020A: Mother Tongue and Literature, 7 op  
*Compulsory*  
 406020A-01: Literature and Reading, 3 op  
 406020A-02: Language and Writing, 4 op  
 406021A: Drama Education, 2 op  
 406022A: History, 3 op  
 406025A: Mathematics Education: Part I, 3 op  
 406026A: Mathematics Education: part II, 2 op  
 406027A: Physics and Chemistry, 4 op  
 406028A: Biology, 2 op  
 406029A: Geography, 2 op  
 406030A: Health Education, 1 op  
 406031A: Music, 8 op  
*Compulsory*  
 406031A-01: Pedagogical Applications of Music Education, 3 op  
 406031A-02: Voice and Singing, 1 op  
 406031A-03: Listening Education, 1 op

406031A-04: Music Theory in Practice, 1 op

406031A-05: Accompaniment Instrument, 2 op

406032A: Art, 7 op

*Compulsory*

406032A-01: Drawing, 1 op

406032A-02: Painting, 1 op

406032A-03: Ceramics, 1 op

406032A-04: Building, 1 op

406032A-05: School graphic, 1 op

406032A-06: Environmental aesthetic, 1 op

406032A-07: Media education, 1 op

406035A: Physical Education, 7 op

*Compulsory*

406035A-04: Lectures, adventure, track and field, 1 op

406035A-05: Indoor ball games, basic gymnastics, 1 op

406035A-06: Skiing, rhythmic gymnastics, 1 op

406035A-07: Outdoor ball games, 1 op

406035A-08: Orienteering, artistic gymnastics, 1 op

406035A-09: Skating, swimming, 1 op

406035A-10: SkiAgiFun, the final assignment in p.e., 1 op

406023A: Religion, 2 op

406024A: Ethics, 2 op

406033A: Crafts/Textile Work and Technology, 7 op

*Compulsory*

406033A-01: User-Centred Design and Manufacture as an Approach to Crafts and Technology Problems, 3 op

406033A-02: Materials, Sewing and Clothing Technology, 2 op

406033A-03: Pedagogical and Didactic Questions, 2 op

406034A: Crafts/Technical Work and Technology, 7 op

*Compulsory*

406034A-01: Traditional Handicrafts in the Context of Technical Work, 3 op

406034A-02: Applications of mechatronics, 2 op

406034A-03: Applications of Electronics, 2 op

*e3*

407038A: School Work in the Bachelor Phase II, 3 op

407522A: Thematic practice II, 3 op

## Minor Studies (25 ECTS cr) (vähintään 25 op)

There are not any restrictions on the choice of minor subjects at the Faculty of Education. You can select the minors freely from among the studies offered by the University of Oulu.

Choose one minor subject (25 credits) to be completed as part of the Bachelor's degree.

## Programme Specific Studies (10 credits) (vähintään 10 op)

Each primary teacher education programme includes its own programme specific studies. These studies amount to 10 credits in the Bachelor's and another 10 credits in the Master's degree. Among these studies (a total of 20 credits in the lower and higher degree together), a maximum of 5 credits can be free-choice studies, i.e. studies not specific to your own programme.

In the creative arts oriented primary teacher education programme, the programme specific courses are as follows:

405043A Introduction to the foundations and practices of arts and crafts education, 2 credits

405044A Art, education and philosophy, 3 credits

405045A Drama/theatre education, 3 credits

405046A Experimental workshop, 2 credits

# Creative Arts Oriented Primary Teacher Education, Master's Degree (120 ECTS cr)

Tutkintorakenteen tila: archived

Lukuvuosi: 2012-13

Lukuvuoden alkamispäivämäärä: 01.08.2012

## Language and Communication (2 ECTS cr) (vähintään 2 op)

900071Y: Scientific Communication II, 2 op

## Orientation Studies (3 ECTS cr) (vähintään 3 op)

The student shall complete the studies in one of these courses:

410018Y Professional growth, 3 credits

405021Y Knowledge work as a pedagogical challenge, 3 credits

410015Y Philosophy of science, 3 credits

## Advances Studies in Education (80 ECTS cr) (vähintään 80 op)

The Advanced Studies in Education include the course

408014S Optional course, 3 credits

The student can choose any advanced course in education to earn these credits. See the code for the Optional Course (408014S) in the Study Guide for further details on relevant courses.

A250542: Education, Advanced Studies (TAIKA), 80 op

*e1*

408013S: Master's Thesis, 35 - 40 op

408014S: Pedagogical Challenges in Research: Literature Course, 5 op

408015S: Curriculum and School Development, 5 op

408016S: Education and Teacher's Work in Change, 5 op

408027S: Pedagogical Seminar in Arts and Crafts Education III, 3 op

408020S: School Work in the Master Phase, 11 op

408021S: Theme-based Practice, 6 op

408019S: Basics of educational administration, 2 op

413030S: Advanced course in quantitative research, 5 op

*Compulsory*

413030S-01: Advanced course in quantitative research, lectures and literature, 2 op

413030S-02: Advanced course in quantitative research, exercises, 3 op

413031S: Advanced course in qualitative research, 5 op

*Compulsory*

413031S-01: Advanced course in qualitative research, lectures and literature, 2 op

413031S-02: Advanced course in qualitative research, exercises, 3 op

## Minor studies (25 ECTS cr) (vähintään 25 op)

There are no strict stipulations on the minor subjects of degrees at the Faculty of Education. You may choose the minor subjects freely from among those offered by the University of Oulu.

Choose one minor subject (25 credits) to be completed as part of the Master's degree.

## Programme Specific Studies (10 credits) (vähintään 10 op)

Each primary teacher education programme includes its own programme specific studies. These studies amount to 10 credits in the Bachelor's and another 10 credits in the Master's degree. Among these studies (a total of 20 credits in the lower and higher degree together), a maximum of 5 credits can be free-choice studies, i.e. studies not specific to your own programme.

In the creative arts oriented primary teacher education programme, the programme specific courses are in the Master's studies as follows:

405030Y History of arts, 3 credits  
 405047S Applied drama education, 3 credits  
 405048S Literature circle, 2 credits  
 405049S Research on art education and arts, 2 credits

## Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

405018Y: Orientation to studies, 1 op  
 A200053: Orientation-based studies (TAIKA-Bachelor), 7 op  
   *e1*  
     405043A: Introduction to the Basics and Practices of Arts and Crafts Education, 2 op  
     405044A: Art, Education and Philosophy, 2 op  
     405045A: Drama/Theatre Education, 3 op  
     405046A: Experimental Workshop, 2 op  
 A200054: Orientation-based studies (TAIKA-Master), 13 op  
   *e1*  
     405030Y: History of Arts, 3 op  
     405047S: Applied Drama Education, 3 op  
     405048S: Literature Circle, 3 op  
     405049S: Research of Art Education and Arts, 3 op  
 410015Y: Philosophy of science, 3 op  
 410018Y: Professional growth, 3 op

## Opintojaksosten kuvaukset

### Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

#### 902130Y: Foreign Language (English), 3 op

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

**Vastuuyksikkö:** Language Centre

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

**Opintokohteen kielet:** English

**Leikkaavuudet:**

ay902130Y Foreign Language (English) (OPEN UNI) 3.0 op



**Voidaan suorittaa useasti:** Kyllä

**Proficiency level:**

B2

**Status:**

Compulsory course for 1st year students of education.

**Required proficiency level:**

English must have been A1 or A2 language at school or equivalent English skills acquired otherwise. If you received the grade "L" or "E" in the Finnish matriculation exam, you can be exempted from **the first part of the course**.

**ECTS Credits:**

3 ECTS, workload is 80hrs (including 40 hrs of contact teaching)

**Language of instruction:**

English

**Timing:**

1<sup>st</sup> year: autumn term (1,5 ECTS - reading for academic purposes), spring term (1,5 ECTS - scientific communication)

**Learning outcomes:**

**Objectives:**

- to develop students' English language skills needed for effective communication on different topics related to teaching and educational research
- to practice comprehending and producing scientific oral presentations and written texts
- to introduce students to the concept of multiculturalism and its impact on education

**Learning outcomes - by the end of the course students are expected to be able:**

- to summarize, interpret and discuss academic texts on topics related to the field of education
- to write short essays on the topics related to teaching and educational research
- to search information on a chosen educational theme, and analyze, explain and orally communicate the ideas
- to describe and define the concepts of inter/multiculturalism, and identify and explain its effects on education

**Contents:**

- reading strategies and techniques with academic texts
- writing activities for summarizing and interpreting texts
- academic writing practice
- oral presentation practice
- intercultural awareness activities

**Mode of delivery:**

Contact teaching

**Learning activities and teaching methods:**

Small-group workshop, individual assignments and homework tasks

**Target group:**

Students of the Faculty of Education

**Prerequisites and co-requisites:**

-

**Recommended optional programme components:**

-

**Recommended or required reading:**

Course materials subject to a charge will be provided by the teacher

**Assessment methods and criteria:**

Regular participation in all contact teaching and completion of all required coursework.

**Grading:**

pass / fail

**Person responsible:**

See [contact teachers](#)

**Working life cooperation:**

none

**Other information:**

This course consists of two parts: [902130Y-01](#) and [902130Y-02](#)

Sign up to both of the parts by clicking the code.

*Compulsory*

**902130Y-01: Foreign Language (English) part 1, 1,5 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Partial credit  
**Vastuuyksikkö:** Language Centre  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** English

**Status:**  
 Part of the course 902130Y Foreign Language (English)

**Required proficiency level:**

-

**ECTS Credits:**  
 1,5 ECTS credits

### **902130Y-02: Foreign Language (English) part 2, 1,5 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Language and Communication Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Language Centre  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** English

Ei opintojaksokuvauksia.

### **900070Y: Scientific Communication I, 2 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Language and Communication Studies  
**Laji:** Course  
**Vastuuyksikkö:** Language Centre  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish  
**Leikkaavuudet:**

ay900070Y Scientific Communication I (OPEN UNI) 2.0 op

**Status:**  
 This course unit is compulsory for all students undertaking a BA degree in Education, Subject Teacher Education, Primary Teacher Education, Technology Oriented Primary Teacher Education, Creative Arts Oriented Primary Teacher Education and Music Education.

**Required proficiency level:**

-

**ECTS Credits:**  
 2 credits

**Language of instruction:**  
 Finnish

**Timing:**  
 1st year of studies

**Learning outcomes:**  
 Upon completion of the course unit the student should be able to prepare a verbally and stylistically fluent scientific presentation. The student should be able to assess and revise his/her own texts and apply the conventions and practices of scientific writing to his/her own work, especially to his/her scientific theses or dissertations. The student should be able to recognise his/her strengths and weak points as a communicator.

**Contents:**  
 The basics and various types of scientific communication. The basic notions of grammatical correctness and the stylistic and formal conventions demanded by proper scientific discourse. Critical approach to source literature and the most common formal standards (referencing techniques, constructing bibliographies etc.). Throughout the course unit the student analyses and produces texts of various types.

**Mode of delivery:**

See Learning activities and teaching methods

**Learning activities and teaching methods:**

Contact lessons and group work 16 h. Independent study ca. 34 h.

**Target group:**

See Status

**Prerequisites and co-requisites:**

-

**Recommended optional programme components:**

-

**Recommended or required reading:**

Kemppainen, T. & Latomaa, T. (2002). Ensi askelia tieteen tiellä. Also available on the Internet.

**Assessment methods and criteria:**

Active participation in teaching, independent study and completion of given assignments.

**Grading:**

pass / fail

**Working life cooperation:**

-

**901001Y: Second Official Language (Swedish), 2 op**

**Voimassaolo:** 01.08.1995 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

**Vastuuyksikkö:** Language Centre

**Opintokohteen kielet:** Swedish

**Leikkaavuudet:**

ay901001Y Second Official Language (Swedish) (OPEN UNI) 2.0 op

**Proficiency level:**

B1/B2/C1 (CEFR scale)

**Status:**

This course is compulsory to all students. The language proficiency provided by the course unit is equivalent to the language proficiency required of a state official with an academic degree working in a bilingual municipality area (Act 424/03 and Decree 481/03).

According to the requirements of the law, the student must be able to use Swedish both orally and in writing in various professional situations. Achieving this kind of proficiency during a course unit that lasts for only one semester requires that the student has already achieved the necessary starting proficiency level prior to taking the course.

**Required proficiency level:**

The required [starting proficiency level](#) for students of all faculties is a grade of 7 or higher from the Swedish studies at secondary school (B-syllabus) or equivalent knowledge AND a passing grade from the proficiency test held at the beginning of the course unit. Based on this proficiency test the students are directed to brush up on their language skills with a self-study course (901028Y PÅ VÄG 1-3, 2 ECTS credits) if it is deemed necessary; mastering basic vocabulary and grammar is a prerequisite to achieving the necessary language proficiency for the various communication situations one faces in professional life.

-If a student has not completed Swedish studies (B-language) at secondary school with a grade of 7 or higher, or his/her language skills are otherwise lacking, he/she must achieve the required proficiency level BEFORE taking this compulsory Swedish course unit. Information about brushing up on one's language skills can be found in Finnish [here](#).

**ECTS Credits:**

2 ECTS credits

**Language of instruction:**

Swedish

**Timing:**

autumn or spring term

**Learning outcomes:**

Upon completion of the course the student should be able to read and understand texts from his/her academic field and make conclusions based on them. The student should be able to write typical professional emails and short reports. He/she should be able to carry himself/herself according to Swedish etiquette when acting as host or guest. The student should also be able to discuss current events and special field-specific matters, use the vocabulary of education and plan and give short oral presentations relating to his/her own field.

**Contents:**

Communicative oral and written exercises, which aim to develop the student's Swedish proficiency in areas relevant to his/her academic field and future professional tasks. The student practises oral presentation and pronunciation. Situational oral exercises done individually and in pairs and groups. Discussions in small groups. Current texts about the student's special field. Listening comprehension exercises. Written exercises relating to the student's professional field.

**Mode of delivery:**

Contact teaching

**Learning activities and teaching methods:**

2 x 90 minutes of contact teaching per week and related exercises, self-directed study, a total workload of 130 hours per course.

**Target group:**

Students of the Faculty of Education

**Prerequisites and co-requisites:**

See Required proficiency level

**Recommended optional programme components:**

-

**Recommended or required reading:**

The students will receive course material subject to a charge.

**Assessment methods and criteria:**

The course unit focuses on improving both oral and written language skills and requires active attendance and participation in exercises, which also require preparation time. 100% attendance is required. The course unit tests both oral and written language skills. Students participate in the teaching in either autumn semester or spring semester.

**Grading:**

Oral and written language proficiencies are tested separately and assessed using the so called KORU-criteria (publication of HAMK University of Applied Sciences, 2006). Separate grades will be awarded for the successful completions of both oral and written portions of the course unit: the possible passing grades are satisfactory skills and good skills (see language decree 481/03). The grades are based on continuous assessment and testing.

**Person responsible:**

See Contact teachers from Languages and Communication's home page

**Working life cooperation:**

-

**Other information:**

Students sign up for teaching in WebOodi. A student can only sign up for one teaching group. **When signing up in WebOodi, it is imperative** that the student fills in his/her university email address (paju.oulu.fi), major subject and Swedish grades attained during secondary education in the Further Information field. **The student will be notified of a place in the course unit via email prior to the beginning of teaching.**

*Compulsory*

**901001Y-01: Second Official Language (Swedish), Written Skills, 1 op**

**Voimassaolo:** 01.08.1995 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

**Vastuuyksikkö:** Language Centre

**Opintokohteen kielet:** Swedish

**Leikkaavuudet:**

ay901001Y-01 Second Official Language (Swedish), Written Skills (OPEN UNI) 1.0 op

Ei opintojaksokuvauksia.

**901001Y-02: Second Official Language (Swedish), Oral Skills, 1 op**

**Voimassaolo:** 01.08.1995 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

**Vastuuyksikkö:** Language Centre

**Opintokohteen kielet:** Swedish

**Leikkaavuudet:**

ay901001Y-02 Second Official Language (Swedish), Oral Skills (OPEN UNI) 1.0 op

Ei opintojaksokuvauksia.

## 900075Y: Speech Communication, 2 op

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

**Vastuuyksikkö:** Language Centre

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay900075Y Speech Communication (OPEN UNI) 2.0 op

### **Status:**

This course unit is compulsory for all students undertaking a BA degree in Subject Teacher Education, Primary Teacher Education, Technology Oriented Teacher Education, Creative Arts Oriented Teacher Education and Music Education. If a student of Education has included this course unit in his/her Bachelor's Degree, he/she must include 900071Y Scientific Communication II in his/her Master's Degree.

### **ECTS Credits:**

2 credits

### **Language of instruction:**

Finnish

### **Timing:**

1st or 2nd year of studies according to the curriculum of the education programme.

### **Learning outcomes:**

Upon completion of the course unit the student should be able to prepare and give an illustrative and understandable oral presentation on a topic relating to his/her own field in a way that suits the audience and the situation. The student should be able to function purposefully in various situations where he/she is working by himself/herself or as a part of a group. He/she should be able to participate in scientific discourse with sound argumentation and analytical listening. He/she should be able to give, receive and process constructive criticism. The student should be able to critically evaluate his/her own oral communication skills and understand the significance of oral communication in university studies, scientific activity and as a part of professional interaction and communication.

### **Contents:**

Presentation exercises, group work, communicator image and its significance, the speech communication situation and speech communication skills, structure of a speech, preparing a speech, goals and distinctive features of scientific interaction, communicating as an expert in scientific and professional contexts, discussion, negotiation and meeting procedures and practices, observation and analysis of speech communication situations.

### **Mode of delivery:**

See Learning activities and teaching methods

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

Contact teaching 20 h and independent study ca. 30 h.

### **Target group:**

See Status

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

Material subject to a charge delivered by teacher.

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

Active participation in teaching, independent study and completion of given assignments.

### **Grading:**

pass / fail

## 410014Y: Information and communication as a pedagogical tool, 3 op

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** General Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay410014Y Information and communication as a pedagogical tool (OPEN UNI) 3.0 op

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

After completing the course the student knows how to:

- make good use of the technical infrastructure of the university
- use ICT as a tool in teaching and learning
- use basic tools programmes and recognise their pedagogical applicability
- recognise the possibilities and limitations of the new technologies in teaching and learning
- take a critical attitude towards available ICT services

**Contents:**

- general development of ICT
- using ICT in teaching, pedagogical applications
- word processing as an academic tool
- digital image processing and making of presentations
- future prospects of ICT
- digital portfolio

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 10 h, small-group sessions 20 h, independent work

**Target group:**

All the students in the faculty

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

No

**Recommended or required reading:**

Lectures. Other study materials will be confirmed at the beginning of the course.

**Assessment methods and criteria:**

Active participation in the lectures, completing assignments and learning diary.

**Grading:**

Pass/fail

**Person responsible:**

Asko Pekkarinen

**Working life cooperation:**

No

## **405025Y: Introduction to culture and philosophy, 4 op**

**Voimassaolo:** 01.08.2007 -

**Opiskelumuoto:** General Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

4 cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

The student understands what art education is and can explain its cultural and philosophical roots, as well as explore the many ways in which art education relates to trends in the philosophy of knowledge, art research, and educational thought.

**Contents:**

- The course leads the student to an understanding of what art education is. The students examine its philosophical and theoretical roots, as well as explore the many ways in which art education relates to the philosophy of knowledge, art research, and educational thought.
- The objective, in practice, is to build a multi-layered and curiosity-based approach as a tool for the students to develop their skills in art pedagogy.
- During the course, the students outline their own way of approaching the topic so as to set the cornerstone for their future development as an art pedagogue.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

**Music Education:** Contact teaching 39 h, independent work 66 h.

**Creative Arts Oriented Primary Teacher Education:** Lectures and exercises 30 h.

**Target group:**

Creative Arts Oriented Primary Teacher Education

Music Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

Haapala, A. & Pulliainen, U. (1998) Taide ja kauneus. Johdatus estetiikkaan.

Huovinen, E. & Kuitunen, J. (Ed.) (2008) Johdatus musiikkifilosofiaan.

Tomperi, T. & Juuso, H. (Ed.) (2008) Sokrates koulussa.

Torvinen, J. & Padilla, A. (Ed.) (2005) Musiikin filosofia ja etiikka.

Availability of course books can be viewed [here](#)

**Assessment methods and criteria:**

To be agreed on at the start of the course.

**Grading:**

pass/fail

**Person responsible:**

Hannu Heikkinen and Marja-Leena Juntunen

**Working life cooperation:**

None

## 410017Y: Multimedia as a learning project, 2 op

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** General Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay410017Y Digital Media in Teaching and Learning (OPEN UNI) 2.0 op

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

After completing the course the student:

- recognises the basic concepts of multimedia
- has planned and implemented an educationally relevant multimedia product in a group
- knows how to use commonly available multimedia production software
- discovers opportunities to use multimedia in education

**Contents:**

- basic concepts in multimedia
- digital audio processing
- digital image processing
- digital video processing
- digistories

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 10h, small-group sessions 20h, independent study

**Target group:**

All the students in the faculty

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

No

**Recommended or required reading:**

Lectures, groupwork. Study materials will be confirmed at the beginning of the course.

**Assessment methods and criteria:**

Active participation in contact teaching and practical exercises. A multimedia product.

**Grading:**

Pass/fail

**Person responsible:**

Asko Pekkarinen

**Working life cooperation:**

No

**405023Y: Orientation to studies, 1 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** General Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay405023Y Orientation to studies (OPEN UNI) 1.0 op

**ECTS Credits:**

1 cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

After completion the student is able to plan the course of their own studies both independently and in cooperation with their fellow students (small-group tutorials).

**Contents:**

Students gain perspective on the structure, content and study practices of their own education. During the course, students prepare a Personal Study Plan (PSP). Contents are:

- initiating studies
- study goals, progression, structure and content
- professional task areas, finding employment
- PSP

**Mode of delivery:**

Face-to-face teaching



**Learning activities and teaching methods:**

Small-group sessions 15 h, other 8 h.

**Target group:**

New students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

TBC (handouts and online material)

**Assessment methods and criteria:**

Active participation in lectures and exercises, completion of PSP.

**Grading:**

Pass/fail

**Person responsible:**

Student counsellors and teacher tutors

**Working life cooperation:**

None

**A250522: Education, Basic Studies (TAIKA), 25 op**

**Voimassaolo:** 01.08.2010 -

**Opiskelumuoto:** Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

25 credits

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

Having completed the Basic Studies in Education, the student knows how to analytically describe pedagogical phenomena using the basic concepts and theories of the classic subfields of education. S/he knows how to use various academic study and working methods and is capable of independent written work and is oriented towards expertise in education.

**Contents:**

410067P Basic Course in Education, 4 credits

410068P Didactics, 4 credits

410069P Educational Psychology, 4 credits

410070P Sociology of Education, 4 credits

410071P Educational Philosophy, 4 credits

410078P Pedagogical Seminar in Arts and Crafts Education I, 3 credits

410075P Orientation to Work at School, 2 credits

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Vary by course.

**Target group:**

Students in the Creative Arts Oriented Primary Teacher Education Programme

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The module of Basic Studies in Education is composed of the above courses.

**Recommended or required reading:**

To be agreed on for each specific course.

**Assessment methods and criteria:**

Vary by course.

**Grading:**

Pass/Fail

**Person responsible:**

Sinikka Kaartinen

**Working life cooperation:**

Yes. Includes a 2-credit school practice period, Orientation to Work at School

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**410067P: Basic course in education, 4 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Rinne, Risto (1)** , , 2004, pakollinen

**Rinne, Risto** , , 2000, pakollinen

**Siljander, Pauli** , , 2002, pakollinen

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay410067P Basic course in education (OPEN UNI) 4.0 op

**ECTS Credits:**

4 credits

**Language of instruction:**

Finnish

**Timing:**

1st year

Secondary teacher students 3rd year spring term

**Learning outcomes:**

After completion of the course, the student

- identifies the most important features of education as a science
- has a basic understanding of the history of education and its main areas of study.
- knows how to use the basic concepts of education and pedagogy and is familiar with issues connected with them
- can relate different sectors of the educational sciences to each other
- is familiar with practical and professional tasks in the field of education and with issues connected to them.

**Contents:**

- education as a science, main areas and subareas
- basic concepts: development, bildung, teaching, pedagogical activity
- history and development of education in Finland
- basics of professional growth and development
- orientation to practical tasks in education, assumption of a professional identity as a teacher and in other educational tasks.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and other contact teaching 18 h, independent work

**Target group:**

Students in all programmes pursuing basic studies in education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

This is the first course in the Basic Studies in Education (25 cr).

**Recommended or required reading:**

Rinne, R., Kivirauma, J. & Lehtinen, E. (toim.) (2000) Johdatus kasvatustieteisiin.  
 Siljander, P. (2002) Systemaattinen johdatus kasvatustieteeseen.  
 Availability can be checked [here](#).

**Assessment methods and criteria:**

Lecture or literature exam, or written assignments

**Grading:**

pass/fail

**Person responsible:**

Pauli Siljander  
 Subject teacher education: Katri Jokikokko

**Working life cooperation:**

None

**410068P: Didactics, 4 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Hakkarainen, Kai** , , 1999, pakollinen

**Kansanen, Pertti** , , 2004, pakollinen

**Rauste-von Wright, Maijaliisa** , , 2003, pakollinen

**Rauste-von Wright, Maijaliisa** , , 1994, pakollinen

**Uusikylä, Kari** , , 2005, pakollinen

**Uusikylä, Kari** , , 2000, pakollinen

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay410068P Didactics: (OPEN UNI) 4.0 op

**ECTS Credits:**

4 ECTS

**Language of instruction:**

Finnish

**Timing:**

1st year

Secondary teacher students 3rd year spring term

**Learning outcomes:**

After completion the students

- understand the basic concepts related to learning and teaching, their theoretical foundations and significance in practice
- understand the learning process and its cognitive, motivational and social features.
- recognize the teacher's role as a director/guider of learning and are familiar with new teaching models

- are able to analyse the characteristics of a good learner in theory and in practice and are aware of how learning skills can be taught.

**Contents:**

- basic concepts related to learning and teaching, their theoretical foundations and significance in practice
- the learning process and its cognitive, motivational and social features
- theoretical foundations of guiding learning: the teacher's role as a director of learning and teaching models
- principles of curricular design and lesson-planning
- the characteristics of a good learner in theory and in practice: how learning skills can be taught
- basic models of ICT in teaching and learning

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and other contact teaching 18 h and independent studies

**Target group:**

Students in all programmes pursuing basic studies in education

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of the basic studies in education (25 cr).

**Recommended or required reading:**

Applicable parts:

Hakkarainen, K. , Lonka, K. & Lipponen, L. (2004) Tutkiva oppiminen. järki, tunteet ja kulttuuri oppimisen sytyttäjinä. (vuoden 2001 painos käy myös)

Rauste-von Wright, M. & von Wright, J. (1994 - 2002) Oppiminen ja koulutus (1.- 8. p.).

Uusikylä, K. & Atjonen, P. (2005) Didaktiikan perusteet.

Course material availability can be checked [here](#).

**Assessment methods and criteria:**

Exam

**Grading:**

pass/fail

**Person responsible:**

Sanna Järvelä

**Working life cooperation:**

No

**410069P: Educational psychology, 4 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay410069P Educational psychology: (OPEN UNI) 4.0 op

**ECTS Credits:**

4 cr

**Language of instruction:**

Finnish

**Timing:**

1st year  
Secondary teacher students 3rd year spring term

**Learning outcomes:**

- the student knows the central concepts and research areas and topics in educational psychology
- the student understands the special nature of educational psychology and can estimate the opportunities and limitations in applying it in educational work

**Contents:**

- the relationship between educational psychology and psychology, educational research and civilisation studies as well as other subareas of education
- object of research and basic concepts: growth, education, development and developmental processes, and psychological adulthood as a form of personal sophistication
- psychological theory of growth and development
- professional practice in educational psychology and its application in issues relating to growth and development

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and other teaching 18 h, independent studies

**Target group:**

Students in all programmes pursuing basic studies in education

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of the basic studies in education (25 cr).

**Recommended or required reading:**

Applicable parts:

Dunderfelt, T. (1992-2006) Elämänkaaripsykologia.  
Lehtinen, E., Kuusinen, J. & Vauras, M. (2007) Kasvatuspsykologia OR  
Lehtinen, E. & Kuusinen, J. (2001). Kasvatuspsykologia.  
Vuorinen, R. (1990-2000). Persoonallisuus ja minuus.

**Early Childhood Education students study one of the Lehtinen, E. books.**

Course material availability can be checked [here](#).

**Assessment methods and criteria:**

Exam

**Grading:**

pass/fail

**Person responsible:**

Hannu Soini

**Working life cooperation:**

No

**Other information:**

In early childhood education, this course is 2 cr in scope (lectures only).

**410070P: Sociology of education, 4 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay410070P Sociology of education:Society, educational institutions and social interaction (OPEN UNI) 4.0 op

**ECTS Credits:**

4 credits

**Language of instruction:**

Finnish

**Timing:**

1st year

Secondary teacher students 4th year autumn term

**Learning outcomes:**

After completion the student will be able to visualize:

- the links between educational sociology, sociology and education.
- basic issues and concepts in social sciences and educational sociology
- the Finnish education system and educational politics as a part of social politics

**Contents:**

- central concepts in social sciences
- basic concepts and issues in educational sociology
- sociology of education: links to education and sociology
- the roles of socialization and education
- classic trends in the educational sociology: structuralism, conflict-theory and critical sociology, and socialization theory and interaction
- the Finnish education system: past, present and future
- education politics as a part of social politics
- theoretical and practical issues in educational sociology: school practices (interaction-based school class research), hidden curriculum, equality of education, identity, normality and deviation.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and other teaching 18 h and independent study.

**Target group:**

Students in all programmes pursuing basic studies in education.

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of the basic studies in education (25 cr).

**Recommended or required reading:**

Aittola, T. (toim.) 2012. Kasvatussosiologian suunnannäyttäjä.

Aittola, T. (toim.) (1999) Kasvatussosiologian teoreetikoita. Uudesta kasvatussosiologiasta oppimisen kriittiseen tarkasteluun.

Antikainen, A., Rinne, R. & Koski, L. (2000) Kasvatussosiologia.

Course material availability can be checked [here](#).

**Assessment methods and criteria:**

Exam

**Grading:**

pass/fail

**Person responsible:**

Veli-Matti Ulvinen

**Working life cooperation:**

No

**410071P: Educational philosophy, 4 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay410071P Educational philosophy: (OPEN UNI) 4.0 op

**ECTS Credits:**

4 cr

**Language of instruction:**

Finnish

**Timing:**

1st year

Secondary teacher students 4th year autumn term

**Learning outcomes:**

The students are familiar with the main areas of educational philosophy and how they give rise to educational problematisation and question formulation as well as research and results. The students are able to identify, analyse and solve ethical and philosophical problems in education and teaching work and are able to critically assess previously suggested solutions.

**Contents:**

- Educational philosophy as an area of educational sciences
- the nature of philosophy as a science, philosophical questions and the most important sub-areas.
- Objectives in education
- Historically important trends in academic study of educational philosophy
- The ethical disposition of educational, schooling and teaching, and question formulation in pedagogical activity
- Educational philosophy and ethical perspectives as a platform for professional ethics in pedagogical activity.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and other teaching 18 h and independent studies.

**Target group:**

Students in all programmes pursuing basic studies in education.

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of the basic studies in education (25 cr).

**Recommended or required reading:**

Applicable parts:

Ojakangas, M. (2001) Pietas - Kasvatuksen mahdollisuus.

Puolimatka, T. (1995) Kasvatus ja filosofia.

Etiikka koulun arjessa. (2002)

Atjonen, P. (2004) Pedagoginen etiikka koulukasvatuksen karttana ja kompassina.

Wulf, C. (2002) Anthropology of education.

Course material availability can be checked [here](#).

**Assessment methods and criteria:**

Participation in lectures. Exam.

**Grading:**

pass/fail

**Person responsible:**

Eetu Pikkarainen

**Working life cooperation:**

No

**Other information:**

For Early childhood education students this course is 3 ECTS; in addition to lectures they will complete Early Childhood Education - theoretical approaches, 2 ECTS worth of exercises.

**410078P: Pedagogical seminar in arts and crafts education I, 3 op**

**Voimassaolo:** 01.08.2007 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

The course aims for the students to be able to distinguish between, analyse and reflect on their school experience orientation experiences. During the course, the students produce a pedagogical portfolio, which displays the students' personal pedagogical thinking and justifications.

**Contents:**

A part of the seminar looks at the School Experience Orientation course. The seminar focuses on the arts and crafts education perspective in learner growth and development and the study of interactive and socio-cultural phenomena in the classroom. We learn how to observe and interpret student activity and development as well as how to work on one's pedagogical portfolio. In the process of the course, we will orientate ourselves with exploring teacherhood and the importance of an awareness of pupils' needs as a basis for pedagogical work. We learn how to identify the opportunities provided by the arts in deepening the teacher-student relationship. A part of the seminar looks at the work of the student group and recent phenomena.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group sessions 24 h, independent work 57 h. The course is taken in connection with "School Experience Orientation", so some of the lessons precede the course and some follow it.

**Target group:**

Creative Arts Oriented Primary Teacher Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**



The seminar is a part of the umbrella course formed the "Educational Psychology" and "School Experience I: Orientation" course modules. It focuses on learner development and growth as well as the study of classroom interaction and socio-cultural phenomena.

**Recommended or required reading:**

See Primary Teacher Education

For the part of crafts and arts education, to be agreed on at the start of the course.

**Assessment methods and criteria:**

Active participation in the seminar and the writing of a pedagogical portfolio.

**Grading:**

Pass/fail

**Person responsible:**

Tapio Tenhu and the staff of the Creative Arts Programme

**Working life cooperation:**

None

**410075P: Orientation to Work at School, 2 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Basic Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 credits

**Language of instruction:**

Finnish

**Timing:**

School experience orientation takes place during the spring term of the first year.

**Learning outcomes:**

After completion of the course, the student is able to:

- report on the activities of a class
- critically describe his/her conception of teachership and education
- assess the activity of a class by means of observation
- understand the contents and significance of curricula in school education

**Contents:**

School experience orientation is a part of the studies in the major subject at the Bachelor level. It is also a part of the pedagogical studies in teacher training. All the student teachers complete this practice period, irrespective of prior work experience.

The principal theme of this practice period is the pupil as a member of the classroom community. The aim is for the students to build upon the themes and their individual levels of understanding of Pedagogical Seminar I by working in a concrete classroom context. In addition, this practice period introduces the students to the curriculum and its flexible implementation in teaching.

School experience orientation offers the students a guided opportunity to investigate child development and interaction in a classroom environment, as well as relevant socio-cultural phenomena, based on study assignments formulated in Pedagogical Seminar I. In the School experience orientation period, the students are introduced to the teaching profession by participating in the teaching and learning activities of their own student class groups and those of neighbouring classes (cells).

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

**Place:** Oulu Teacher Training School, grades 0-6.

**Target group:**

Primary teacher education, 1st year students

**Prerequisites and co-requisites:**

410069P Educational psychology

**Recommended optional programme components:**

Participation in Pedagogical Seminar I.

**Recommended or required reading:**

Same as in Pedagogical Seminar I

**Assessment methods and criteria:**

**Duration of the period:** two calendar weeks

**Description of the activities:** During Orientation to School Work, the student works together with the staff of the Teacher Training School and his/her fellow students.

The student observes and monitors the activity in the class based on the learning assignments agreed on in Pedagogical Seminar I. The student gets to know school as a growth and learning environment and is familiarised with the school curriculum, especially its general part.

The period starts with a cell-specific joint planning session, discussing the course and supervision arrangements and agreeing on the working classes where the planning continues. The planning is attended by all the persons taking part in the school work period. During this period, the student gets to know the class and carries out the monitoring tasks given in Pedagogical Seminar I.

There are 40 hours of activities tied to a time and place in this period, consisting of the following:

- In cooperation with Liikenneturva, the students in each class give a traffic education lesson to the pupils. There is a two-hour lecture on the contents of this lesson at a time to be specified later.
- The students also give small-scale simultaneous teaching, small group teaching or a jointly implemented teaching episode or lesson.
- In addition to the above, the students also monitor the activities in their own and neighbouring classes for a total of 36 hours.

**Ohjaus:** Orientoivan koulutyöskentelyjakson yleisohjaajana toimii normaalikoulun perusasteen rehtori. Työskentelyluokan ja solun lähiohjaajina toimivat tehtävään nimetyt luokanlehtorit. Pääaineopintojen ohjaus keskittyy koulutyöskentelyjakson ohjaukseen pedagoginen seminaari I:ssä.

**Grading:**

**Assessment:** The class teacher assesses the student's performance on the scale pass/fail based on assessment discussions and the pedagogical portfolio. An entry on a "pass" is made in the practice card. The card is also signed by the staff member who delivered Seminar I. There are specific instructions available on the composition and contents of the pedagogical portfolio. Its composition is also discussed in Pedagogical Seminar I.

A fail may need to be retaken or supplemented. A failed school experience period can be retaken twice. There are specific instructions on supplementation or retakes. If a registration for the period is not cancelled, it is considered a fail.

**Evaluation seminar:** At the end of the Orientation to School Work, an evaluation seminar is organised at the Teacher Training School to analyse the fulfilment of the goals for the period and to discuss how the experiences can be utilised for future school experience periods. The seminar is attended by all the persons who contributed to the school experience period. A secretary chosen from among the students keeps minutes in the evaluation seminar, and the document is delivered to the members of the school experience team in electronic form within one week of the seminar.

**Person responsible:**

Vesa-Matti Sarenius, Auli Halme and Erkki Pekkala

**Working life cooperation:**

Yes. The school experience period is arranged at the Oulu Teacher Training School. For more information, see " Learning activities and teaching methods"

**Other information:**

**Registration:** Registration for the autumn period is by the end of September, and for the spring period by the end of previous November. The registration takes place via Weboodi. The registration form is available in the time interval mentioned in an e-mail message and on the practice website.

The school experience periods are organised in groups. The details on each group's dates are to be found on the teaching practice website for primary teacher education.

A registration that is not cancelled is considered a "fail".

**Information seminar:** School experience orientation will begin with an information meeting to be held in the canteen for the grades 0-6 at the Teacher Training School.

## A250532: Education, Intermediate Studies (TAIKA), 40 op

**Voimassaolo:** 01.08.2010 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

### ECTS Credits:

40 credits

### Language of instruction:

Finnish

### Timing:

2nd and 3rd years

### Learning outcomes:

Upon completion of the intermediate studies in education, the student knows how to apply and evaluate the approaches of educational research to pedagogical phenomena. S/he is capable of scientific data acquisition and argumentation and knows how to report scientific results.

### Contents:

407040A	<i>Basic Course in Quantitative Research</i>	5 credits
407040A-01	<i>1. Basis of Research</i>	2
407040A-02	<i>2. Statistical Analysis</i>	2
407040A-03	<i>3. Exercises</i>	1
407041A	<i>Basic Course in Qualitative Research</i>	5 credits
407041A-01	<i>1. Lectures</i>	3
407041A-02	<i>2. Exercises</i>	2
407024A	Teacher as a Pedagogical Thinker and Agent	3 credits
407025A	Encountering Diversity	3 credits
407026A	Special Education	3 credits
407027A	Guidance of Learning, Planning and Evaluation of Teaching	3 credits
407035A	Pedagogical Seminar in Arts and Crafts Education II	3 credits
407029A	Infant and Primary Education	3 credits
407030A	Bachelor's Thesis	9 credits
407030A -01	<i>1. Maturity Test</i>	0
407030A -02	<i>2. Bachelor's Thesis</i>	9
407037A	School Work in the Bachelor Phase I	3 credit

### Mode of delivery:

Face-to-face teaching

### Learning activities and teaching methods:

Vary by course.

### Target group:

Students in the Creative Arts Oriented Primary Teacher Education Programme

### Prerequisites and co-requisites:

Basic Studies in Education

### Recommended optional programme components:

The Intermediate Studies consist of the above courses.

### Recommended or required reading:

To be agreed on for each course separately.

### Assessment methods and criteria:

Vary by course.

### Grading:

0 - 5

**Person responsible:**

Sanna Järvelä

**Working life cooperation:**

Yes. Includes a 3-credit school work period, School Work in the Bachelor Phase I.

*e1***407040A: Basic Course in Quantitative Research, 5 op****Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Peltonen, Jouni Aslak**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay407040A Basic course in quantitative research (OPEN UNI) 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

2. or 3. year

**Learning outcomes:**

Having completed the course, the student knows how to

- define the basic ideas in the approaches and methods of research in the human sciences from the viewpoint of different traditions of science
- plan and implement the main stages of a simple quantitative study
- evaluate and interpret quantitative studies conducted by others

**Contents:**

The course is divided into three parts:

**407040A-01** Basis of research (2 cr.)

- basic features of empirico-analytical research
- role of theory in research
- main stages of the research process
- formulating and shaping the research question
- types of research
- data collection
- accountability/reliability analysis

**407040A-02** Statistical analysis (2 cr.)

- description of one- and two-dimensional empirical distribution
- foundations of statistical deduction
- estimation
- statistical testing

**407040A-03** Exercises (1 cr.)

- enhancing knowledge of content areas in 1 and 2

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

1. Lectures 18 h
2. Lectures 20 h
3. Exercises: Small group sessions 16 h

**Target group:**

Students in all programmes pursuing Intermediate Studies in Education (/Music Education)

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Thesis studies support the writing of a Bachelor's thesis

**Recommended or required reading:**

1) Metsämuuronen, J. (2003). Tutkimuksen tekemisen perusteet ihmistieteissä (s. 1-146).  
 Course material availability can be checked [here](#).

**Assessment methods and criteria:**

1. Exam
2. Exam
3. Active participation in small group sessions, an essay

**Grading:**

0 - 5

**Person responsible:**

Jouni Peltonen

**Working life cooperation:**

None

**Other information:**

Education Programme: if Research Methods I has been completed in the major subject studies, the student will complete equivalent credits worth of intermediate level studies in minor subject literature instead.  
 Early Childhood Education Programme: Small groups of their own, with Hannele Karikoski and Asko Pekkarinen in charge.

*Compulsory***407040A-01: Basis of research, 2 op****Voimassaolo:** 01.08.2012 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay407040A-01 Basis of Research (OPEN UNI) 2.0 op

Ei opintojaksokuvauksia.

**407040A-02: Statistical analysis, lecture, 2 op****Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay407040A-02 Statistical analysis, lecture (OPEN UNI) 2.0 op

**407040A-03: Exercises, 1 op****Voimassaolo:** 01.08.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay407040A-03 Exercises (OPEN UNI) 1.0 op

Ei opintojaksokuvauksia.

#### **407041A: Basic Course in Qualitative Research, 5 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anu Alanko

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay407041A Basic course in qualitative research (OPEN UNI) 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

2. or 3. year

**Learning outcomes:**

Having completed the course, the student knows how to

- define the basic ideas in the approaches and methods of research in the human sciences from the viewpoint of different traditions of science
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret qualitative studies conducted by others

**Contents:**

- formulating and shaping research questions
- approaches to qualitative research
- different approaches to qualitative research
- progression of the research process
- interviews and observation in qualitative research

**407041A-01** Lectures 3 cr

**407041A-02** Exercises 2 cr

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 20 h, small group sessions 16 h

**Target group:**

Students in all programmes pursuing Intermediate Studies in Education (/Music Education)

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Thesis studies support the writing of a Bachelor's thesis

**Recommended or required reading:**

Ruusuvuori, J. & Tiittula, L. (toim.)(2005). Haastattelu. Tutkimus, tilanteet ja vuorovaikutus.  
Course material availability can be checked [here](#).

**Assessment methods and criteria:**

Exam, active participation in small group sessions, an essay

**Grading:**

0 - 5

**Person responsible:**

Leena Syrjäjä

**Working life cooperation:**

No

**Other information:**

Education Programme: if Research Methods I has been completed in the major subject studies, the student will complete equivalent credits worth of intermediate level studies in minor subject literature instead.  
Early Childhood Education Programme: Small groups of their own, with Hannele Karikoski and Asko Pekkarinen in charge.

*Compulsory***407041A-01: Basic course in qualitative research, lecture, 2 op**

**Voimassaolo:** 01.08.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay407041A-01 Basic course in qualitative research, lectures (OPEN UNI) 2.0 op

Ei opintojaksokuvauksia.

**407041A-02: Basic course in qualitative research, exercises, 3 op**

**Voimassaolo:** 01.08.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay407041A-02 Basic course in qualitative research, exercises (AVOIN YO) 3.0 op

Ei opintojaksokuvauksia.

**407024A: Teacher as a Pedagogical Thinker and Agent, 3 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

Clark, Christopher M. , , 1995

Houston, W. Robert, Haberman, Martin & Sikula, John (eds.), , 1990

Sikula, John, Buttery, Thomas J. & Guyton, Edith (eds.), , 1996

Van Manen, Max , , 1991

Van Manen, Max , , 1991

Opintokohteen kielet: Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

Upon completion of the course the student knows how to

- justify her/his pedagogical activity using the terminology of educational research
- analyse the theory on the pedagogical thinking of teachers and current research data
- apply knowledge on groups in her/his teaching

**Contents:**

During the course we learn about the nature of the teacher's knowledge and pedagogical thought, core concepts and recent research. We learn conceptual tools that help us examine pedagogical work especially in terms of learner management and communication. These themes also cover recent topics such as work space and peace, bullying and friendship in schools. In addition, we may look at various issues depending on student interest.

The following issues are discussed in this course:

- teacher knowledge, its nature and forms
- pedagogical relationship and tact
- recent issues: teacher's and school's educational practices

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 32 h, literature study 20 h, essay 28 h.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

School experience, Bachelor level

**Recommended optional programme components:**

None

**Recommended or required reading:**

Van Manen, M. (2002) The Tone of Teaching.

The availability of the literature can be checked in [this link](#).

**Assessment methods and criteria:**

Participation in lectures and group discussions, an essay on the lectures and literature

**Grading:**

0 - 5

**Person responsible:**

Minna Uitto and Katri Jokikokko

**Working life cooperation:**

None



**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

The students are proficient in the core concepts and theories of multicultural education and intercultural pedagogy. They are able identify unequal practices in working life and try to exert an influence on them. They evaluate their own intercultural competence and its development as a lifelong process.

**Contents:**

- dimensions of diversity and cultural identity
- human rights and equality at school
- global education: main approaches and concepts
- challenges of intercultural education and teachers' intercultural competence

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 16 h, small group sessions 10 h, independent study.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be confirmed at the course start

**Assessment methods and criteria:**

Active participation, book exam or essay

**Grading:**

pass/fail

**Person responsible:**

Maria-Liisa Järvelä and Katri Jokikokko

**Working life cooperation:**

None

#### **407026A: Special Education, 3 op**

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

Ahvenainen, Ossi , , 2005  
 Ahvenainen, Ossi , , 1999  
 Ikonen, Oiva , , 2000  
 Jahnukainen, Markku (toim.), , 2001  
 Murto, Pentti, Naukkarinen, Aimo & Saloviita, Timo (toim.), , 2001  
 Hautamäki, Jarkko (toim.), , 2001  
 Ikonen, Oiva & Virtanen, Pirkko (toim.) , , 2001  
 Pulkkinen, Lea , , 2002  
 Räsänen, Pekka et al. (toim.), , 2004  
 Sinkkonen, Jari & Pihlaja, Päivi (toim.), , 1999  
 Opintokohteen kielet: Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

- student knows how to observe and, based on documents, implement pedagogical evaluation
- student knows how to compose instructions for him/herself to encounter general, reinforced and special support as his/her own tool
- student knows how to search for more information and identifies the need for multiprofessional support
- student knows how to define inclusion and how to discuss the theme using relevant scientific terms and publications

**Contents:**

- ideologies, values and principles underlying special education
- general, special and reinforced support, and care, teaching and rehabilitation
- cooperation, multiprofessionalism and educational partnership
- familiarisation with the field, target groups and practice of special education
- responding by pedagogical means to the need for special support
- pupil welfare work at schools
- inclusive education

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 16 h, small group sessions 10 h, independent work.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

Ahvenainen, O. & Holopainen, E. (2005) Lukemis- ja kirjoittamisvaikeudet. Teoreettista taustaa ja opetuksen perusteita.

Moberg, S, Hautamäki, J, Kivirauma, J & Lahtinen, U. (2009) Erityispedagogiikan perusteet.

Ikonen, O. & Virtanen, P. (toim.) (2007) Erilainen oppija- yhteiseen kouluun.

Loukusa, S & Paavola (toim.) (2009) Lapset kieltä käyttämässä.

The availability of the literature can be checked from [this link](#).

**Assessment methods and criteria:**

Participation in face-to-face teaching and excursions, learning assignments, book and lecture exams.

**Grading:**

Pass/fail

**Person responsible:**

Marko Kielinen

**Working life cooperation:**

None

**407027A: Guidance of Learning, Planning and Evaluation of Teaching, 3 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen oppimateriaali:****Bransford, John D., Brown, Ann L. & Cocking, Rodney R. (eds.),** , 2000**Bransford, John D., Brown, Ann L. & Cocking, Rodney R. (eds.),** , 1998**Bransford, John D., Brown, Ann L. & Cocking, Rodney R. (eds.),** , 2004**Järvelä, Sanna, Häkkinen, Päivi & Lehtinen, Erno (toim.),** , 2006**McGilly, Kate (ed.),** , 1994**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

Having completed the course, the student knows how to plan a teaching module for the future school that supports the development of a skilled learner. S/he knows how to explain the main foundations of learning theory and integrate them with the planning, supervision and evaluation of teaching. S/he knows how to use ICT and justify its use in pedagogical terms. S/he knows how to work collaboratively.

**Contents:**

Planning of teaching and guidance

- self-regulated learning
- collaborative learning
- learning to be an expert
- ICT in support of learning

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

An initial exam, 12 hours of contact teaching, collaborative online and face-to-face work between the contact sessions

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the whole formed by "Pedagogical Seminar II" and "Bachelor-level School Experience".

**Recommended or required reading:**

See blog <http://oosa2012.wordpress.com> for the course material.

**Assessment methods and criteria:**

Participation in contact teaching and collaborative work.

**Grading:**

pass/fail

**Person responsible:**

Pirkko Hyvönen

**Working life cooperation:**

None

**407035A: Pedagogical seminar in arts and crafts education II, 3 op**

**Voimassaolo:** 01.08.2007 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

Having completed the course, the student is capable of pedagogically based discussion on education and art education in schools. S/he is also able to tell about her/his own educational ideas in the school's art education on a broad basis. S/he identifies different pedagogical models as a basis for teaching and knows how to apply different ways to guide learning.

**Contents:**

With a theoretical basis, the student is familiarised in the seminar with practical planning of various models of teaching and planning and learning environments. The student considers both individual learning and artistic and group learning and assessment.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Seminar 24 h, literature, seminar presentation and written work 57 h

**Target group:**

Creative Arts Oriented Primary Teacher Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The seminar is part of a whole comprised by "Guidance of Learning, Planning and Evaluation Teaching" and "Bachelor Level School Orientation", and it familiarises the student from a theoretical point of view on the practical planning of different learning environments and models of teaching and learning.

**Recommended or required reading:**

To be agreed on at the start of the course

**Assessment methods and criteria:**

Participation in the seminar, supplementation of the pedagogical portfolio

**Grading:**

Pass/fail

**Person responsible:**

Hannu Heikkinen and the staff of the Creative Arts Programme

**Working life cooperation:**

None

**407029A: Infant and Primary Education, 3 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

Högström, Barbro & Saloranta, Outi (toim.), , 2001

Järvinen, Heljä , , 1993

Opetushallitus, , 2000

Opetushallitus, , 2004

Saloranta, Outi (toim.), , 2002

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

The student

- is familiar with the theoretical foundations of infant and primary education
- is able to identify and adopt teaching principles and methods suitable for the targeted age-group
- is familiar with different methods in teaching reading and writing skills
- knows principles and practices of cooperation between the school and the home.

**Contents:**

Issues discussed in this course:

- main concepts of infant and primary education
- theoretical premises and practical applications: play, project work and learning to read and write
- cooperation between the home and the school

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 20 h, small group sessions 12 h and independent study.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

Esiopetuksen opetussuunnitelman perusteet.(2000)

Perusopetuksen opetussuunnitelman perusteet. (2004)

Saloranta, O. (toim.) (2002) Ensimmäiset kouluvuodet soveltuvin osin.

Högström, B. & Saloranta, O. (2001) Esiopetus tavoitteellisen oppimisen alkuna soveltuvin osin.

Järvinen. (1986) Lukemaan puheen perusteella.

The availability of the literature can be checked from [this link](#).

**Assessment methods and criteria:**

Active participation in contact teaching and exam.

**Grading:**

0 - 5

**Person responsible:**

Riitta-Liisa Korkeamäki and Hannele Karikoski

**Working life cooperation:**

None

**407030A: Bachelor's Thesis, 9 op**

**Voimassaolo:** 01.08.2005 - 31.07.2015

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

442164A Bachelor's thesis 10.0 op

**ECTS Credits:**

9 cr

**Language of instruction:**

Finnish

**Timing:**

3rd year

**Learning outcomes:**

- the student knows how to formulate a research problem
- the student knows how to compose a research plan on her/his chosen educational topic
- the student can use relevant literature for a theoretical examination of her/his research topic
- the student is familiar with the basics of scientific writing and can use them to write a thesis
- the student prepares a Bachelor's thesis
- the student is able to act as an opponent for another student

**Contents:**

The course consists of the following:

- preparing a research plan
- conducting research
- writing a research report
- acting as peer opponent and assessor of a thesis
- writing the maturity test

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Seminar session approx. 30 h, independent work 210-240 h

**Target group:**

Faculty of Education students

**Prerequisites and co-requisites:**

Basic Studies (25 credits) in Major Subject, Scientific Communication I and Basic courses in qualitative and quantitative research(started)

**Recommended optional programme components:**

The course is part of the Intermediate Studies in Major Subject

**Recommended or required reading:**

Literature for the Bachelor's thesis, research guides

In **technologically oriented primary teacher education**, the course materials are the same as in Pedagogical Seminar I.

**Assessment methods and criteria:**

Construction and presentation of research plan, writing and presentation of thesis, participation in seminar sessions, acting as a peer opponent, writing of the maturity test

**Grading:**

0 - 5

**Person responsible:**

Minna Sääskilähti and the leaders of seminar groups

**Working life cooperation:**

None

**Other information:**

For details on current Bachelor's and Master's thesis groups, see [www.oulu.fi/ktk/opinnaytetyot](http://www.oulu.fi/ktk/opinnaytetyot)

**407037A: School Work in the Bachelor Phase I, 3 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 + 3 credits (phases I and II)

**Language of instruction:**

Finnish

**Timing:**

School Work in the Bachelor Phase is scheduled for the autumn or spring term of the second year, depending on the group.

**Learning outcomes:**

Having completed the course, the student

- is capable of analysing and reporting on his own view of teachership and education
- knows how to explain the significance of responsibility in pedagogical activity
- knows how to plan and implement teaching based on the curriculum
- knows how to evaluate the special characteristics of different subjects in teaching and is familiar with cross-curricular themes
- is able to assess pupils' learning
- is able to assess his/her own activity as a teacher
- knows how to apply collegial working methods in his/her activities

**Contents:****Contents and themes:**

School Work in the Bachelor phase is part of the Multidisciplinary Studies in the Subjects and Crosscurricular Themes Taught in Basic Education (3 credits) and Intermediate Studies in Education (3 credits)

The predominant theme in this course is teaching and learning. The purpose is that the student should deepen and enrich the thematics introduced in the courses "Guidance of Learning, Planning and Evaluation of Teaching" and "Pedagogical Seminar II" and its personal understanding by working in a concrete school and classroom context. Other themes to emerge in this course include different learners, problems of learning and pupil welfare.

School Work in the Bachelor phase offers the student a supervised opportunity to practice the basic skills, planning, implementing and evaluation of teaching. The student is familiarised with both collaborative and

independent planning of lessons and larger teaching modules, with flexible situationally conditioned implementation of his/her own teaching and with critical evaluation.

Based on her/his own experience, the student has a good opportunity to study, together with peer students and his/her supervisors, the main phenomena and concepts of pedagogical activity, such as pedagogical relationship, pedagogical tact, encountering the child and teacher responsibility. The student also has an opportunity to observe and consider how educational research and its results are linked to the teacher's work.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

**Description of the activities:** The extent of the course is 160 hours, half of which consists of school work, observation of lessons and supervisions tied to a time and place.

Depending on the grade and resourcing of lessons, school work in the Bachelor phase involves teaching in either mathematics or mother tongue. Each student also teaches one of the arts or crafts subjects (physical education, visual art, music, textile work or technical work). In addition to these, s/he also teaches some other subject. S/he will give a total of 20 lessons, including 8 lessons given as a group or in pairs, and 12 lessons given during the independent school work weeks. In addition to giving lessons, each student also observes another arts/crafts subject for the duration of four lessons.

The remaining 56 hours of school work tied to a time and place consists of active observation of classes in the student's home class and of supervision given by the class teacher or lecturer in mathematics or mother tongue education.

The student's independent teaching work is expanded gradually during the course. At the start of the course the student works in a group formed by the peer students and the class teacher, with an increased independent share later on. In this way the five calendar weeks are composed as follows:

- The **1st week** is an observation week. At the end of the observation week, the students working in the same class put together two lessons related to cross-curricular themes.
- The **2nd week** is a pair week. The student plans and implements six lessons together with his/her pair.
- The **weeks 3 to 5** are individual weeks. During these weeks the student plans and implements 12 lessons in either mathematics or mother tongue, one arts/crafts subject and a specifically determined third subject. All the subjects to be taught by a student are to be found on the practice list.

An effort is made in this course to think up and experiment various teaching methods applicable for different learners and based on the special characteristics of different subjects and cross-curricular themes.

**Supervision:** The course involves supervision by the teachers at the Teacher Training School and by the Faculty in subject didactics in either mathematics or mother tongue teaching.

**Target group:**

2nd-year primary teacher students

**Prerequisites and co-requisites:**

Before School Work in the Bachelor Phase, 50 credits of Bachelor studies must have been completed, including Mathematics Didactics: part I (3 credits), Literature and Reading (3 credits), Pedagogical Seminar I (3 credits) and Orientation to School Work (2 credits). The courses must have been completed before registration for school work.

**Recommended optional programme components:**

407028A Pedagogical Seminar II (3 credits) is taken simultaneously with this practice period.

**Recommended or required reading:**

Study materials for Pedagogical Seminar II

**Assessment methods and criteria:**

**Place:** Oulu Teacher Training School, grades 0-6

**Grading:**

**Assessment:** The class teacher and other supervisors assess the course on the scale pass/fail based on assessment discussions and the pedagogical portfolio. An entry on a "pass" is made on the student's practice card. The practice card is also signed by the lecturer in mathematics or mother tongue education, and the student acknowledges on it the completion of supervision in subject didactics. There are specific instructions on the composition and contents of the pedagogical portfolio.

A fail must be retaken or supplemented. A failed school work period can be retaken twice. There are specific instructions on retaking or supplementing a failed course. A registration that is not cancelled is considered a fail.



**Person responsible:****Responsible persons:**

Vesa-Matti Sarenius, Auli Halme and Erkki Pekkala

**Working life cooperation:**

School work is a work placement period.

**Other information:**

**Registration:** Registration for the spring school work periods is by the end of previous November, and for the autumn periods by the end of May.

The school work periods are organised in groups. The details on the scheduling of each group can be found on teaching practice website for primary teacher education.

Registration for school work is done on Weboodi. The registration form is available for a period of time that will be announced by e-mail and on the practice website. The registration form must be filled in carefully.

If not cancelled, a registration will be considered a fail.

**Duration of the period:** five calendar weeks

**Information meeting:** The school work in the Bachelor phase will start with an information meeting in the canteen for grades 0-6 in the Teacher Training School.

## **A256402: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education, 65 op**

**Opiskelumuoto:** Intermediate Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

60 credits

**Language of instruction:**

Finnish and English

**Timing:**

1st, 2nd and 3th year

**Learning outcomes:**

Student

- can explicate his/her understanding of the subject knowledge to the pupils on elementary school grades 0–6.
- is able to use various teaching methods and utilise learning environments in different school subjects and cross-curricular themes.
- is able to judge the applicability of his/her own teaching within the framework of the national core curriculum.
- is able to plan, apply and assess subject matter thought for primary level.

**Contents:****Humanities Module**

*ECTS:* 15 cr.

*assessment:* 0-5

This module crystallizes the three central perspectives in primary teacher education: values, social awareness and communication. Students familiarize themselves with the contents and pedagogy of the different subjects to gain the competence needed to enhance pupils' language-based learning and interaction skills. Further, students acquire a knowledge base and assessment skills that support their ethical development, empower them to become active participants in democratic society and promote human rights. *Courses:*

406020A Mother Tongue and Literature (7 credits)

406021A Drama Pedagogy (2 credits)

406022A History (3 credits)

406023A Religion OR

406024A Philosophy/Ethics (2 credit)

407038A School Work in the Bachelor Phase I (1 credit)

**Science Module**

*ECTS:* 15 cr.

*assessment:* 0-5

Studies in the Science Module aim at familiarizing students with science and mathematics teaching and with working methods appropriate for schools and their development. Students learn to perceive, study, model and explain scientific phenomena and events. In addition, they will understand the significance of mathematics and natural sciences in the context of pupil development and education.

Teaching within the module focuses on key issues that enhance student abilities and curriculum development, didactics of the various subjects and implications of didactic research for teaching. Teaching may also involve integration of shared projects involving a number of different courses. Results and experiences of these projects can then be utilized in teaching practice.

*Courses:*

- 406025A Mathematic Education: Part I (3 credits)
- 406026A Mathematic Education: Part II (2 credits)
- 406027A Physics and Chemistry (4 credits)
- 406028A Biology (2 credits)
- 406029A Geography (2 credits)
- 406030A Health Education (1 credit)
- 407038A School Work in the Bachelor Phase I (1 credit)

**Arts and Crafts Module**

*ECTS:* 30 cr.

*assessment:* 0-5

Studies in the Arts and Crafts Module provide students with such fundamental knowledge and skills in arts and crafts as will allow them to carry out and develop the basic educational curriculum in line with pupil achievement. Another goal is to foster an understanding of the educational significance of the different arts and the skill building process from the perspective of child development.

*Courses:*

- 406031A Music (8 credits)
- 406032A Art (7 credits)
- 406033A Crafts/Textile Work/Technology (7 credits) OR
- 406034A Crafts/Technical Work and Technology (7 credits)
- 406035A Physical Education (7 credits)
- 407038A School Work in the Bachelor Phase I (1 credit)

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Vary by course

**Target group:**

Primary teacher students

**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:**

Vary by course

**Grading:**

0 - 5

**Person responsible:**

Matti Lindh

**Working life cooperation:**

Yes (practice with teaching relevant subjects in the School Work in the Bachelor Phase)

*e1*

**406020A: Mother Tongue and Literature, 7 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Sääskilahti, Minna Susanna

**Opintokohteen oppimateriaali:**

**Suojala, Marja & Karjalainen, Maija (toim.),** , 2001

**Gru#nthal, Satu & Pentikäinen, Johanna (toim.),** , 2006

**Harmanen, Minna & Siirinen, Mari (toim.),** , 2006

**Huhtala, Liisi (toim.),** , 2003

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

7 credits

**Language of instruction:**

Finnish

**Timing:**

1st and 2nd year

**Learning outcomes:**

The aim of studies is to arouse students' interest in language and to make them multiskilled intermediaries of linguistic culture, who possess the competence to develop the linguistic abilities of children. To this end, students familiarize themselves with Finnish and literature as school subjects, together with the contents, methods and background theories of communication teaching, primary level reading and literature.

406020A-01 Literature and reading (3 credits), learning outcomes:

This course focuses on the primary level curriculum and helps students gain an understanding of the role of literature in childhood development and education. Using literary and interpretation pedagogy, a variety of texts are used to develop extensive and manysided reading, literacy and interaction skills.

406020A-02 Language and writing (4 credits), learning outcomes

Having completed the course, the student knows how to apply modern language knowledge to guide children to make observations on language and consciously consider language structure. The student also knows how to guide the children's writing processes in such a way that reading and writing skills are naturally interspersed with school learning as a whole. The student knows how to apply various theories of teaching writing. S/he also knows how to assess the texts produced by children that she takes into account of the age-specific developmental level of the child and the national core curriculum.

**Contents:**

Finnish Language and Literature comprises two parts:

406020A-01 Literature and Reading

- genres of children's literature
- teaching methods in literature
- supporting the child's literary interests
- folklore
- process reading and strategies of reading
- critical reading
- pedagogy of literature and reading interpretation

406020A-02 Language and Writing

- grammar of Finnish language
- variation of language
- methods and practices of teaching language knowledge
- development of children's writing skills
- theories of writing: fictive writing, process writing and genre writing
- evaluation of writing

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

406020A-01 Lectures 10 h, small groups 26 h and independent work 44 h

406020A-02 Lectures 12 h, small groups 26 h and independent work 69 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Introduced by the lecturer of the course at the beginning of the course.

**Assessment methods and criteria:**

Participation in lectures and small groups and an essay written independently by the student.

**Grading:**

0-5

**Person responsible:**

Minna Sääsکیlahti

**Working life cooperation:**

None

**Other information:**

Students whose language of instruction has not been Finnish and whose Finnish language skills are not sufficiently good, are exempted from Finnish studies. Instead, they study a corresponding amount of English and didactics of English language teaching.

*Compulsory*

**406020A-01: Literature and Reading, 3 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 credits

**Language of instruction:**

Finnish

**Timing:**

1st study year

**Learning outcomes:**

This course focuses on the primary level curriculum and helps students gain an understanding of the role of literature in childhood development and education. Using literary and interpretation pedagogy, a variety of texts are used to develop extensive and manysided reading, literacy and interaction skills.

**Contents:**

- genres of children's literature
- teaching methods in literature
- supporting the child's literary interests
- folklore
- process reading and strategies of reading
- critical reading
- pedagogy of literature and reading interpretation

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 10 h, small groups 26 h and independent work 44 h.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Introduced by the lecturer of the course at the beginning of the course.

**Assessment methods and criteria:**

Participation in lectures and small groups and an essay written independently by the student.

**Grading:**

0 - 5

**Person responsible:**

Minna Sääskilähti

**Working life cooperation:**

None

**406020A-02: Language and Writing, 4 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

4 credits

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

Having completed the course, the student knows how to apply modern language knowledge to guide children to make observations on language and consciously consider language structure. The student also knows how to guide the children's writing processes in such a way that reading and writing skills are naturally interspersed with school learning as a whole. The student knows how to apply various theories of teaching writing. S/he also knows how to assess the texts produced by children that she takes into account of the age-specific developmental level of the child and the national core curriculum.

**Contents:**

- grammar of Finnish language
- variation of language
- methods and practices of teaching language knowledge
- development of children's writing skills
- theories of writing: fictive writing, process writing and genre writing
- evaluation of writing

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 12 h, small groups 26 h and independent work 69 h.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Introduced by the lecturer of the course at the beginning of the course.

**Assessment methods and criteria:**

Participation in lectures and small groups and an essay written independently by the student.

**Grading:**

0 - 5

**Person responsible:**

Minna Sääskilähti

**Working life cooperation:**

None

**406021A: Drama Education, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 credits

**Language of instruction:**

Finnish. For ITE students, the small group sessions are in English.

**Timing:**

2nd year

**Learning outcomes:**

Having completed the course, the student is familiar with the premises of drama pedagogy in basic education. S/he knows how to apply to his work as a teacher the genre of drama and theatre education that s/he learnt in this course.

**Contents:**

The course deals with drama and theatre as a form of learning and and as a method of artistic performance in school.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group sessions 24 h and independent work 30 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Heikkinen, H. (2005 tai uudemmat painokset). Draamakasvatus - opetusta, taidetta, tutkimista. You can check for the availability of the literature [here](#).

**Assessment methods and criteria:**

Participation in contact teaching and as a final project either a drama group work or an independent written work.

**Grading:**

pass/fail

**Person responsible:**

Hannu Heikkinen

**Working life cooperation:**

None

**406022A: History, 3 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Asunmaa, Martti** , , 1994

**Karlen, Arno** , , 2000

**Löfström, Jan (toim.)** , , 2002

**Vahtola, Jouko** , , 2003

**Zetterberg, Seppo et. al. (toim.)** , , 2006

**Zetterberg, Seppo et. al. (toim.)** , , 1988

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 credits

**Language of instruction:**

Finnish. For ITE students, the small group sessions are in English.

**Timing:**

(1st or) 2nd year

**Learning outcomes:**

Having completed the course, the student has a basic competence to give lessons in history. The student understands what history didactics means and how and why history is taught. The student knows how to plan and implement history teaching using different working methods and tools. S/he knows how to apply several data acquisition methods in the planning of his/her teaching.

**Contents:**

The special characteristics of history from the viewpoints of school, society and the curriculum and basic teaching competence.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 8 h, small group sessions 12 h, independent work 34 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Jones, A. & Phillips, R. (Eds.) (2000) Issues in History Teaching.

Pendry, A. (1998) History teachers in the making.

**Assessment methods and criteria:**

Active participation in the course, exam

**Grading:**

0 - 5

**Person responsible:**

Jari Honkanen

For ITE students, Gordon Roberts

**Working life cooperation:**

None

**406025A: Mathematics Education: Part I, 3 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st year

**Learning outcomes:**

After passing this course the student

- is able to plan mathematics teaching which is based on the curriculum and takes into consideration different learners
- is able to explain and evaluate the main goals, contents, assessment and teaching methods of elementary level mathematics
- can critically evaluate the usability of different learning aids and manipulatives in teaching of the elementary level mathematics
- can use a variety of mathematics manipulatives
- is able to show positive attitudes towards mathematics
- can explain some of theories about teaching and learning of mathematics

**Contents:**

The course includes the following:

- mathematics in the elementary curriculum
- problem based teaching of mathematics
- the concept of number and integer operations
- geometry, measurement and spatial thinking
- rational numbers and fractions
- mathematics learning difficulties



**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lecturelike introductions and problem based discussions 32 h, individual work 48 h.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Connected with the course Mathematics Education, Part II. Completion of School work in the Bachelor phase is required.

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Told in the first lecture

**Assessment methods and criteria:**

Voluntary exam, reading and commenting some articles, calculation exercises

**Grading:**

0 - 5

**Person responsible:**

Vesa-Matti Sarenus

**Working life cooperation:**

None

**406026A: Mathematics Education: part II, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

2nd year

**Learning outcomes:**

After passing this course the student:

- is able to apply his/her knowledge of mathematics education and make a mathematics medium term plan and can evaluate the meaning of it in teaching mathematics
- can apply the central goals, contents, teaching methods and assessment to his/her teaching
- can critically evaluate the applicability of different mathematics manipulatives and other teaching materials for teaching
- can apply some theories about mathematics teaching and learning to his/her planning

**Contents:**

The course includes the following:

- mathematical problem solving
- percentage calculations
- algebraic thinking

- statistics and probability
- assessing mathematics learning
- approximations and mental mathematics

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures/small group sessions 16 h, individual and groupwork 38 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

Mathematics Education: Part I

**Recommended optional programme components:**

Mathematics Education: Part I

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Told in the first lecture

**Assessment methods and criteria:**

Voluntary exam, making the medium term plan, calculation exercises

**Grading:**

0 - 5

**Person responsible:**

Vesa-Matti Sarenus

**Working life cooperation:**

None

**406027A: Physics and Chemistry, 4 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

4 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

2nd year

**Learning outcomes:**

Student

- can evaluate the central goals, subject knowledge, teaching methods and assessing of elementary level physics and chemistry and is able to apply it to his/her own teaching
- can judge the applicability of teaching materials of science education
- is able to explain simple everyday phenomena according to physics and chemistry
- is able to plan teaching and evaluation of physics and chemistry on elementary school grades 0-6 and taking different kind of learners, experimental working and integration between different subjects into consideration
- is able to show positive attitudes towards physics and chemistry education

**Contents:**

The course includes the following:

- the significance of physics and chemistry to mankind and society
- environmental and natural studies and physics and chemistry in Finnish national core curriculum for basic education
- characteristics of natural scientific knowledge
- getting acquainted with teaching methods of natural science
- studying the phenomena, concepts and experimental working of the following topics from the viewpoint of didactics of physics and chemistry education: water, air, space, forms of energy, motion, light, sound, electricity, magnetism, intoxicants and structure of matter

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and exercises 38 h, individual and group work 70 h.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Virrankoski, M., Hänninen, K. & Markkanen, T. 2002. Luonnontiedettä luokanopettajille -kemialla, fysiikkaa ja tähtitiedettä.

Course material availability can be checked [here](#).

**Assessment methods and criteria:**

Workshop, essay and voluntary exam

**Grading:**

0 - 5

**Person responsible:**

Emilia Manninen and Kaisa Hautala

**Working life cooperation:**

None

**406028A: Biology, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

Ahtee, Maija , , 1994

Eloranta, Varpu, Jeronen, Eila & Palmberg, Irmeli (toim.), , 2005

Harlen, Wynne , , 1996

Opetushallitus, , 2004

Virtanen, Lyyli , , 1989

Wellington, Jerry , , 2000

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

2nd year

**Learning outcomes:**

Student is able

- to describe the objectives and contents of biology and environmental and nature studies in the basic education curriculum.
- to compare various teaching and learning conceptions in biology and environmental and nature studies.
- to plan, apply and evaluate teaching and learning processes in biology and environmental and nature studies.
- to judge his or her own professional growth as a biology and environmental and nature studies teacher from the viewpoint of environmental education and education for sustainable development.

**Contents:**

Introduction

- Overview of the aims, contents and methods of completion of the course
- Biology curriculum

Biological basis of life

- Energy flow
- Material cycle
- Photo- and chemosynthesis

Morphology and physiology of plants

- Cells
- Water and nutrient transport
- Plant growth and reproduction

Anatomy and physiology of animals

- Cell and tissues
- Function and regulation of organs and organ systems

Genetics

- Genes and genotypes
- Phenotypes

Organisms and their environment

- Environmental factors
- Relationships between organisms and their environment

Biodiversity

- Biomes and ecosystems
- Phenology

Pollution

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and group work 16 h, independent work 38 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

National core curriculum for Basic Education (Biology) <http://www.oph.fi/english/page.asp?path=447,27598,37840,72101,72106>

**AND**

Wynne, H. (latest edition). The teaching of Science in Primary Schools.

**OR**

Wellington, J. (latest edition). Secondary science. Contemporary issues and practical approaches.

The availability of the literature can be checked from [this link](#).

**Assessment methods and criteria:**

Active participation in contact teaching and a final exam. The exam can be replaced with some alternative method agreed on separately with the teacher responsible for the course.

**Grading:**

0 - 5

**Person responsible:**

Eila Jeronen

**Working life cooperation:**

None

**406029A: Geography, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Haubrich, Hartwig (Hrsg.),** , 2006

**Opetushallitus,** , 2004

**Rikkinen, Hannele** , , 1997

**Rikkinen, Hannele (toim.),** , 1998

**Tilbury, Daniella & Williams, Michael (eds.),** , 1997

**Wiegand, Patrick** , , 1993

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st year

**Learning outcomes:**

Student is able

- to describe the objectives and contents of geography and environmental and nature studies in the curriculum.
- to interpret geographical information about the natural environment, built environment and cultural environment.
- to plan and apply various teaching methods, and to evaluate teaching, studying and learning processes.
- to develop his/her teaching skills in geography and environmental and nature studies from the viewpoint of environmental education and sustainable development.

**Contents:**

Introduction

- Overview of the aims, contents and methods of completion of the course
- Geography curriculum

Maps and teaching of maps

- Different maps
- Different approaches to teaching of maps

Space, climate and weather

- Earth in the universe and solar system
- Climate classification

- Weather and its observation
- Natural resources and livelihoods
- Organic and inorganic material
  - Soil types, rocks, minerals and ores
  - Structure of livelihoods
- Landscapes and land use
- Topography
  - Types of landscapes
  - Built environment
- Interaction between human beings and the environment
- Environmental relationship between human being and nature
  - Sustainable development
- Multiculturalism as a thematic entity

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and group work 16 h, independent work 38 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Cantell, H., Rikkinen, H. & Tani, S. (2007) *Maailma minussa - minä maailmassa*. Maantieteen opettajan käsikirja.

The availability of the literature can be checked in [this link](#).

**Assessment methods and criteria:**

Active participation in contact teaching and a final exam. The exam can be replaced with some alternative method agreed on separately with the teacher responsible for the course.

**Grading:**

0 - 5

**Person responsible:**

Eila Jeronen

**Working life cooperation:**

None

**406030A: Health Education, 1 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Kannas, Lasse & Tyrväinen, Heli (toim.),** , 2005

**Korhonen, Juho et al. (toim.),** , 2002

**Korhonen, Juho et al. (toim.),** , 2000

**Opetushallitus,** , 2004

**Peltonen, Heidi & Kannas, Lasse (toim.),** , 2006

**Peltonen, Heidi & Kannas, Lasse (toim.),** , 2005

**Vertio, Harri** , , 2003

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 credit

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

3rd year

**Learning outcomes:**

Student is able:

- to describe his or her responsibility for her/himself, other people and the environments.
- to construct information and develop skills for planning and implementing teaching situations and environments so that the scientific thinking of a pupil and its development is possible from the individual, interactive, and collaborative perspectives.
- to apply operational teaching methods and support pupils in adapting a healthy lifestyle.

**Contents:**

Introduction

- Overview of the aims, contents and methods of completion of the course
- The health education curriculum

Basics of health education

- Health and sickness as concepts
- Goals of health education
- Objectives and methods in health education
- Resource criteria in health education
- Evaluation of health skills

Ways of life

- Physical, psychic and social health
- Determinants for health

Structure and functions of the body

- Physical health
- Nutrition
- Exercise
- Rest and sleep
- Sexuality
- Alcohol and drugs

Functions and challenges of children's and youngsters' mental development

Models of behaviour change

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

Lectures and group work 10 h, distance work 17 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Jeronen., E., Välimaa, R., Tyrväinen, H. & Majjala, H. (2009). (Eds.). Terveystietoa oppimaan ja opettamaan. Terveystieteen tutkimuskeskus. Jyväskylän yliopisto. Julkaisuja 4.

The availability of the literature can be checked in [this link](#).

**Assessment methods and criteria:**

Active participation in contact teaching and a final exam. The exam can be replaced with some alternative agreed on separately with the teacher responsible for the course.

**Grading:**

0 - 5

**Person responsible:**

Eila Jeronen

**Working life cooperation:**

None

**406031A: Music, 8 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Marja Ervasti**Opintokohteen oppimateriaali:****Alho, Eve, Hautsalo, Hilikka & Perkiö, Soili (toim.),** , 1995**Alho, Eve, Hautsalo, Hilikka & Perkiö, Soili (toim.),** , 1992**Ervasti, Marja,** , 2003**Hyvönen, Leena (1)** , , 1995**Opetushallitus,** , 2004**Styng, Jorma** , , 1998**Styng, Jorma** , , 1997**Tenni, Jyrki** , , 2004**Opintokohteen kielet:** Finnish**ECTS Credits:**

8 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st and 2nd year

**Learning outcomes:**

In Music Studies, music education is viewed in the larger framework of cultural and art education. Students make music in groups and acquire the subject knowledge and pedagogical skills necessary for music education in school.

**Contents:**

Music education comprises the following courses:

1. **Pedagogical Applications of Music Education (3 cr.)** Students acquaint themselves with such pedagogical applications of music education as working with a large musical group and paying attention to different level students. They are also introduced to the contents and methods of the subject through a wide range of activities.
  - Familiarize students with the pedagogical contents and uses of music in primary school through extensive music-making (singing, playing, music and rhythmic exercises as well as musical innovation)
  - Present basic techniques and pedagogical uses of school instruments (percussive instruments, percussion instruments, band instruments, self-made instruments, recorders and kantele (traditional Finnish harp))
  - Music education is a holistic arts and culture-based education which incorporates physical activities, drama, other arts and skills as well as extramusical themes.
2. **Voice and Singing (1 cr.)** Students learn effective use of voice together with various ways of teaching vocal expression and singing. They are also encouraged to use their voice for creative personal expression.
  - Provide practice in the proper use and maintenance of voice, vocal expression and their pedagogical application through singing, speech and play-like exercises.



**3. Listening Education (1 cr.)** Students will be introduced to listening education as a natural ingredient of different ways of working with music. They also familiarize themselves with a range of music cultures, styles and stylistic periods and learn to adopt diverse approaches to music.

- consists of different music styles and genres
- Listening education is an integral part of all musical activities and helps to put music in a time and place and to gain an appreciation for culturally different types of music
- Music is approached by adding such elements to listening as enhance focusing on it (physical, verbal, visual or musical stimuli)
- Music listening proceeds from experiences and emotions to concepts

**4. Music Theory in Practice (1 cr.)** Students learn to play accompaniment in diverse musical settings. Focusing mainly on free accompaniment, the course helps to advance creative self-expression and the ability to follow music by ear.

- To offer an introduction to musical notation, chord markings, keys and intervals
- Practical competence is acquired through instrument playing (piano/guitar)

**5. Accompaniment Instrument / Piano or Guitar (2 cr.)** To familiarize students with different musical notation systems, real chord symbols, different styles of music and accompaniment as well as playing techniques. Group lessons involve directing and accompanying communal singing and music playing.

- To familiarize students with different musical notation systems, real chord symbols, different styles of music and accompaniment as well as playing techniques
- Group lessons involve directing and accompanying communal singing and music playing

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Teaching methods are described separately for each specific course (406031A-0X).

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Listed separately for each specific course (406031A-0X).

**Assessment methods and criteria:**

Detailed separately for each specific course.

**Grading:**

Detailed separately for each specific course.

**Person responsible:**

Module convener: Marja Ervasti

Course convener:

1. Paula Rönkkö
2. Paula Rönkkö
3. Paula Rönkkö
4. Markku Pehkonen ja Anu Kempainen
5. Markku Pehkonen ja Anu Kempainen

**Working life cooperation:**

None

*Compulsory*

**406031A-01: Pedagogical Applications of Music Education, 3 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish and English

**Timing:**

1st and 2nd years

**Learning outcomes:**

Upon completion of the course, the student knows how to design and implement pedagogical applications for music education in the lower grades. S/he knows how to discuss the essential goals, contents and assessment in music education. The student is capable of making music by different working methods.

**Contents:**

- Familiarize students with the pedagogical contents and uses of music in primary school through extensive music-making (singing, playing, music and rhythmic exercises as well as musical innovation)
- Present basic techniques and pedagogical uses of school instruments (mallet instruments, percussion instruments, band instruments, self-made instruments, recorders and kantele (traditional Finnish harp))
- The student knows how to employ a large music group in her/his teaching and how to take into account pupils of different levels.
- Music education is a holistic arts and culture-based education which incorporates physical activities, drama, other arts and skills as well as extramusical themes.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group teaching 40 h and independent studies 41 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the study module in Music 406031A (8 credits)

**Recommended or required reading:**

Musiikki kuuluu kaikille. 2009. Koulujen Musiikinopettajat ry. Jyväskylä. Kopijyvä Oy.  
 Hyvönen, L. (2002) Musiikin oppiminen taiteen oppimisen kehyksessä. In Outi Saloranta (Ed.) Ensimmäiset kouluvuodet. Perusopetuksen vuosiluokkien 1-2 opetus.  
 Ervasti, M. 2003. Lorutan laulun, sävellän sillan, piirrän partituurin, äänikuvitan kertomuksen -musiikillinen keksintä osana sovellettua orff-pedagogiikkaa. Licentiate thesis. Faculty of Education. University of Oulu. (Applicable parts)  
 Topical articles and web materials on music education (esim. MOVE, Teacher Training School curriculum, core curriculum issued by the National Board of Education)  
 Music textbooks by various publishers (eg. WSOY, Otava, Warner-Chappell) with supplementary materials.  
 Availability of course books can be checked [here](#).

**Assessment methods and criteria:**

Active participation in contact teaching and independent assignments given during the course

**Grading:**

pass/fail

**Person responsible:**

Paula Rönkkö

**Working life cooperation:**

None

**Other information:**

The course (3 credits) is divided into three parts which are completed as separate wholes during the first two years of study.

**406031A-02: Voice and Singing, 1 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

1 cr

**Language of instruction:**

Finnish and English

**Timing:**

1st year

**Learning outcomes:**

Students learn effective use of voice together with various ways of teaching vocal expression and singing. They are also encouraged to use their voice for creative personal expression.

**Contents:**

Provide practice in the proper use and maintenance of voice, vocal expression and their pedagogical application through singing, speech and play-like exercises.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group teaching 14 h and independent work 13 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the study module in Music 406031A (8 credits).

**Recommended or required reading:**

Sing and chorus material representing different styles and genres of music, basic education music textbooks by different publishers (e.g. WSOY, Otava, Warner-Chappell) and supplementary materials to them

**Assessment methods and criteria:**

Active participation in small group sessions and independent assignments given during the course

**Grading:**

Pass/fail

**Person responsible:**

Paula Rönkkö

**Working life cooperation:**

None

**406031A-03: Listening Education, 1 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

1 cr

**Language of instruction:**

Finnish/English

**Timing:**

2nd year

**Learning outcomes:**

Students will be introduced to listening education as a natural ingredient of different ways of working with music. They also familiarize themselves with a range of music cultures, styles and stylistic periods and learn to adopt diverse approaches to music.

**Contents:**

- Music is approached by adding such elements to listening as enhance focusing on it (physical, verbal, visual or musical stimuli)
- Music listening proceeds from experiences and emotions to concepts

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group teaching 14 h and independent work 13 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the study module in Music 406031A (8 credits).

**Recommended or required reading:**

Hyvönen, L. (1997) Onko musiikin kuuntelukasvatus musiikin historian opetusta? *Musiikkikasvatus* 2 (2): 19–33.

Sormunen (Ed.) *Musiikkikasvatuksen tutkimus*. Jyväskylän yliopiston musiikkitieteen laitoksen julkaisusarja A: tutkielmia ja raportteja 15. 85-95.

Topical articles and online materials

You can check for the availability of the course books [here](#).**Assessment methods and criteria:**

Active participation in contact teaching, a concert visit with a review, a pedagogical application

**Grading:**

pass/fail

**Person responsible:**

Paula Rönkkö

**Working life cooperation:**

None

**406031A-04: Music Theory in Practice, 1 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

1 cr

**Language of instruction:**

Finnish/English

**Timing:**

1st year

**Learning outcomes:**

The student learns to use and understand concepts and notations in music in the context of listening to and making music.

**Contents:**

- To offer an introduction to musical notation, chord markings, keys and intervals
- Practical competence is acquired through instrument playing (piano/guitar)

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Contact teaching 14 h and independent work 13 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of the study module Music 4060321A (8 credits). It has a special connection to 406031A-05 Accompaniment Instrument.

**Recommended or required reading:**

Handouts

**Assessment methods and criteria:**

Participation in contact teaching and exam

**Grading:**

0 - 5

**Person responsible:**

Markku Pehkonen and Anu Kemppainen

**Working life cooperation:**

None

**406031A-05: Accompaniment Instrument, 2 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish/English

**Timing:**

1st and 2nd years

**Learning outcomes:**

The course gives the student a competence for accompaniment in various practical music making situations.

**Contents:**

- To familiarize students with different musical notation systems, real chord symbols, different styles of music and accompaniment as well as playing techniques
- Group lessons involve directing and accompanying communal singing and music playing

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Contact teaching 20 h and independent work 32 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

See "Recommended optional programme components"

**Recommended optional programme components:**

The course 406031A-05 Musid Theory in Practice provides a theoretical basis for instrument studies and is taken partly at the same time.

**Recommended or required reading:**

Materials related to different music styles and genres, such as textbooks, music books and instrument guides by different publishers.

Styng, J. (1997) Vapaa säestys ja melodiasoitto kitaralla. Opi musiikkia 1.

Styng, J. (1998) Pop/Jazz -improvisaatio kitaralla. Opi musiikkia 2.

Tenni, J. & Varpama, J. (2004) Vapaa säestys ja improvisointi.

You can check for the availability of course books [here](#).

**Assessment methods and criteria:**

Participation in accompaniment practice and the music playing party

**Grading:**

0 - 5

**Person responsible:**

Markku Pehkonen and Anu Kemppainen

**Working life cooperation:**

None

**406032A: Art, 7 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Myllykangas Minna, Lukkari, Matti Ilmari

**Opintokohteen oppimateriaali:**

**Hakkola, Kirsti** , , 1991

**Kaitavuori, Kaija** , , 2004

**Karppinen, Seija (1)** , , 2001

**Koskenala, Hanna-Leena & Sabelström-Leppänen, Raija** , , 2004

**Ojala, Anita** , , 2004

**Ojala, Anita** , , 1999

**Opetushallitus** , , 2004

**Saari, Pirjo** , , 2004

**Saari, Pirjo** , , 2005

**Tolonen, Marjatta** , , 2006

**Tolonen, Marjatta** , , 1998

**Töyssy, Seppo** , , 1999

**Wetzer, Hannele** , , 2000

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

7 credits

**Language of instruction:**

Finnish / English

**Timing:**

1st and 2nd years

**Learning outcomes:**

The objectives of this study unit are that the student

- is able to design and implement art education in grades 0 - 6
- can apply working methods, data acquisition, interpretation and evaluation skills which are common in visual arts
- is able to evaluate the curricula and apply didactic and pedagogical applications and solutions in art education

**Contents:**

The teaching in this course is based on the contents areas in the Core Curriculum for Basic Education 2004.

During the visual arts course the student develops her/his visual, didactic and pedagogical thinking by applying the means of visual expressions.

The course consists of the following parts

1. Drawing
2. Painting
3. Ceramics
4. Construction
5. School graphics
6. Environmental aesthetics
7. Media education

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and small group sessions 91 h, independent work 98 h.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

To be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching, completing assignments and portfolio

**Grading:**

0 – 5

**Person responsible:**

Minna Myllykangas and Tapio Tenhu

**Working life cooperation:**

None

*Compulsory***406032A-01: Drawing, 1 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

Ei opintojaksokuvauksia.

**406032A-02: Painting, 1 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

Ei opintojaksokuvauksia.

**406032A-03: Ceramics, 1 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.



**406032A-04: Building, 1 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406032A-05: School graphic, 1 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406032A-06: Environmental aesthetic, 1 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406032A-07: Media education, 1 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406035A: Physical Education, 7 op**

**Voimassaolo:** 01.08.2005 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Course  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opettajat:** Niina Loukkola  
**Opintokohteen oppimateriaali:**  
**Heikinaro-Johansson, Pilvikki, Huovinen, Terhi & Kytökorpi, Lea (toim.), , 2003**

**Opetushallitus**, , 2004

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

7 cr

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st and 2nd year

**Learning outcomes:**

The student

- is able to name the objectives and contents of physical education
- is able to describe different methods of teaching physical education
- develops sufficient skills to teach physical education successfully in grades 0-6 of basic education

**Contents:**

- 406035A-04 Lectures, adventure, track and field (1st year, autumn)
- 406035A-05 Indoor ball games, basic gymnastics (1st year, autumn)
- 406035A-06 Skiing, rhythmic gymnastics (1st year, spring)
- 406035A-07 Outdoor ball games (1st year, spring)
- 406035A-08 Orienteering, artistic gymnastics (2nd year, autumn)
- 406035A-09 Skating, swimming (2nd year, spring)
- 406035A-10 SkiAgiFun, the final assignment in p.e. (2nd year, spring)
- Exam

Orientation Towards Didactics and Pedagogy in Physical Education

- societal justifications of physical education
- physical education = education for physical exercise and education through physical exercise
- latest research in the field of physical exercise and physical education
- curriculum and the process of physical education
- approaches towards teaching of physical education
- adventure education

School Gym as a Physical Education Environment (46 h)

- ball games, including ball handling, basketball, volleyball and floorball
- gymnastics
- exercises to develop basic motor skills, physical exercise and learning

Snow, Ice, and Water as Physical Education Environments

- skiing
- skating
- swimming ability must be demonstrated

Immediate Environment of the School During the Autumn and Spring

- athletics
- outdoor ball games, including football and baseball (pesäpallo)
- orienteering, hiking

Independent Work in Physical Education (LOTTO)

The student keeps a physical education diary

- advance assignments in physical education (2-5 h)
- summaries of actual lessons (5-10 h)
- planning of teaching practice for their own group (2 h)
- preparing for the exam (10 h)
- "sportfolio" (20 h)
- learning and practicing swimming (0-20 h)
- practicing of physical exercise skills (20-40 h)
- taking part in health-oriented exercising (4-10 h)
- getting acquainted with the sports culture and physical education events at school (8-20 h)
- compiling a source list of teaching materials for physical education

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 8 h, practical exercises 83 h, exam, written essay

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Heikinaro-Johansson P. (Eds.) (2007) Näkökulmia liikuntapedagogiikkaan, parts.

Peruskoulun opetussuunnitelman perusteet, liikunnan osuus.

Opetushallitus ja NuoriSuomi 2008 Fyysisen aktiivisuuden suositus kouluikäisille 7-18 vuotiaille.

Ojanaho M., et al. 2003 Sportfolio - liikunnan opetuksen aapinen. Materials handed out in the exercises.

The availability of the literature can be checked in [here](#).

**Assessment methods and criteria:**

Active participation in the small groups, examination in the 2nd year, submission of the portfolio in the 2nd year, individual tasks

**Grading:**

Pass/fail

**Person responsible:**

Ari Rahikkala and Susanna Takalo

**Working life cooperation:**

None

*Compulsory*

**406035A-04: Lectures, adventure, track and field, 1 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406035A-05: Indoor ball games, basic gymnastics, 1 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406035A-06: Skiing, rhythmic gymnastics, 1 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406035A-07: Outdoor ball games, 1 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406035A-08: Orienteering, artistic gymnastics, 1 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406035A-09: Skating, swimming, 1 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406035A-10: SkiAgiFun, the final assignment in p.e., 1 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Intermediate Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

**406023A: Religion, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Kallioniemi, Arto & Luodeslampi, Juha (toim.),** , 2005

**Pyysiäinen, Markku & Seppälä, Jarkko (toim.),** , 1998

**Watson, Brenda** , , 1993

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

2nd year

**Learning outcomes:**

The aim of the module is orientate students towards the development of teacher's intercultural professional competence in teaching the Religious Education so that they can teach, plan and evaluate the pedagogical elements needed in the teaching of the subject in context of the Finnish Elementary School by

- giving basic knowledge about the goals, contents and methods of RE in the Finnish elementary school
- developing students capacity to recognize and deepen his/her knowledge, understanding and perspective into the teachers professional competence in RE
- to develop the larger frame of reference and understanding in the field of RE
- to develop the capacity to evaluate his/her professional progress as a professional of RE at school

**Contents:**

- What is religious education at school (in the Finnish society and cultural context)
- What is religion and its meaning
- Religion as a phenomenon of the human growth and development
- The didactic in the religious education
- Multicultural and intercultural perspectives in religious education at school
- Intercultural competence and sensitivity as a part of the teacher's professional competence

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 8 h, workshops 14 h, students active independent studies 32 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

OPS 2004: [www.edu.fi](http://www.edu.fi) ,

Watson, Brenda (2006) The effective teaching of religious education / Brenda Watson and Penny Thompson. (2nd ed.) Harlow Pearson Education, Longman. (also the 1<sup>st</sup> ed in 1993)

Pedagogies of Religious Education (2006) Michael Grimmitt (Ed.) Great Wakering, Essex. UK.

Kallioniemi A. & Luodeslampi J. Toim. (2005) Uskonto uudella vuosituhanella. Kirjapaja. Helsinki.

Kurssikirjojen saatavuuden voi tarkastaa [tästä linkistä](#).

Literature (in English): Introduced by the M.Ed. lecturers at the beginning of the course.

**Assessment methods and criteria:**

Active studying in lectures and workshops, presentation in workshop, essay

**Grading:**

0 - 5

**Person responsible:**

Markku Salakka

**Working life cooperation:**

No

**406024A: Ethics, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Airaksinen, Timo** , , 1987

**Kamppinen, Matti (toim.)**, , 1987

**Laurila, Aarne (toim.)**, , 1979

**Niiniluoto, Ilkka** , , 1984

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

(1st or) 2nd year

**Learning outcomes:**

The aim of the module is orientate students towards the development of teacher's intercultural professional competence in teaching the Philosophy of Life so that they can teach, plan and evaluate the pedagogical elements needed in teaching of the subject in context of the Finnish Elementary School.

**Contents:**

Philosophy of Life as a subject of the Finnish Elementary School, the history, content and the ethical statements of the subject in Finland, the practical arrangements of the teaching, philosophy of life, its structure and its relation to human action, ethics, didactics in the subject

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

lectures 8 h, workshops 14 h, independent work 32 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

POPS 2004: [www.edu.fi](http://www.edu.fi), Juuso, Hannu (2007) Child, philosophy and education [Elektroninen aineisto] : discussing the intellectual sources of Philosophy for Children Diss. Oulun yliopisto, kasvatustieteiden tiedekunta, kasvatustieteiden ja opettajankoulutuksen yksikkö. <http://herkules.oulu.fi/isbn9789514285509/>, Studies in philosophy for children (1992) A. M. Sharp & R. F. Ree. Temple University Press. Philadelphia. The availability of the literature can be checked in [this link](#).

**Assessment methods and criteria:**

Active participating in lectures and workshops, presentation in workshop, essay

**Grading:**

0 - 5

**Person responsible:**

Markku Salakka

**Working life cooperation:**

None

**Other information:**

Philosophy of Life is mutually optional with religion.

**406033A: Crafts/Textile Work and Technology, 7 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Marjut Sarkkinen

**Opintokohteen oppimateriaali:**

Hyvönen, Leena & Lindfors, Eila (toim.), , 2001

Kantola, Jouko & Kananoja, Tapani (eds), , 2002

Pirjo Karhu, Maija Malmström, Tuula Mannila, , 2002

Kojonkoski-Rännäli, Seija , , 1998

Kullas, Sampsa & Pelkonen, Marja-Leena (eds.), , 2005

Opetushallitus, , 2004

Suojanen, Ulla , , 1993

Tapaninen, Reino (toim.), , 2002

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

7 credits

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st and 2nd years

**Learning outcomes:**

The student achieves a basic competence to teach handicrafts in grades 0-6 of basic education and is aware of the characteristics of craft science and crafts, arts and technology education that provide the scientific basis of textile work .

**Contents:**

Crafts/Textile Work and Technology studies comprise three courses:

1. **User-centered design and production in solving crafts and technology problems (2 cr)** This course familiarizes students with user-centered design and problem solving in crafts and technology.
2. **Material, sewing and clothing technology (3 cr)** In material technology, students consider textiles in terms of their fiber material and fabric structure and as products. The also study the basics of sewing and clothing technology.

3. **Pedagogical and didactic considerations (2 cr)** Product design, manufacture and evaluation processes are viewed within the framework of crafts, technology and art education.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Specified separately for each specific course.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Specified separately for each specific course.

**Assessment methods and criteria:**

Specified separately for each specific course.

**Grading:**

Specified separately for each specific course.

**Person responsible:**

Marjut Sarkkinen

**Working life cooperation:**

None

*Compulsory*

**406033A-01: User-Centred Design and Manufacture as an Approach to Crafts and Technology Problems, 3 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st year

**Learning outcomes:**

- The student knows how to apply and introduce a user-centred design approach.
- The student knows how to produce products suitable for crafts activities, technological problem solving and children's world of crafts.
- The student knows how to document the progress of her/his assignment in a portfolio.

**Contents:**

The following things are done in the course:

- various small prototype products are designed and manufactured collaboratively
- the theoretical contents and the practical process are documented and analysed in a portfolio



**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 8 h, small group teaching 31 h and independent work 39 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the Crafts/Textile Work and Technology 406033A module.

**Recommended or required reading:**

Karhu, P., Malmström, M. & Mannila, T. (2002) Hyvä sauma.

Kojonkoski-Rännäli, S. (1998) Työ tekijäänsä kiittää – totta toinen puoli. Turun yliopisto. Kasvatustieteiden julkaisusarja A:189

Suojanen, U. (1993) Käsityökasvatuksen perusteet.

Lindfors, E. (2001) Taide ja teknologia – näkökulmia käsityökasvatuksen tulevaisuuteen. In L. Hyvönen & E. Lindfors (Eds.) Tehdään yhesä! Taide- ja taitokasvatuksen tulevaisuus. Oulun yliopisto. Kasvatustieteiden tiedekunta. Selosteita ja katsauksia 1/2001, 85–96.

Leaening materials as applicable.

Availability of course literature can be checked [here](#).

**Assessment methods and criteria:**

The studies are based on large and small group teaching and independent study, and partly on optional workshops. Completion of the studies requires active participation. Both the theoretical and the practical studies are documented in a partly digital and partly 3-dimensional pedagogical portfolio.

The assessment is carried out collaboratively by peers, self and teacher. The final projects of the course and the teaching portfolio are assessed on the basis of agreed criteria.

**Grading:**

0 - 5

**Person responsible:**

Marjut Sarkkinen

**Working life cooperation:**

None

**406033A-02: Materials, Sewing and Clothing Technology, 2 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st year

**Learning outcomes:**

The student knows how to

- classify a textile as a fibre, cloth and product
- put into use the basics of sewing and clothing technology

**Contents:**

- A piece of clothing is made from an elastic material, while the life span of another piece of clothing is prolonged by fixing it.
- The student's own learning is analysed from the theoretical and practical points of view by means of a portfolio.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 6 h, small-group work 20 h and independent work 26 h.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of the Crafts/Textile Work and Technology 406033A module.

**Recommended or required reading:**

Karhu, P., Malmström, M. & Mannila, T. (2002) Hyvä sauma.

Kojonkoski-Rännäli, S. (1998) Työ tekijäänsä kiittää - totta toinen puoli.

Suojanen, U. (1993) Käsityökasvatuksen perusteet.

Lindfors, E. (2001) Taide ja teknologia - näkökulmia käsityökasvatuksen tulevaisuuteen. In L. Hyvönen & E. Lindfors (Eds.) Tehään yhesä! Taide- ja taitokasvatuksen tulevaisuus. Oulun yliopisto. Kasvatustieteiden tiedekunta. Selosteita ja katsauksia 1/2001, 85-96.

Learning materials as applicable.

The availability of course literature can be checked [here](#).

**Assessment methods and criteria:**

The studies are based on large and small group teaching and independent study, and partly on optional workshops. Completion of the studies requires active participation. Both the theoretical and the practical studies are documented in a partly digital and partly 3-dimensional pedagogical portfolio.

The assessment is carried out collaboratively by peers, self and teacher. The final projects of the course and the teaching portfolio are assessed on the basis of agreed criteria.

**Grading:**

0 - 5

**Person responsible:**

Marjut Sarkkinen

**Working life cooperation:**

None

**406033A-03: Pedagogical and Didactic Questions, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

2nd year

**Learning outcomes:**

The student knows how to identify and use the process of designing, manufacturing and evaluating a product in the frame of reference of crafts, technology and art education.

**Contents:**

- Becoming aware of problem-centred learning and teaching in the crafts lectures, small groups and embroidery technique exercises
- The students analyses what s/he has learnt in the pedagogical part of the portfolio

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 6 h, small-group teaching 20 h and independent work 26 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the Crafts/Textile Work and Technology 406033A module.

**Recommended or required reading:**

Lindfors, E. (2001) Taide ja teknologia - näkökulmia käsityökasvatuksen tulevaisuuteen. In L. Hyvönen & E. Lindfors (Eds.) Tehään yhesä! Taide- ja taitokasvatuksen tulevaisuus. Oulun yliopisto. Kasvatustieteiden tiedekunta. Selosteita ja katsauksia 1/2001, 85-96.

Perusopetuksen opetussuunnitelman perusteet: Käsityö. 2004.

Tapaninen, R. (toim.) (2002) Peruskoulun käsityön opetustilojen suunnitteluopas. Tekninen työ ja tekstiilityö

Learning materials as applicable.

You can check for the availability of course literature [here](#).

**Assessment methods and criteria:**

The studies are based on large and small group teaching and independent study, and partly on optional workshops. Completion of the studies requires active participation. Both the theoretical and the practical studies are documented in a partly digital and partly 3-dimensional pedagogical portfolio.

The assessment is carried out collaboratively by peers, self and teacher. The final projects of the course and the teaching portfolio are assessed on the basis of agreed criteria.

**Grading:**

0 - 5

**Person responsible:**

Marjut Sarkkinen

**Working life cooperation:**

None

**406034A: Crafts/Technical Work and Technology, 7 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Aadeli, Sirkka et al. (toim.),** , 2004

**Bendix, Friedrich** , , 1974

**Gibilisco, Stan** , , 2006

**Grönman, Olavi et al. (toim.),** , 1989

**Häti-Korkeila, Marjatta** , , 1985

**Kemppainen, Taisto (toim.),** , 1978

**Lavonen, Jari et al. (toim.),** , 1995

**Lavonen, Jari et al. (toim.),** , 1997

**Lindh, Matti** , , 1985

**Lindh, Matti** , , 1990

**Lindh, Matti (toim. & piirt.),** , 1988

**Norman, Eddie et al. (eds.),** , 1995

**Norman, Eddie et al. (eds.),** , 2000

**Ojala, Erkki & Räsänen, Jaakko (toim.),** , 1990

**Saari, Jorma** , , 1982

**Sahi, Timo et al. (toim.),** , 2002

**Scherz, Paul** , , 2007

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

7 cr

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st and 2nd years

**Learning outcomes:**

Having completed the studies student will know how to

- use the most common machines and equipment which are needed in machining wood, plastic and metal in primary school technical work.
- teach the safe use of the most common technical work hand tools to primary school children.
- apply the basics of mechatronics in primary school technical work.
- apply the basics of electronics in primary school technical work.
- design, implement and evaluate small-scale ranges of themes from the viewpoint of technology education in primary school technical work.

**Contents:**

The studies comprise three courses:

- Traditional Handicrafts in the Context of Technical Work (3 cr)
- Mechatronics Applications (2 cr)
- Electronics Applications (2 cr)

The emphasis in the first course is on traditional handicrafts. Through lectures and exercises students familiarize themselves with common materials used in technical work and learn how to machine them. Students learn to teach the safe use of most common technical work hand tools and implement simple theme works in primary school technical work. Work is based on individual design.

Mechatronics Applications focuses on the applications of basic mechatronic principles and their use in technical work in primary school. Students learn to combine mechanics and electricity into technological wholes by designing, experimenting and constructing. Experiments and constructions are problematized in textual outputs.

The aim of Electronics Applications is to guide the students towards an understanding of the fundamental principles of electric and electronics through individual design, experimentation and construction. The students' pedagogical competence is developed with the primary school pupil in mind.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

- 406033A-01 Traditional Handicrafts in Technical Work Context: lectures 6 h ja small group sessions 33 h
- 406033A-02 Mechatronics Applications: lectures 4 h ja small group sessions 22 h
- 406033A-03 Electronics Applications: lectures 6 h ja small group sessions 20 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

To be agreed on at the beginning of the course.

**Assessment methods and criteria:**

Active participation in contact teaching, practical exercises and textual outputs.

**Grading:**

0 - 5

- 1) Mainly numerical assessment, partly pass/fail.
- 2) The written and/or online materials produced in the exercises are assessed. Attention is paid to factual content and didactic issues. Instead of producing materials, the study modules can be passed by sitting an exam based on a corresponding amount of literature and the written materials given in the lectures. Agreement is made separately on substitutive ways to pass the course.
- 3) Concrete materials produced in the exercises are assessed numerically. The assessment pays attention to the pedagogical value and functional and aesthetic aspects of the objects.
- 4) The ratio between concrete and written assessment is 2:1.

**Person responsible:**

Jaakko Nykänen

**Working life cooperation:**

None

*Compulsory***406034A-01: Traditional Handicrafts in the Context of Technical Work, 3 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

1st year

**Learning outcomes:**

The uniform learning goals are to be found in the description for the main code (406034A).

**Contents:**

The emphasis is on traditional handicrafts. Through lectures and exercises students familiarize themselves with common materials used in technical work and learn how to machine them. Students learn to teach the safe use of most common technical work hand tools and implement simple theme works in primary school technical work. Work is based on individual design.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 8 h ja small group sessions 34 h

**Target group:**

Primary teacher students (apart from Technology Oriented)

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the Crafts/Technical Work and Technology 406033A module.

**Recommended or required reading:**

The study materials are indicated in the general description for Technical Work.

**Assessment methods and criteria:**

Active participation in contact teaching, practical exercises and textual outputs.

**Grading:**

0 - 5

- 1) Mainly numerical assessment, partly pass/fail.
- 2) The written and/or online materials produced in the exercises are assessed. Attention is paid to factual content and didactic issues. Instead of producing materials, the study modules can be passed by sitting an exam based on a corresponding amount of literature and the written materials given in the lectures. Agreement is made separately on substitutive ways to pass the course.
- 3) Concrete materials produced in the exercises are assessed numerically. The assessment pays attention to the pedagogical value and functional and aesthetic aspects of the objects.
- 4) The ratio between concrete and written assessment is 2:1.

**Person responsible:**

Jaakko Nykänen and Janne Marjamaa

**Working life cooperation:**

No

**406034A-02: Applications of mechatronics, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish. For ITE students, the small group sessions are in English.

**Timing:**

1st year

**Learning outcomes:**

Common goals for the study module are to be found in the description of the main code 406034A (in the case of the technologically oriented group, in the description of the main code 406040A).

**Contents:**

The course focuses on the applications of basic mechatronic principles and their use in technical work in primary school. Students learn to combine mechanics and electricity into technological wholes by designing, experimenting and constructing. Experiments and constructions are problematized in textual outputs.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 4 h ja small group sessions 24 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the Crafts/Technical Work and Technology 406033A module.

**Recommended or required reading:**

The learning materials are listed in the general description for Technical Work.

**Assessment methods and criteria:**

Active participation in contact teaching, practical exercises and written outputs.

**Grading:**

0 - 5

- 1) Mainly numerical assessment, partly pass/fail.
- 2) The written and/or online materials produced in the exercises are assessed. Attention is paid to factual content and didactic issues. Instead of producing materials, the study modules can be passed by sitting an exam based on a corresponding amount of literature and the written materials given in the lectures. Agreement is made separately on substitutive ways to pass the course.
- 3) Concrete materials produced in the exercises are assessed numerically. The assessment pays attention to the pedagogical value and functional and aesthetic aspects of the objects.
- 4) The ratio between concrete and written assessment is 2:1.

**Person responsible:**

Jaakko Nykänen and Janne Marjamaa

**Working life cooperation:**

None

**406034A-03: Applications of Electronics, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English.

**Timing:**

2nd year

**Learning outcomes:**

The uniform goals for the study module can be found in the description of the main code 406034A (in the case of technology oriented primary teacher education, in the description for 406040A).

**Contents:**

The course aims to guide the students towards an understanding of the fundamental principles of electrics and electronics through individual design, experimentation and construction. The students' pedagogical competence is developed with the primary school pupil in mind.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 6 h ja small group teaching 22 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the Crafts/Technical Work and Technology 406033A module.

**Recommended or required reading:**

The learning materials are indicated in the general description for Technical Work.

**Assessment methods and criteria:**

Active participation in contact teaching, practical exercises and textual outputs.

**Grading:**

0 - 5

- 1) Mainly numerical assessment, partly pass/fail.
- 2) The written and/or online materials produced in the exercises are assessed. Attention is paid to factual content and didactic issues. Instead of producing materials, the study modules can be passed by sitting an exam based on a corresponding amount of literature and the written materials given in the lectures. Agreement is made separately on substitutive ways to pass the course.
- 3) Concrete materials produced in the exercises are assessed numerically. The assessment pays attention to the pedagogical value and functional and aesthetic aspects of the objects.
- 4) The ratio between concrete and written assessment is 2:1.

**Person responsible:**

Jaakko Nykänen and Janne Marjamaa

**Working life cooperation:**

None

*e3*

**407038A: School Work in the Bachelor Phase II, 3 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 + 3 credits (phases I and II)

**Language of instruction:**

Finnish

**Timing:**

School Work in the Bachelor Phase is scheduled for the autumn or spring term of the second year, depending on the group.



**Learning outcomes:**

Having completed the course, the student

- is capable of analysing and reporting on his own view of teachership and education
- knows how to explain the significance of responsibility in pedagogical activity
- knows how to plan and implement teaching based on the curriculum
- knows how to evaluate the special characteristics of different subjects in teaching and is familiar with cross-curricular themes
- is able to assess pupils' learning
- is able to assess his/her own activity as a teacher
- knows how to apply collegial working methods in his/her activities

**Contents:****Contents and themes:**

School Work in the Bachelor phase is part of the Multidisciplinary Studies in the Subjects and Crosscurricular Themes Taught in Basic Education (3 credits) and Intermediate Studies in Education (3 credits)

The predominant theme in this course is teaching and learning. The purpose is that the student should deepen and enrich the thematics introduced in the courses "Guidance of Learning, Planning and Evaluation of Teaching" and "Pedagogical Seminar II" and its personal understanding by working in a concrete school and classroom context. Other themes to emerge in this course include different learners, problems of learning and pupil welfare.

School Work in the Bachelor phase offers the student a supervised opportunity to practice the basic skills, planning, implementing and evaluation of teaching. The student is familiarised with both collaborative and independent planning of lessons and larger teaching modules, with flexible situationally conditioned implementation of his/her own teaching and with critical evaluation. Based on her/his own experience, the student has a good opportunity to study, together with peer students and his/her supervisors, the main phenomena and concepts of pedagogical activity, such as pedagogical relationship, pedagogical tact, encountering the child and teacher responsibility. The student also has an opportunity to observe and consider how education research and its results are linked to the teacher's work.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

**Description of the activities:** The extent of the course is 160 hours, half of which consists of school work, observation of lessons and supervisions tied to a time and place.

Depending on the grade and resourcing of lessons, school work in the Bachelor phase involves teaching in either mathematics or mother tongue. Each student also teaches one of the arts or crafts subjects (physical education, visual art, music, textile work or technical work). In addition to these, s/he also teaches some other subject. S/he will give a total of 20 lessons, including 8 lessons given as a group or in pairs, and 12 lessons given during the independent school work weeks. In addition to giving lessons, each student also observes another arts/crafts subject for the duration of four lessons.

The remaining 56 hours of school work tied to a time and place consists of active observation of classes in the student's home class and of supervision given by the class teacher or lecturer in mathematics or mother tongue education.

The student's independent teaching work is expanded gradually during the course. At the start of the course the student works in a group formed by the peer students and the class teacher, with an increased independent share later on. In this way the five calendar weeks are composed as follows:

- The **1st week** is an observation week. At the end of the observation week, the students working in the same class put together two lessons related to cross-curricular themes.
- The **2nd week** is a pair week. The student plans and implements six lessons together with his/her pair.
- The **weeks 3 to 5** are individual weeks. During these weeks the student plans and implements 12 lessons in either mathematics or mother tongue, one arts/crafts subject and a specifically determined third subject. All the subjects to be taught by a student are to be found on the practice list.

An effort is made in this course to think up and experiment various teaching methods applicable for different learners and based on the special characteristics of different subjects and cross-curricular themes.

**Supervision:** The course involves supervision by the teachers at the Teacher Training School and by the Faculty in subject didactics in either mathematics or mother tongue teaching.

**Target group:**

2nd-year primary teacher students

**Prerequisites and co-requisites:**

Before School Work in the Bachelor Phase, 50 credits of Bachelor studies must have been completed, including Mathematics Didactics: part I (3 credits), Literature and Reading (3 credits), Pedagogical Seminar I (3 credits) and Orientation to School Work (2 credits). The courses must have been completed before registration for school work.

**Recommended optional programme components:**

407028A Pedagogical Seminar II (3 credits) is taken simultaneously with this practice period.

**Recommended or required reading:**

Study materials for Pedagogical Seminar II

**Assessment methods and criteria:**

**Place:** Oulu Teacher Training School, grades 0-6

**Grading:**

**Assessment:** The class teacher and other supervisors assess the course on the scale pass/fail based on assessment discussions and the pedagogical portfolio. An entry on a "pass" is made on the student's practice card. The practice card is also signed by the lecturer in mathematics or mother tongue education, and the student acknowledges on it the completion of supervision in subject didactics. There are specific instructions on the composition and contents of the pedagogical portfolio.

A fail must be retaken or supplemented. A failed school work period can be retaken twice. There are specific instructions on retaking or supplementing a failed course. A registration that is not cancelled is considered a fail.

**Person responsible:**

**Responsible persons:** Faculty's practice coordinator and the Oulu Teacher Training School practice team

**Working life cooperation:**

Yes. School work is a work placement period.

**Other information:**

**Registration:** Registration for the spring school work periods is by the end of previous November, and for the autumn periods by the end of May.

The school work periods are organised in groups. The details on the scheduling of each group can be found on teaching practice website for primary teacher education.

Registration for school work is done on Weboodi. The registration form is available for a period of time that will be announced by e-mail and on the practice website. The registration form must be filled in carefully.

If not cancelled, a registration will be considered a fail.

**Duration of the period:** five calendar weeks

**Information meeting:** The school work in the Bachelor phase will start with an information meeting in the canteen for grades 0-6 in the Teacher Training School.

**407522A: Thematic practice II, 3 op**

**Voimassaolo:** 01.01.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

English

**Timing:**

Thematic Practice is to be taken in the spring term of the second year. It may also be timed differently, or to cover a longer span of time.

**Learning outcomes:**

Students

- become familiar with the diversity of the field of education

- expand their perspectives on educational work in its various contexts and tasks
- develop their research skills in experimental and developmental activities, develop their skills in the planning of project work, or acquire special skills in international and multicultural contexts

### Contents:

**Contents and themes** Thematic Practice offers the student an opportunity for experimental, development and research activities with cooperating parties in the field of education. The goal of the practice is to support the student's research for a Bachelor's thesis or other accumulation of expertise in the student's field of interest.

Thematic Practice helps the student to become thoroughly familiar with the field of international work and /or to focus on some specific interesting topics within the frame of reference offered by Seminar II. It is also possible to take the course by working persistently on research and development tasks related to the pedagogical and/or research studies preceding the course.

The contents of Thematic Practice shall be agreed on together by the student and the tutor at the Department. The work to be done during the course is characterised by educational, tutoring or teaching activities.

### Mode of delivery:

Face-to-face teaching

### Learning activities and teaching methods:

The practice period is driven by a theme chosen by the student from among the thematic areas in basic education preceding the practice period or from among themes related to other studies or international education.

Thematic Practice is characterised by the student's own independent responsibility.

The student shall be responsible for

- planning and implementing the practice period
- seeking tutoring and finding a tutor
- acquiring a practice place and finding a practice supervisor there
- planning and implementing evaluation of the practice period

The student shall negotiate on the practice arrangements with the supervisor or tutor at the practice place.

**Place:** The practice place can be a single place. If the student so desires, s/he can also divide the practice into two or three periods, which can also take place in different places. The practice place can be a school or some other educational institution or organisation in Finland or abroad. It can also be the Teacher Training School.

**Different types of practice periods and their duration:** The practice may be carried out in a single place, or it may be divided into two or three wholes of at least 2 credits each.

### *A) Work Practice*

Work practice is about practice in tasks related to the field of education thereby expanding the primary teacher student's perspectives on other fields of teachership OR on the activities of the various parties in multiprofessional cooperation forming part of the primary teacher's work OR on work in educational organisations.

*Broadly based teachership:* kindergarten teacher, special needs teacher, special primary teacher, secondary teacher, vocational teacher, core subjects teacher, adult education teacher, guidance counsellor.

*Multiprofessional cooperation:* e.g. social work in child welfare, school social work, school health care, speech therapy, school psychology, public administration.

*Other pedagogical areas:* e.g. child work, youth work, activities in pedagogical organisations, development cooperation projects, Unesco activities.

Familiarisation can only be implemented through work practice together with a regular worker.

Two (2) credit points correspond to 30-40 working hours depending on how demanding the work is. In addition, the student shall be prepared to spend time on planning and evaluation (such as writing a report).

*B) Research and Development*, (e.g. projects, experimental projects, development of expertise for the Master's thesis, data collection or other research-related activities)

Two (2) credit points correspond to 30-40 working hours depending on how demanding the work is. In addition, the student shall be prepared to spend time on planning and evaluation (such as writing a report).

*C) School Work Practice* (e.g. special education schools, special care units, small groups in nearby schools, supervision of integrated pupils, field schools, Teacher Training School, pre-schools, small groups in schools, afternoon activities in schools, club activities, educational tasks in organisations)

In School Work Practice, the student shall teach 12-15 lessons and follow actively another 12-15 lessons, possibly helping the teacher at the same time, for each two (2) credit points. Additionally, the student shall be prepared to spend time on planning the lessons, evaluation and writing a practice report.

School Work Practice always requires a supervisor at the school who shall follow the lessons given by the student and give feedback on them.

The practice can also be built in such a way that it covers a longer span of time, such as an entire year. The credit points to be given for such practice period will be calculated based on the number of lessons as detailed above.

**Planning and reports** The practice period starts with the construction of a working plan and it ends up with subsequent reporting and discussion on the practice activities in Pedagogical Seminar II.

**Working Plan:** The working plan is a pedagogically justified free-form description of the practice period that shall be verified by the course supervisor. The working plan shall itemise

- the theme of the practice
- the place and timing of the practice
- which studies or nature of education the practice and its theme are connected with
- which kind of activities are included in the practice
- personal objectives set for the practice
- how practise supervision is to be carried out
- how the practise is to be assessed, i.e. the assessment criteria

**Working Report:** The format of the report is based on the theme of the practice period. Agreement on the format of the report shall be made with the supervisor when the working plan is approved. The extent of the report depends on how the course was carried out as a whole. The report on Thematic Practice can also include a discussion of how theory is linked to the theme and implementation of the practice period.

A working plan and report shall be composed separately for each period. The total scope of the documents on each period shall correspond to the extent of the documents required for the entire practice period.

The writing of a Bachelor's thesis does not constitute a practice report. You may, of course, make use of the report when you are writing the thesis.

**Supervision:** The student shall personally acquire a tutor for his/her practice period at the Department based on the theme of the practice period. The supervision offered by the Department is divided into pre- and post-tutoring (totalling approx. 2 hours). In pre-tutoring, the students negotiates on the working plan for the practise period that is then verified by the supervisor. Post-tutoring is about discussion on the completed practising period in the light of the agreed objectives.

In school work practice, there needs to be a tutor in the practice place, while in other practice places there must be a supervisor.

**Target group:**

Students in the Intercultural Teacher Education Programme

**Prerequisites and co-requisites:**

A student has right to participate in this practice upon completion of School Experience I: Orientation, and having commenced Seminar II.

**Recommended optional programme components:**

Thematic Practice forms part of the Subject Based Integrated Themes module (3 credits) and Intermediate Studies in Education (3 credits) and is a part of the Pedagogical Studies for Teachers module. Pedagogical Seminar II is tightly connected with this practice period.

**Recommended or required reading:**

Will be confirmed at the course start.

**Assessment methods and criteria:**

The assessment of the practice period is based on the student's self-assessment and on the assessment feedback gathered by the student in the practice environment or on assessment materials describing the progress of teaching or educational work. The student shall present the assessment criteria and practices in his/her working plan to the course or period supervisor.

The supervisor of the practice period and the person responsible for Seminar II grade the course by fail /pass/excellent. In addition to the supervisor and person in charge of Seminar II, the practice card is also to be signed by the supervisor at the practice place.

**Grading:**

Pass/fail

**Person responsible:**

Persons in charge of Seminar II, teaching practice coordinator at the Department.

**Working life cooperation:**

Yes

**Other information:**

All the students in the Master of Education International Programme shall participate in Thematic Practice course with no regard to their previous work experience.

**Registration:** The student shall deliver to the practice place a covering letter composed by the Department, requesting for the practice place's consent for practice. The notice of consent shall be signed by the supervisor appointed for the period by the practice place and a representative of the Department who shall function as a tutor for the student. The student shall deliver the covering letter together with the signed notice of consent to both of the signing parties. The date on which the tutor at the Department signs the document is considered to be the date on which the student registered for the practice period. The tutor at the Department shall keep the covering letter at least for the duration of the student's practice period.

**900071Y: Scientific Communication II, 2 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

**Vastuuyksikkö:** Language Centre

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay900071Y Scientific Communication II (OPEN UNI) 2.0 op

**Status:**

This course unit is compulsory for all students undertaking a Master's degree in Subject Teacher Education, Primary Teacher Education, Technology Oriented Teacher Education, Creative Arts Oriented Teacher Education and Music Education. If a student of Education has included a Speech Communication course unit in his/her Bachelor's Degree, he/she must include this course unit in his/her Master's Degree.

**ECTS Credits:**

2 credits

**Language of instruction:**

Finnish

**Timing:**

4th year of studies

**Learning outcomes:**

Upon completion of the course unit the student should have a more in-depth understanding of scientific communication, especially scientific writing. He/she should be able to produce scientific text fitting for an MA thesis. The student should also be able to analyse and interpret the special field-specific conventions of scientific writing.

**Contents:**

The distinctive features of an MA thesis as a form of scientific communication. Writing as a process. Analysis of texts written for various scientific purposes. Popularised scientific discourse.

**Mode of delivery:**

See Learning activities and teaching methods

**Learning activities and teaching methods:**

Contact lessons and independent group work 16 h. Independent study ca. 34 h.

**Target group:**

See Satus

**Prerequisites and co-requisites:**

-

**Recommended optional programme components:**

-

**Recommended or required reading:**

To be agreed at the beginning of the course.

**Assessment methods and criteria:**

Active participation in teaching, independent study and completion of given assignments.

**Grading:**

pass / fail

**A250542: Education, Advanced Studies (TAIKA), 80 op**

**Voimassaolo:** 01.08.2010 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

80 credits

**Language of instruction:**

Finnish

**Timing:**

4th and 5th years

**Learning outcomes:**

Having completed the Advanced Studies in Education, the student knows how to evaluate critically the premises and approaches in scientific research. S/he knows how to apply the methods of scientific knowledge acquisition in the research of educational and teaching processes. S/he has a theoretically based idea of her/his own expertise and competences to work as a teacher and in other educational expert tasks.

**Contents:**

	<i>Elective course (a or b):</i>	<i>Total 5 credits</i>
413030S	a) Advanced course in quantitative research	Total 5 credits
413030S-01	1) Lectures	3
413030S-02	2) Exercises	2
413031S	b) Advanced course in qualitative research	Total 5 credits
413031S-01	1) Lectures	2
413031S-02	2) Exercises	3
408013S	Master's thesis	40 credits
408014S	Optional Course	3 credits
	a) Literature course : Ethical issues in education and multiculturalism	3 credits
	b) Literature course : Learning and supporting it	3 credits
	c) Literature course: Environmental ethics and aesthetics	3 credits
	d) Literature course : The child's voice and place	3 credits
	e) Literature course : Prevention of and intervention in school violence	3 credits
	f) Literature course : Teacher's work in terms of being in a relationship	3 credits
	g) Other optional advanced course in education	min. 3 credits
408015S	Curriculum and School Development	5 credits
408016S	Education and Teachers' Work in Change	5 credits
408027S	Pedagogical Seminar in Arts and Crafts Education III	3 credits
408020S	School Work in the Master Phase	11 credits
408021S	Thematic Practice	6 credits

408019S	Basics of educational administration	2 credits
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**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Vary by course.

**Target group:**

Students in the Creative Arts Oriented Primary Teacher Education Programme.

**Prerequisites and co-requisites:**

Basic (25 credits) and Intermediate (40 credits) Studies in Education.

**Recommended optional programme components:**

The module of the Advanced Studies in Education is composed of the above courses.

**Recommended or required reading:**

To be agreed on for each course.

**Assessment methods and criteria:**

Vary by course.

**Grading:**

0-5

**Person responsible:**

Leena Syrjälä

**Working life cooperation:**

Yes. Includes 11 credits of school work, School Work in the Master Phase, and 6 credits of other work placement, Thematic Practice

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**408013S: Master's Thesis, 35 - 40 op**

**Voimassaolo:** 01.08.2005 - 31.07.2016

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

40 cr

**Language of instruction:**

Finnish or English

**Timing:**

Master's studies

**Learning outcomes:**

The student

- is able to write either alone or in pairs an educational thesis that proves familiarity with the thematic area of the thesis and shows an ability for scientific thinking,
- masters the research methods chosen by her/him and shows a readiness for scientific communication
- knows how to assess theses made by others, take part in scientific discussion and defend her/his own thesis

**Contents:**

The course includes the following:

- presentation of research plan and report
- acquisition and reading of research literature
- familiarisation with research methods
- writing a thesis on an educational topic
- active participation in seminar sessions

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Seminar sessions 40 h, independent work about 1000 h

**Target group:**

Students in the Faculty of Education

**Prerequisites and co-requisites:**

Bachelor's Thesis

**Recommended optional programme components:**

Advanced course in quantitative/qualitative research

The course is part of the Advanced Studies in the major subject.

**Recommended or required reading:**

Research and methodological literature: refereed publications

**Assessment methods and criteria:**

Participation in seminar sessions, writing a thesis and its presentation in a seminar session, acting as peer opponent and writing of the maturity test

**Grading:**

0 - 5

**Person responsible:**

Hannu Heikkinen and the leaders of seminar groups

**Working life cooperation:**

None

**Other information:**

For details on current Bachelor's and Master's thesis groups, see [www.oulu.fi/ktk/opinnaytetyot](http://www.oulu.fi/ktk/opinnaytetyot)

**408014S: Pedagogical Challenges in Research: Literature Course, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

4th and 5th years, spring/summer

**Learning outcomes:**

After completing their selected optional advanced level studies courses, students are able to justify their educational viewpoints with recent and diverse scientific knowledge.

**Pedagogical challenges in research: literature course (3 credits)**

- The student acquaints her/himself with research carried out in the various research groups of the faculty and with modern educational literature.
- The student is capable of deepening the topics of her/his Bachelor's or Master's thesis
- The student enhances her/his pedagogical skills to respond to the challenges offered by current themes.

**Contents:**

The literature packages familiarize the student with various pedagogical challenges in the field of education. The student can select advanced level courses from the faculty's yearly offered courses. The selection of courses is updated yearly and can be found on the department's internet pages as well as the notice-board. The student chooses one of the following literature packages, among others:

a) Ethical issues in education and multiculturalism



- b) Learning and ways to support it
- c) Environmental ethics and aesthetics
- d) Child's voice and place
- e) Prevention of and intervention in school violence
- f) The teacher's work in terms of being in relationships

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

The literature course is carried through in the spring term, but the course ends at the start of the next autumn term. It is thus possible to study in the summer to complete the course. The student chooses one of the available literature packages. Each package has a responsible leader of its own representing one of the faculty's research groups. The course consists of independent work and includes 2-3 meetings in a small group. The course starts with an information meeting, after which registrations for the course are allowed: the students register for their chosen package on Weboodi.

The literature course comprises

- an information meeting 2 h
- small group sessions 6 h
- independent work 73 h

**Target group:**

Primary teacher students and students in the degree programme in education (final exam)

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

You may utilise the course literature in your Master's thesis.

**Recommended or required reading:**

To be handed out/agreed on at the start of the course.

**Assessment methods and criteria:**

Participation in small group sessions and familiarisation with the chosen literature. Either a literature exam, or essays written on the literature.

**Grading:**

0 - 5

**Person responsible:**

Minna Uitto

**Working life cooperation:**

None

**Other information:**

The literature course offers one way to complete the Optional Course (advanced studies, primary teacher education) or Final Exam (advanced studies, education) or it can be included among other optional studies. Students in the Education Programme should note that the course is worth 3 credits. Arrangements should be made with the person in charge for a more comprehensive package.

**408015S: Curriculum and School Development, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Cornbleth, Catherine** , , 1990

**Doll, William E. Jr.** , , 1993

**Stoll, Louise** , , 1996

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

4th year, spring term

**Learning outcomes:**

The course provides students with the necessary capacities for curricular design at the school and municipal levels, and training for curricular evaluation at the local level. The course familiarises the students with curriculum theory - especially with the significance of the curriculum in the development of a school's activities - and discusses the connections of the curriculum with society and education policy. In addition, educational evaluation is looked at in terms of both theory and practice at local, national and international levels. As a whole, the course gives student teachers the capacity to function as committed, critical and responsible actors in the development of the curricular and its evaluation.

After the course the student is able to

- identifies the theoretical premises underlying different curricula
- identify and interpret the values and goals underlying curricula as well as their connections with society and education policy.
- identifies and is able to determine the different levels of educational evaluation (local, national, international; theory and practice)
- design a curriculum and manage/develop its basis of evaluation

**Contents:**

- concept of curriculum
- different curricular theories and approaches
- foundations, levels and methods of evaluation
- evaluation and education policy

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

- lectures 20 h and small group sessions 12 h, as part of which a project plan is made in practice related to the field of curriculum or evaluation, or a project in progress in which you are involved is described and evaluated
- the planning or evaluation task can be integrated with teaching practice

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Can be integrated with a teaching practice period.

**Recommended or required reading:**

Vitikka, E. 2009. Opetussuunnitelman mallin jäsenyys: sisältö ja pedagogiikka kokonaisuuden rakentajina. Helsinki: Suomen kasvatustieteellinen seura.

Articles from W. Pinar (Ed.) 2003. International Handbook of Curriculum Research. Mahwah, New Jersey: Lawrence Erlbaum Associates. E.g. Autto, T. Post-modern Paradoxes in Finland: The Confinements of Rationality in Curriculum Studies. p. 301-328 and Johansson, U. Frame Factors, Structures, and Meaning Making: Shifting Foci of Curriculum Research in Sweden, p. 575-594.

The availability of the literature can be checked from [this link](#).

**Assessment methods and criteria:**

Based on an exam and report on the development or evaluation assignment. Both parts are assessed on the scale 0-5. The exam is based on the lectures and literature.

**Grading:**

0 - 5

**Person responsible:**

Leena Syrjälä

**Working life cooperation:**

None

**408016S: Education and Teacher's Work in Change, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen oppimateriaali:**

**Day, Christopher & Sachs, Judyth (eds.),** , 2004

**Elbaz-Luwisch, Freema** , , 2005

**Sugrue, Ciaran & Day, Christopher (eds.),** , 2002

**Vandenberghe, Roland & Huberman, A. Michael (eds),** , 1999

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

4th year

**Learning outcomes:**

Having completed the course, the student

- knows how to analyze social and cultural factors that are connected with changes in education and teachers' work
- is able to function in changes actively and in cooperation with different parties
- knows how to describe forms of multiprofession cooperation in the school world and how to take measures to launch cooperation
- knows working methods of cooperation between the home and school and knows how to apply them in her/his work
- knows how to analyse the operation of work community and how to describe the characteristics related to the professional development of a teacher in early stages of her/his working career

**Contents:**

- school as a field of multiprofessional cooperation
- cooperation between schools and homes
- school as a work community
- identity of a newly qualified teacher

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and expert visits 22 h, small group sessions in the form of a reading circle 12 h.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the whole formed by "Pefagogical Seminar III", "School Work in the Master's Phase" and "Thematic Practice".

**Recommended or required reading:**

To be agreed on at the beginning of the course.

**Assessment methods and criteria:**

Participation in the lectures and small group sessions, completion of the learning tasks and passing the literature exams.

**Grading:**

0 - 5

**Person responsible:**

Sari Manninen

**Working life cooperation:**

None

**408027S: Pedagogical Seminar in Arts and Crafts Education III, 3 op**

**Voimassaolo:** 01.08.2008 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

Master's stage

**Learning outcomes:**

In the seminars, students thoroughly examine various educational phenomena and professional working practices as well as their own teacherhood using different theoretical approaches. During the course, the student works on a justified, explicit pedagogical theory of practice.

**Contents:**

- During the course we build a personal and justified pedagogical theory (personal framework for teaching) using material in our pedagogical portfolios and the theoretical knowledge we have gained throughout our studies
- The students highlight the significance of personal theory by using material (video) from their school practice experiences.
- Exploring one's own teacherhood and the ethical basis of the profession.
- Building on professional expertise with the help of joint dialogue, narrative and conceptualisation.
- The student obtains the tools for self-directed professional development as well as critical, reflective and collaborative teacherhood.
- Arts and crafts education students explore the significance "making" in arts teaching from the theoretical perspective of arts pedagogy.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Seminars 24 h which support the advanced level school practice period (M(Ed)). Independent study 24 h. Essay on the following theme: pedagogical theory, its development and justification using experiential knowledge and theory 32 h.

**Target group:**

Arts and Crafts Oriented Primary Teacher Education

**Prerequisites and co-requisites:**

Pedagogical Seminars I and II

**Recommended optional programme components:**

The seminar is a part of the study module consisting of Education and Teacher's Work in Change (5 cr) and School Work in the Master Phase (11 cr).

**Recommended or required reading:**

Course materials will be confirmed at the beginning of the course.

**Assessment methods and criteria:**

Participation in seminar sessions, working on pedagogical portfolio. Essay 0-5.

**Grading:**

0 - 5

**Person responsible:**

Sinikka Kaartinen and leaders of the pedagogical seminar

**Working life cooperation:**

No

**408020S: School Work in the Master Phase, 11 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

11 cr

**Language of instruction:**

Finnish

**Timing:**

The Teacher Training School provides an opportunity four times a year to participate in Master's Level School Experience. This practice period takes place in the 4th or 5th year of study. A master's school experience period is not scheduled for a group, and the student must allocate a time slot for it in her or his personal study plan.

**Learning outcomes:**

After completion, the students will

- have a clear idea of teaching and pedagogical perspectives
- understand the unique features of different subjects and cross-curricular themes and be able to apply this knowledge in practice
- be able to plan and carry out teaching based on the curriculum
- know how to apply what they have learnt to the assessment of learning
- be able to evaluate the different forms of cooperation between the school and home
- evaluate their own role as an educator
- create, use and evaluate teaching materials

**Contents:**

**Contents and themes:**

The Master's level school experience is part of the Master's pedagogical studies and belongs to the whole formed by *Education and Teaching in Transition* (5 credits) and *Pedagogical Seminar III* (3 credits).

At the Masters level, the practice period follows the theme of viewing oneself as a teacher and educator (*the Teacher*). The aim of the practice period is for the students to deepen and expand their working knowledge and understanding of the topics covered in Education and Teaching in Transition and Pedagogical Seminar III through practical work experience in the context of the school and the classroom. The practice period focuses on taking complete responsibility for the classroom. The students engage in all the activities for which a teacher is responsible.

The period provides the students with a guided opportunity to plan study modules on the basis of curricula and subject material and to become familiar with the distinctive didactic features of different subjects.

During the practice period, students assess their own teacherhood from different perspectives - teachers as influential actors in society, educational ethics and morality. The students also participate in collaboration between the school and home.

Based on their own practical experience, they investigate together with other students and their supervisors the core phenomena and concepts behind pedagogical activity, e.g. the pedagogical relationship, pedagogical tact, facing the child and teacher responsibility, with the aim of developing the knowledge they already have. The students are also given an opportunity to consider how educational research affects the work of a teacher and to conduct educational research relating to the teaching profession.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

**Place:** Oulu Teacher Training School, grades 0-6.

Students completing a 60-credit minor subject have the possibility of completing this practice period in grades 7-9 of the Teacher Training School. The practice period in the minor subject can also be completed at a different time from this period. If a student chooses to practice in a 60-credit minor subject in the grades 7-9, s/he shall contact the Faculty's practice coordinator immediately upon registration for the practice period.

**Duration:** seven calendar weeks

**Description:** The Masters level school practice period covers 295 h, with 135-145 h of work at tied to a specific time and place, observation of classes and guidance sessions. These include:

**Giving lessons :** The student gives 60 lessons during this practice period. The practical arrangements are as follows.

**Subject blocks.** In the first four weeks of the practice period, the student gives 30 lessons. These lessons constitute the subject blocks, i.e. mathematics or Finnish (mother tongue) and two taught minor or other subjects, each one of which shall be practiced for at least six hours during the period. The student will prepare period plans for the lessons together with the class teacher and lecturers in subject didactics. If the student is practicing in a 60-credit minor subject in grades 7-9, the lessons practiced there are deducted from the subject blocks.

**Responsible weeks.** The remaining 30 lessons of this practice period are given during the "responsible weeks". These are the last two weeks of the period, with the students practicing in a class taking together full responsibility for the class activities. These responsibilities include, in addition to planning and giving lessons, duties related to break and lunch supervision, cooperation between the home and the school, morning assemblies and cell events.

The students practicing in the same class plan the programme for the last two weeks together. In addition to other school work, the students agree on how the lessons will be given in such a way that both students have a workload of 30 lessons. The lessons can consist of individual lessons given by the students, simultaneous teaching or teaching taking place in two places at the same time (such as special education). In their plan the students shall indicate clearly the role that both of them will be having in the lessons.

Practicing in the minor subject of special education can also be performed in the responsible weeks.

The students plan the responsibilities for the last two weeks together, and divide them among themselves, yet in such a way that the class teacher checks for the division of responsibilities before the weeks begin. If a student is practicing along in a class, s/he plans and gives all the 30 lessons on her or his own.

**Pupil welfare.** The practice period includes an 8-hour module in pupil welfare which will be

**Other forms of work within a school .** This practice period also contains a total of 40-50 h of work related to teaching, the school world or practical applications of education, such as project work, as well as active observation of lessons. A project could be:

- data collection based on a research plan for the Master's or other thesis
- research group activities in subject didactics
- (assignment connected with) a specialisation course related to teaching practice.
- projects related to the operation of the Teacher Training School, e.g. celebrations, parents' evenings, exhibitions, UNESCO themes, school camps, art productions, collaboration projects with various cultural facilities, and other events.

**Supervision.** The practice period involves supervision by the teachers at the Teacher Training School and by the lecturers in subject didactics in the subjects taught in the subject block. The students therefore need to seek for supervision in subject didactics by three lecturers. These three lecturers also monitor a lesson given by the student.

The guidance sessions per student amount to 25-30 hours.

The student plans, implements and evaluates the lessons and teaching modules in a peer team consisting of the other students that may be practicing in the same class, the class teacher and lecturers in subject didactics depending on the nature of the practice lessons.

**Target group:**

Master's students

**Prerequisites and co-requisites:**

The student must have successfully completed: Orientations to School Work (2 credits) , Bachelor level school experience (6 credits), and Multi-disciplinary Studies in the Subjects (MSS) and Cross-curricular Themes Taught in Basic Education (CT) (60 credits). In addition, the student must have a minimum of 10 credits of completed minor subject studies in subjects taught in schools at the start of this school experience period.

The right to do a practice period in the minor subject in grades 7-9 is gained when the above practice requirements are fulfilled and 25 out of the 60-credit minor subject taught in school have been completed.

If a student wants to practice in a 60-credit minor subject in grades 7-9, s/he must get in touch with the Faculty's practice coordinator immediately upon registration for the practice period.

Please note that this requirement must be fulfilled by the *commencement* of the school practice period, not during registration. In unclear situations, the Faculty's practice coordinator will determine the right to participate after consultation with the persons responsible for the courses in question. The advanced minor subject school practice period can also be done in grades 0-6.

**Recommended optional programme components:**

The practice programme constitutes a part of the pedagogical studies at the Masters level, and falls under the entity formed by Education and Teaching in Transition (5 credits) and Pedagogical Seminar III (3 credits).

**Recommended or required reading:**

Materials for Pedagogical Seminar III

**Assessment methods and criteria:**

**Description:** The Masters level school practice period covers 295 h, with 135-145 h of work at tied to a specific time and place, observation of classes and guidance sessions. These include:

**Giving lessons :** The student gives 60 lessons during this practice period. The practical arrangements are as follows.

**Subject blocks.** In the first four weeks of the practice period, the student gives 30 lessons. These lessons constitute the subject blocks, i.e. mathematics or Finnish (mother tongue) and two taught minor or other subjects, each one of which shall be practiced for at least six hours during the period. The student will prepare period plans for the lessons together with the class teacher and lecturers in subject didactics. If the student is practicing in a 60-credit minor subject in grades 7-9, the lessons practiced there are deducted from the subject blocks.

**Responsible weeks.** The remaining 30 lessons of this practice period are given during the "responsible weeks". These are the last two weeks of the period, with the students practicing in a class taking together full responsibility for the class activities. These responsibilities include, in addition to planning and giving lessons, duties related to break and lunch supervision, cooperation between the home and the school, morning assemblies and cell events.

The students practicing in the same class plan the programme for the last two weeks together. In addition to other school work, the students agree on how the lessons will be given in such a way that both students have a workload of 30 lessons. The lessons can consist of individual lessons given by the students, simultaneous teaching or teaching taking place in two places at the same time (such as special education). In their plan the students shall indicate clearly the role that both of them will be having in the lessons.

Practicing in the minor subject of special education can also be performed in the responsible weeks.

The students plan the responsibilities for the last two weeks together, and divide them among themselves, yet in such a way that the class teacher checks for the division of responsibilities before the weeks begin. If a student is practicing along in a class, s/he plans and gives all the 30 lessons on her or his own.

**Pupil welfare.** The practice period includes an 8-hour module in pupil welfare which consists of lectures and exercises during the period.

**Other forms of work within a school .** This practice period also contains a total of 40-50 h of work related to teaching, the school world or practical applications of education, such as project work, as well as active observation of lessons. A project could be:

- data collection based on a research plan for the Master's or other thesis
- research group activities in subject didactics
- (assignment connected with) a specialisation course related to teaching practice.
- projects related to the operation of the Teacher Training School, e.g. celebrations, parents' evenings, exhibitions, UNESCO themes, school camps, art productions, collaboration projects with various cultural facilities, and other events.

**Supervision.** The practice period involves supervision by the teachers at the Teacher Training School and by the lecturers in subject didactics in the subjects taught in the subject block. The students therefore need to seek for supervision in subject didactics by three lecturers. These three lecturers also monitor a lesson given by the student.

The guidance sessions per student amount to 25-30 hours.

The student plans, implements and evaluates the lessons and teaching modules in a peer team consisting of the other students that may be practicing in the same class, the class teacher and lecturers in subject didactics depending on the nature of the practice lessons.

**Grading:**

Based on assessment discussions and the pedagogical portfolio, the class teacher and other supervisors assess the student's performance on the scale pass/fail. An entry on a pass is made on the practice card. The card is also signed by three lecturers in subject didactics, and the student shall sign hier/his confirmation of the completion of supervision in subject didactics. There are specific instructions on the composition and contents of the pedagogical portfolio.

A fail may need to be retaken or supplemented. In case of a fail, a school experience period can be retaken twice. There are specific instructions on supplementing or retaking the period. A registration that is not cancelled is considered a fail.

**Person responsible:**

Vesa-Matti Sarenius, Auli Halme und Erkki Pekkala

**Working life cooperation:**

Yes. The practice period takes place at the Oulu Teacher Training School. For more information, see "Learning activities and teaching methods".

**Other information:**

**Registration:**

- For the autumn practice session, please register by the end of April in the preceding spring term.
- For the spring practice session, please register by the end of November in the preceding autumn term.
- The student must register for their School Experience Masters Level on Weboodi. The registration form is available online for a limited time interval that will be specified by e-mail and on the practice website. The registration form must be filled in carefully.

If the students would like to complete school practice in their advanced/extended minor subject at the 7-9 grade levels, they should personally inform the person responsible for coordinating 7-9 grade level school practice when registering for the School Experience Masters Level.

**Duration of the period:** seven calendar weeks

**Information meetings:** The School Experience Masters Level practice period will commence with an information meeting in the canteen for the grades 0-6 at the Oulu Teacher Training School.

**408021S: Theme-based Practice, 6 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

6 cr

**Language of instruction:**

Finnish

**Timing:**

Thematic practice takes place during the Masters stage of the teacher training programme during a period chosen by the student, or alternatively during a longer time period.

**Learning outcomes:**

After the practice period the student will be able to:

- be familiar with the multiple layers of the education realm
- analyze the different perspectives of educational work and be able to apply them in various contexts and assignments within educational work.
- apply a set of a research data in experimental or developmental work, or gain other relevant skills
- apply their skills and knowledge in planning project work.



## Contents:

Thematic practice provides an opportunity for experimental, developmental or research activity with different actors and partners in the education field. The aim of the practice period is to support the student in gaining expertise in an area of particular interest to the student.

In Thematic Practice the student can familiarize him/herself on a broader level with the teaching profession and/or focus in depth on a more specific area of interest. It is possible to complete this practice period as a more long-term period of research or development work which is related to the pedagogical studies and/or research studies undertaken before the practice period begins.

Familiarizing with the education field on a broader level provides the student with the opportunity to expand their experience of working as a teacher in general or vocational education, or in an educational organization or project outside grades 0-6 of basic education. In this form of practical experience, the student plans, carries out and evaluates teaching and gets to know the position of the practice place as part of the educational system. The subjects, cross-curricular themes or research topics are decided between the student and the supervisor.

Focusing on a particular field in education provides the students with a chance to deepen their working knowledge of the various themes that arise in their previous and current studies. Thematic practice involves either educational, guidance, or teaching work.

## Mode of delivery:

Face-to-face teaching

## Learning activities and teaching methods:

As the name implies, the practice period bears a theme of the student's own choice based on her/his previous pedagogical studies and/or research studies. The theme could, for example, be based on a focal area of her/his education, a minor subject or some other studies, such as the Master's thesis. During this practice period, the students can gather data for their Masters theses.

One of the main features of Thematic Practice is the student's individual responsibility.

The student is responsible for

- planning and implementing the thematic practice
- seeking guidance and arranging for a supervisor
- finding a practice place and a host supervisor there
- planning and implementing practice evaluation

Implementation of this particular practice period will be negotiated with the relevant supervisors.

Primary teacher students will complete their thematic practice irrespective of their previous work experience.

**Place:** One practice place is sufficient. The practice period can be divided into 2 or 3 different time periods, which can also take place at different work places.

The practice place must be a public or third sector organization, whose line of business is education, training or teaching. The internship can take place in Finland or abroad. It can also take place at a teacher training school.

In the Creative Arts primary teacher programme in particular, Thematic Practice can take place in cooperation with the Oulu City Cultural Department, involving e.g. project planning and implementation or provision of education for special student groups.

**Different types of practice periods and their durations:** The practice period can be completed in either one place or be divided into 2-3 parts (at least 2 credits each).

### A) Work practice

This type of practice is completed by engaging in work in the educational field. The experience will expand the teacher trainee's views on the various different jobs within the teaching profession, OR the activities of the many parties to the multiprofessional cooperation in which primary teachers are involved, OR work in an educational organization.

*Multi-dimensional teacherhood.* kindergarten teacher, special needs teacher, special class teacher, subject teacher, vocational teacher, general studies teacher, liberal adult education teacher, guidance councillor.

*Multiprofessional cooperation.* e.g. social services in child protection, school curator, school healthcare, speech therapy, school psychologist.

*Cultural field.* e.g. involvement in an art project or organisational duties in a cultural organisation, art therapy, special education classes and schools.

*Other pedagogical sector.* work with children, youth, participation in pedagogical organisations.

Qualification for these sectors is attained in other training programmes, so familiarisation with these activities can only be done in the form of work experience under the direction of a person actually working in the particular field.

30-40 hours of work corresponds to 2 credits, depending on how demanding the work is. In addition, the student shall reserve time for planning and evaluation (including the writing of a report).

**B) Research and development activity.** E.g. projects; experimental educational projects; development of expertise for the Master's thesis.

30-40 hours of work corresponds to 2 credits, depending on how demanding the work is. In addition, the student shall reserve time for planning and evaluation (including the writing of a report).

*C) School experience practice.* E.g. special education schools, special care units, student groups in small rural schools, supervising groups of integrated students, field schools, teacher training school, kindergartens, student groups within schools, after school activities, student club activities, arts classes (also arts programme classes), educational/training in organisations.

In this kind of school experience, the students give 12-15 lessons and observe actively, possibly working as teachers' aides, another 12-15 lessons, amounting to a total of 2 credits. In addition, the students shall reserve time for planning and writing a report on their work experience period.

This form of work experience will also require a supervisor at the school in question, who monitors the student's lessons and give feedback.

The work practice period can also be constructed in such a way that it is spread over a longer period of time, e.g. the whole year. The number of credits given is determined according to the hours in A) and B).

### **Planning and reporting**

The practice period begins with the design of a working plan and ends with the completion of a work experience report.

#### *Working Plan:*

This plan is a pedagogically justified free-form description of the intended work practice period, which shall be approved by the supervisor assigned for the practice period. It should include the following:

- the theme of the practice period
- place and timing
- the studies or issues in the student's education to which the practice and its theme are connected
- activities included in the practice
- personal objectives for the practice period
- supervision arrangements
- how the work practice period will be evaluated

#### *Work Experience Report:*

The report is based on the theme of the work experience period. The form of the report will be agreed on upon the approval of the working plan by the student advisor at the university. The length of the report depends on the progress of the work experience period in general. Thematic Practice is an advanced course and the report must therefore also contain theoretical aspects based on scientific literature, and also explain how the latter relate to the theme and activities in the work experience period.

If the practice period has been divided into multiple parts, a plan and report for each inclusive period must be completed separately. The cumulative length of written work shall correspond to the general length of the documents for the entire period.

A Master's thesis cannot be accepted as a report in the above sense. However, you can make use of the report for your Master's thesis.

### **Supervision:**

The students shall independently arrange for an advisor from the Faculty depending on the theme of the work experience. Supervision is divided into two sessions, pre-work experience guidance, and post-work experience guidance (2 h altogether). During the pre-work experience guidance session, the working plan for the practice period is discussed and then approved by the supervisor. During the post-work experience guidance session, the work experience itself is discussed retrospectively with reference to the objectives outlined in the pre-work session.

If the work practice is in the form of school experience, the student should arrange for a host advisor, and for a supervisor in other forms of work experience.

### **Target group:**

Primary teacher students

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

Student may begin this practice period after successful completion of the following: Orientation to School Work (2 credits), Bachelor Level School Experience (6 credits), a minimum of 20 credits of basic studies in the major subject in the teacher education programme, and a minimum of 20 credits of intermediate studies in the major subject in the teacher education programme.

Students who have completed the intermediate studies in general education are also required to have completed at least one course of advanced studies in education for teacher students.

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

The practice belongs to the major subject studies in the Master's Degree and is a part of the Pedagogical Studies for Teachers.

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

To be agreed on personally.

**Assessment methods and criteria:**

The evaluation is based on the student's self-assessment and on assessment feedback collected by the student in the practice environment or on evaluative materials illustrative of the progress of teaching or educational work. In her/his working plan, the student reports the grounds and practices of assessment to the advisor in charge of the practice period.

The practice period is assessed by the Faculty's student advisor in charge of Thematic Practice.

**Grading:**

fail/pass/pass with distinction

**Person responsible:**

Vesa-Matti Sarenius

**Working life cooperation:**

Yes. The practice is carried out in an educational field task.

**Other information:****Registration:**

The student delivers a letter signed by the Faculty to the practice place, requesting permission for the work experience. Consent is signed by both the hosting supervisor and a Faculty representative, who will also function as the student's supervisor at the university. The student will deliver copies of the signed letter of consent to both. The Faculty representative's date of signature is the date of registration for this particular practice period. The Faculty's student advisor will keep the consent letter for the duration of the practice period (at a minimum).

**408019S: Basics of educational administration, 2 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish

**Timing:**

4th or 5th year

**Learning outcomes:**

Upon completion of the study module, the student

- knows the main acts and decrees governing educational administration as well as their contents
- knows how to apply educational administration legislation into practice at their own level of education
- knows how to use the Finlex software.

**Contents:**

The course aims to give the student a mastery of the basic legislation governing school administration and teaching as well as work as a civil servant in public administration. In addition, the student will gain an understanding of her/his rights in the teaching profession and knows how to seek for more information if necessary. During the course, the student is introduced to the administration system and work as a civil servant within the framework of the duties and functional possibilities set by current legislation and standards.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and exam 16 h, small-group work and an assignment 4 h.

**Target group:**

Primary teacher students, early childhood education students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be announced at the start of the course

**Assessment methods and criteria:**

Face-to-face teaching and individual tasks if any

**Grading:**

pass/fail

**Person responsible:**

Leena Syrjälä

**Working life cooperation:**

None

**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 cr

**Language of instruction:**

Finnish

**Timing:**

4th year

**Learning outcomes:**

Having completed the course, the student

- 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

**Contents:**

Course is divided into two parts:

413030S-01 1.1 Lectures, 3 credits

413030S-02 1.2 Exercises, 2 credits

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

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 22 h, small group sessions 16 h

**Target group:**

Students pursuing Advanced Studies in the Faculty of Education

**Prerequisites and co-requisites:**

Basic course in quantitative research 5 cr.

**Recommended optional programme components:**

Master's Thesis

**Recommended or required reading:**

Metsämuuronen, J. (2003) Tutkimuksen tekemisen perusteet ihmistieteissä (sivut 273-764)

OR

Kerlinger, F. & Lee, H. (2000) Foundations of behavioral research. Fourth edition.

Course material availability can be checked [here](#).

**Assessment methods and criteria:**

Assignments, active participation in small group sessions

**Grading:**

0 - 5

**Person responsible:**

Jouni Peltonen

**Working life cooperation:**

None

*Compulsory***413030S-01: Advanced course in quantitative research, lectures and literature, 2 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**413030S-02: Advanced course in quantitative research, exercises, 3 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**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 cr

**Language of instruction:**

Finnish

**Timing:**

4th year

**Learning outcomes:**

Having completed the course, the student

- 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

**Contents:**

Course is divided into two parts:

413031S-01 2.1 Lectures, 2 credits

413031S-02 2.2 Exercises, 3 credits

- meaning of different paradigms in the analysis and interpretation of qualitative research data
- content analysis as a basic form in the analysis of qualitative research data
- different ways to read data in, for instance, design or action studies, ethnographic and narrative research and discourse analysis
- proving credibility in qualitative research
- research reporting in qualitative research
- ethical issues in qualitative research

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 22 h, small group sessions 16 h

**Target group:**

Students pursuing Advanced Studies in Education/ Music Education

**Prerequisites and co-requisites:**

Basic course in qualitative research 5 cr.

**Recommended optional programme components:**

Master's Thesis

**Recommended or required reading:**

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

OR

Lappalainen, S. Hynninen, P. Kankkunen, T. Lahelma, E. &amp; 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)

Course material availability can be checked [here](#).**Assessment methods and criteria:**

Exam, active participation in small group sessions, an essay

**Grading:**

0 - 5

**Person responsible:**

Leena Syrjälä

**Working life cooperation:**

No

*Compulsory***413031S-01: Advanced course in qualitative research, lectures and literature, 2 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Advanced Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

**413031S-02: Advanced course in qualitative research, exercises, 3 op**

**Voimassaolo:** 01.08.2011 -  
**Opiskelumuoto:** Advanced Studies  
**Laji:** Partial credit  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

## Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

**405018Y: Orientation to studies, 1 op**

**Voimassaolo:** 01.08.2005 -  
**Opiskelumuoto:** General Studies  
**Laji:** Course  
**Vastuuyksikkö:** Faculty of Education  
**Arvostelu:** 1 - 5, pass, fail  
**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

After completion the student is able to plan the course of their own studies both independently and in cooperation with their fellow students (small-group tutorials). Students gain perspective on the structure, content and study practices of their own education. During the course, students prepare a Personal Study Plan (PSP).

**Contents:**

- initiating studies
- study goals, progression, structure and content
- professional task areas, finding employment
- PSP

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small-group sessions 15 h, lectures 8 h

**Target group:**

New students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

No

**Recommended or required reading:**

TBC (handouts and online material)

**Assessment methods and criteria:**

Active participation in lectures and exercises, completion of PSP.

**Grading:**

pass/fail

**Person responsible:**

By programme.

- Katja Holtinkoski (LuKo)
- Tiina Kemppainen (KaKo)
- Paula Loukkola (VaKa)
- Maija Fredrikson, Nina Jokela (Muko)

**Working life cooperation:**

No

**A200053: Orientation-based studies (TAIKA-Bachelor), 7 op**

**Voimassaolo:** 01.08.2010 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

10 credits

**Language of instruction:**

Finnish

**Timing:**

1st, 2nd and 3rd years

**Learning outcomes:**

The student is familiar with the basics of group processes in art education and knows how to explain the meaning of collaboration in a group's interactive relationships and in the education process.

The student knows how to describe the essence of broadly-based arts and crafts education.

The student knows how to analyse the nature of arts and crafts education both as a group member and as a novice director.

**Contents:**

405043A Introduction to the Basics and Practices of Arts and Crafts Education, 2 credits

405044A Art, Education and Philosophy, 3 credits

405045A Drama/Theatre Education, 3 credits

405046A Experimental Workshop, 2 credits

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Vary by course.

**Target group:**

Students in the Creative Arts Oriented Primary Teacher Education Programme.

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The Bachelor-level module of Orientation-Based Studies consists of the above courses.

**Recommended or required reading:**

To be agreed on course by course.

**Assessment methods and criteria:**

Vary by course.



**Grading:**

pass/fail

**Person responsible:**

Hannu Heikkinen

**Working life cooperation:**

None

*e1***405043A: Introduction to the Basics and Practices of Arts and Crafts Education, 2 op****Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish

**Timing:**

1st year, autumn, period I

**Learning outcomes:**

Having completed the course, the student knows how to describe current phenomena in arts and their relationship to art education. The learning diary reflects on what was experienced in view of the profilation of the creative arts programme, and the student knows how to talk about art education from the viewpoint of holistic art education.

**Contents:**

The students gets to know the curricula of art educatiin and, for instance, cultural teaching in the City of Oulu. Visits are made to various art institutions and current phenomena in art culture are discussed. A look is taken at integration of art education and at didactics points of view.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group sessions ja visits 20 h, learning diary

**Target group:**

Creative Arts Oriented Primary Teacher Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be agreed on at the start of the course

**Assessment methods and criteria:**

Participation in organised teaching and writing of a learning diary.

**Grading:**

Pass/fail

**Person responsible:**

Staff of the Creative Arts Programme

**Working life cooperation:**

None

**405044A: Art, Education and Philosophy, 2 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

3rd year, spring, periods III and IV

**Learning outcomes:**

The student is able to

- identify the main concepts connected with aesthetics and its history
- discuss the nature, experience, meanings and interpretations of art

**Contents:**

The course discusses the nature of beauty, aesthetic values and justifications of criticism.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Face-to-face teaching 39 h, independent work 42 h

**Target group:**

Creative Arts Oriented Primary Teacher Education

**Prerequisites and co-requisites:**

Completion of 405043A Introduction to the Basics and Practices of Arts and Crafts Education

**Recommended optional programme components:**

None

**Recommended or required reading:**

Vuorinen, Jyri. Estetiikan klassikoita / Jyri Vuorinen.

Helsinki : Suomalaisen Kirjallisuuden Seura, 1993

Current literature as agreed

**Assessment methods and criteria:**

Active participation in contact teaching and independent assignment

**Grading:**

Pass/fail

**Person responsible:**

Marja Ervasti, Tapio Tenhu

**Working life cooperation:**

None

**405045A: Drama/Theatre Education, 3 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

1st year, spring, period III

**Learning outcomes:**

Having completed the course, the student is capable of discussion drama and theatre education in primary school, s/he can distinguish between the genres of drama/theatre education and is able to report on a teaching experiment based on a learning diary.

**Contents:**

The student participate in, for instance, the Theatre Days of Children and Youth, the Valvee art workshops, guide children in groups, visit schools and get to know the drama curriculum in the City of Oulu as well as the theoretical background of drama education.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Exercises, visits and work in the Theatre Days 24 h, independent work in groups and learning diary report.

**Target group:**

Creative Arts Oriented Primary Teacher Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be agreed on at the start of the course

**Assessment methods and criteria:**

Active participation in teaching and projects, written work.

**Grading:**

Pass/fail

**Person responsible:**

Hannu Heikkinen

**Working life cooperation:**

Yes. See "Contents" for more.

#### **405046A: Experimental Workshop, 2 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish

**Timing:**

2nd year, spring, periods III and IV

**Learning outcomes:**

Having completed the course, the student knows how to apply the expressive possibilities of a genre of art in an activity project to be implemented in a small-scale group.

**Contents:**

During the course, the student gets to experiment with artistic ways to express her/himself and examine the meanings arising in the process. The themes change annually, such as the fields of art in basic education in art or some current phenomenon in art.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Contact teaching 26 h, independent work 28 h

**Target group:**

Creative Arts Oriented Primary Teacher Education

**Prerequisites and co-requisites:**

Completion of 405043A Introduction to the Basics and Practices of Arts and Crafts Education

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be agreed on at the start of the course

**Assessment methods and criteria:**

Active participation in workshops

**Grading:**

Pass/fail

**Person responsible:**

Hannu Heikkinen

**Working life cooperation:**

None

**A200054: Orientation-based studies (TAIKA-Master), 13 op****Voimassaolo:** 01.08.2010 -**Opiskelumuoto:** Intermediate Studies**Laji:** Study module**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

10 credits

**Language of instruction:**

Finnish

**Timing:**

4th and 5th years

**Learning outcomes:**

The student knows how to describe her/his conception of art based on its historical and cultural starting-points. The student understands the meaning of art education also in the social frame of reference as an applied form of art.

The student knows how to describe the theoretical perspectives of arts and crafts education and understands the special traits of art research.

**Contents:**

405030Y History of Arts, 3 credits

405047S Applied Drama, 3 credits

405048S Litetary Circle, 2 credits

405049S Art Education and Art Research, 2 credits

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Vary depending on the course.

**Target group:**

Students in the Creative Arts Oriented Primary Teacher Education Programme.

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The Mastel level module of Orientation-Specific Studies is composed of the above courses.

**Recommended or required reading:**

To be agreed on for each course.

**Assessment methods and criteria:**

Vary by course.

**Grading:**

pass/fail

**Person responsible:**

Hannu Heikkinen

**Working life cooperation:**

none

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**405030Y: History of Arts, 3 op**

**Voimassaolo:** 01.08.2008 -

**Opiskelumuoto:** General Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

4th year, autumn, periods I and II

**Learning outcomes:**

Having completed the course, the student knows how to discuss the different genres of art in the continuum of history (music/dance, visual art/architecture, theatre, literature). S/he knows how to classify the characteristics of art in different ages. S/he is able to combine the manifestations of arts in different ages with the prevailing social situation of that age.

**Contents:**

The history of art is considered from the viewpoint of a few selected phenomena (The Kalevala, ancient mythologies, etc.).

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Contact teaching 39 h, independent work 42 h

**Target group:**

Creative Arts Oriented Primary Teacher Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be agreed on at the start of the course

**Assessment methods and criteria:**

Active participation in face-to-face teaching, independent work to be agreed on at the start of the course

**Grading:**

Pass/fail

**Person responsible:**

Hannu Heikkinen

**Working life cooperation:**

None

**405047S: Applied Drama Education, 3 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

4th year, spring, period IV

**Learning outcomes:**

Having completed the course, the student knows how to combine pedagogical projects and genres of applied drama in drama education. S/he knows how to design an applied drama project and make conclusions of the applicability of drama for the processing of school problems such as bullying.

**Contents:**

The course familiarises the students with the working methods of action-oriented applied drama in the primary school context.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Exercises 24 h, independent group work, drama project

**Target group:**

Creative Arts Oriented Primary Teacher Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be agreed on at the start of the course

**Assessment methods and criteria:**

Active participation in the course and carrying out the drama project.

**Grading:**

Pass/fail

**Person responsible:**

Hannu Heikkinen

**Working life cooperation:**

None

**405048S: Literature Circle, 3 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish

**Timing:**

4th year, spring, periods III and IV

**Learning outcomes:**

Having completed the course, the student is able to discuss art education based on a classic and knows how to report on what s/he has read.

**Contents:**

The course familiarises the student with the classics of arts and crafts education.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Contact teaching 26 h, independent work 28 h.

**Target group:**

Creative Arts Oriented Primary Teacher Education

**Prerequisites and co-requisites:**

Bachelor phase 405043A Introduction to the Basics and Practices of Arts and Crafts Education, 405044A Art, education and philosophy must have been completed,  
Master phase 405049S Research of Arts and Art Education must have been completed.

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be agreed on at the start of the course

**Assessment methods and criteria:**

Participation in the literature circle and report on what you have read

**Grading:**

Pass/fail

**Person responsible:**

Staff of the Creative Arts programme

**Working life cooperation:**

None

**405049S: Research of Art Education and Arts, 3 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish

**Timing:**

4th year, autumn, periods I and II

**Learning outcomes:**

Having completed the course, the student knows how to analyze and evaluate research related to arts and crafts education, with topics such as the theoretical and philosophical starting-points and development projects of art education.

**Contents:**

The course provides an introduction to research in arts and crafts education (phenomenological, pragmatist, hermeneutic/existential, experiential and narrative approaches to art education).

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Face-to-face teaching 26 h, independent work 28 h.

**Target group:**

Creative Arts Oriented Primary Teacher Education

**Prerequisites and co-requisites:**

405043A Introduction to the Basics and Practices of Arts and Crafts Education , 405044A Art, Education and Philosophy

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be agreed on at the start of the course.

**Assessment methods and criteria:**

Active participation in contact teaching and independent assignment

**Grading:**

Pass/fail

**Person responsible:**

Marja Ervasti, Tapio Tenhu

**Working life cooperation:**

None



## 410015Y: Philosophy of science, 3 op

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** General Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

### ECTS Credits:

3 cr

### Language of instruction:

Finnish

### Timing:

Master's level

### Learning outcomes:

After completion, the student

- will be knowledgeable of the core factions and traditions in the philosophy of science and scientific research
- understands the special nature of scientific work and the role of education as one of the sciences.
- is able to justify, philosophically, the different alternatives in scientific research.

### Contents:

The following topics are covered:

- overview of the history of philosophy
- introduction to philosophical thought
- different classes in philosophical science

### Mode of delivery:

Face-to-face or web-based teaching

### Learning activities and teaching methods:

Note: Student in VAKA and MUKO complete this course online. See [http://cc.oulu.fi/~epikkara/opetus/tf/jtf\\_1.htm](http://cc.oulu.fi/~epikkara/opetus/tf/jtf_1.htm) for further information.

KAKO: book exam.

In English see <http://cc.oulu.fi/~epikkara/opetus/philsci.htm>

### Target group:

All students in the faculty

### Prerequisites and co-requisites:

None

### Recommended optional programme components:

Part of the Master's level language, communication and orientation studies, mutually optional with "Professional growth" and "Knowledge work as a pedagogical challenge" (for primary teacher, music teacher and early childhood education students)

### Recommended or required reading:

Kiikeri, M. (2004) Tiede tutkimuskohteena. Filosofinen johdatus tieteen tutkimukseen.

Raatikainen, P. (2004) Ihmistieteet ja filosofia.

You can check for the availability of course books [here](#).

### Assessment methods and criteria:

Book exam or online course. In the case of the online course, either an online exam and essay.

### Grading:

Pass/fail

### Person responsible:

By programme:

- Ari Kivelä (KAKO)
- Eetu Pikkarainen (VAKA, MUKA, LUKO)

### Working life cooperation:

None

### Other information:

Education students: The course is compulsory if it was not already completed in the Bachelor's programme. If it was completed, another optional communications/orientation studies course that was not taken at the Bachelor's level must be taken in its place.

## 410018Y: Professional growth, 3 op

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** General Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

### **ECTS Credits:**

3 cr

### **Language of instruction:**

Finnish

### **Timing:**

Masters level (autumn)

### **Learning outcomes:**

The students

- identify their competence from the perspective of working life.
- construct their professional identity together with other students
- strengthen their self-knowledge
- learn about the teaching profession and obtain the tools that are necessary for coping in daily work life
- familiarize themselves with other professions in the field of education and with working life in general
- know how to find employment and are encouraged to enter working life.

### **Contents:**

- self-knowledge and ways to support it
- identifying one's own skills
- opportunities in education and working life (thesis, minor subjects, jobs, etc.)
- the teaching profession
- transitional elements in working life (skills, employment, coping)
- building a professional identity

### **Mode of delivery:**

Face-to-face teaching

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

Small-group work, seminars, visiting lecturers.

### **Target group:**

Master-level primary teacher students (especially the broadly-based and creative arts groups), music education students and early childhood education students

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

None

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

Part of the Master-level language, communication and orientation studies, mutually optional with "Knowledge work as a pedagogical challenge" and "Philosophy of science".

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

To be announced at the start of the course

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

Active participation, completion of assignments

### **Grading:**

Pass/fail

### **Person responsible:**

Katja Holtinkoski (primary teacher education programmes)

Paula Loukkola (early childhood education programme)

### **Working life cooperation:**

None

### **Other information:**

The course is organised as allowed by resources.