

# Opasraportti

## KTK - Practice Programme 2011-2012 (2011 - 2012)

### Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

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### Opintojaksojen kuvaukset

#### Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

##### **408520S: Advanced Professional Practice, 6 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

9 credits

**Language of instruction:**

English

**Timing:**

3rd or 4th year

**Learning outcomes:**

After passing the course, the

- student understands the ethical dimension of education

- student can analyse professional ethical issues
- student can apply his/her knowledge to further develop his/her personal educational philosophy
- student can evaluate and apply his/her multidisciplinary and multiprofessional skills

**Contents:**

- ethical questions in education from local and global perspectives
- development of one's educational philosophy and professionalism
- planning, evaluating and reporting on the practice

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

**Place:** School or other educational institution or organisation in Finland or abroad

**Description:** Students may decide on the nature of the practice according to their own interests. For example, the practice may involve carrying out a project, research activities or teaching.

APP should be carried out in a single practice place.

**Duration:** APP involves 135 – 180 working hours (depending on the nature of the tasks), excluding planning and evaluation.

**Supervision:** The student shall agree on a tutor for his or her practice period at the Department based on the theme of his/her practice period. Tutoring by the Department is divided into pre- and post-tutoring (totalling approx. 2 hours). In pre-tutoring, the tutor and student negotiate on the working plan for the practice period that is then verified by the tutor. In post-tutoring, they discuss the completed practice period in the light of the goals agreed on during pre-tutoring.

When the practice involves school work, there must 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:**

Completion of School Experience I and commencement of Seminar II and III. Completion of Curriculum, Planning and Evaluation.

**Recommended optional programme components:**

Seminar III: Education and Professional Ethics

**Recommended or required reading:**

No

**Assessment methods and criteria:**

The supervisor of the practice period and the person responsible for Seminar III grade the course by fail/pass/excellent.

**Grading:**

Fail/pass/excellent

**Person responsible:**

Seminar III coordinator, teaching practice coordinator at the Department.

**Working life cooperation:**

Yes. For further information, see "Learning activities and teaching methods".

**Other information:**

**Registration:** The student shall submit a covering letter composed at the Department to the practice place, requesting for consent for practice at the practice place. The notice of consent shall be signed by the supervisor appointed for the practice period by the practice place and by a representative of the Department who will be functioning as the student's tutor. Once signed, the student shall deliver the covering letter with the 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 this practice period. The tutor at the Department shall keep the covering letter at least for the duration of the student's practice period.

**443187S: Expertise in early childhood education, 8 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

10 cr

**Language of instruction:**

Finnish

**Timing:**

5th year

**Learning outcomes:**

After completion the student will be able to:

- based on her/his Bachelor's studies, apply and expand her/his skills either in early childhood education management, direction, development, research or training or in social work
- attains a sufficient familiarity with basic theory in her/his selected practice area and knows how to apply and evaluate it professionally.

**Contents:**

In the Expertise in Early Childhood Education course, the students familiarize themselves with professional applications of education in various educational, adult education, and social organizations. The module enables the students to expand their professional abilities in different places of work practice (8 credits) of their own choice. In addition, the module includes group supervisions (2 credits), which aim to generate a more personal level of evaluation of the practice period in question.

- the practice period can be carried out in, for instance, training, administration, research or planning tasks, in development projects or project/organizational activities in Finland or abroad.
- the students will familiarize themselves with the theoretical approaches relevant to expertise in their chosen field of work and how they function in practice.
- planning, evaluation and student's own reporting take place in the group supervision sessions.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Early childhood education, advanced practice, practice period 210 h (8 credits)

Early childhood education, advanced practice, group supervisions in pedagogy 20 h (2 credits)

Independent work 37 h.

(267 h)

**Target group:**

Early childhood education students

**Prerequisites and co-requisites:**

Successful completion of Teaching Practice I and II and Completion of the Intermediate Studies in the major subject

**Recommended optional programme components:**

Part of the Pedagogical Studies for Teachers.

**Recommended or required reading:**

Literature, free-choice

**Assessment methods and criteria:**

Successful completion of practice, presentation of goals and reflection, writing a report, active participation in group counselling.

**Grading:**

pass/fail

**Person responsible:**

Paula Loukkola, Aila Tiilikka, Leena Poikela

**Working life cooperation:**

Advanced practice in early childhood education 210 h (8 credits)

## 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 students get 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:**

Faculty's practice coordinator, the practice team at the Oulu Teacher Training School, teachers of Pedagogical Seminar I

**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.

**407516P: School Experience I: Orientation, 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:**

English

**Timing:**

1st year, spring

**Learning outcomes:**

The student

- is awakened to consider critically his/her conception of teachership and education
- familiarises him/herself with classroom activities through observation in the basic education grades 0-6 and, on a smaller scale, also in grades 7-9
- perceives the contents and meaning of the curriculum in school education

**Contents:**

Course forms part of the major subject studies for the Bachelor's degree and it is part of the Pedagogical Studies for Teachers module. All primary teacher students shall take this orientation course to school work regardless of their previous studies or work experience.

The driving theme behind School Experience I is the pupil as a member of the classroom community. The student is expected to enrich the thematics presented in Human Development (4 credits) and Seminar I (3 credits) and its personal understanding by working in a concrete school and classroom context. This course also familiarises the student with the curriculum and its flexible implementation in teaching.

School Experience I offers a supervised opportunity to study the child's development and interaction and sociocultural phenomena in the classroom community through the learning tasks formulated in the pedagogical seminar. The SE I course provides an orientation to the teacher's work through small-scale participation in teaching and educational activities in one's own and adjacent classrooms.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

**Place:** Oulu International School, grades 0–9.

**Duration:** Two calendar weeks.

**Description of the activities:** During School Experience I the student will be functioning in cooperation with the staff of the International School and with his/her fellow students.

Before the actual practice the student will spend a day arranged by the practice coordinator at the OIS to get familiar with the school. During this day the student is acquainted with the general premises of the school and also with the class in which s/he will be practising. After visiting the school the student shall formulate a research question through which s/he will approach the practice.

The student shall observe and examine the activities of the class and children from the viewpoint of educational and developmental psychology based on the knowledge acquired in the Human Development course and the learning tasks agreed upon in Seminar I. The student is acquainted with the school as a growth and learning environment and familiarises him/herself with the school's curriculum.

School Experience I starts with a cell specific joint planning meeting arranged in the week preceding the course to discuss course arrangements and tutoring and to agree on the classes in which the students are to work and in which the planning is to continue. The planning will involve all the persons participating in the school work period. During the course the student will get familiar with the class and carry out monitoring tasks as agreed.

During the second week the student carries out, on a small scale, simultaneous teaching, small group teaching and joint teaching sessions with the teachers of the International School and with his/her fellow students, and acquaints him/herself with the activities of adjacent classrooms in 2-3 lessons (not more than 6 students per classroom).

**Supervision:** The general supervisor of School Experience I is the principal of the International School. The supervisors in the classes in which the students work are the class teachers appointed for the purpose. Tutoring in the major subject studies focuses on school work tutoring in Seminar I.

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

Participation in the School Experience I course requires completion of Human Development (4 credits) and commencement of Seminar I.

**Recommended optional programme components:**

Seminar I (407508P) and Human Development (407502P)

**Recommended or required reading:**

No

**Assessment methods and criteria:**

The students shall write a report on the practice. They shall also start drawing up their portfolios based on the practice (see Seminar I).

**Grading:**

The class teacher will assess the student's performance based on supervision discussions (4 hours) and the pedagogical portfolio on a scale ranging from pass / to be supplemented / to be retaken. An entry on a pass is made on the practice card. The card shall also be signed by the person responsible for Seminar I.

**Assessment meeting:** An assessment meeting will be arranged at the Oulu International School at the end of the School Experience I course, analysing how the goals set for the course were met and discussing ways to make use of the experiences in future school work and practice periods. All the persons who contributed to School Experience I shall be attending the seminar if possible.

**Person responsible:**

Teachers in charge of Seminar I, the Department's teaching practice coordinator and the OIS practice coordinators.

**Working life cooperation:**

Yes.

**Other information:**

**Registration:** School Experience I is the only school work course in teacher education that need not be registered for. All students participating in Seminar I have also been reserved a place in SE I.

## 407032A: School Experience II: Bachelor's Level, 6 op

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Intermediate 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:

The Bachelor level school experience for multidisciplinary and for arts and crafts education programme students takes place during the spring term of the 2<sup>nd</sup> year.

The technology education students will also complete their practice period during the 2<sup>nd</sup> year, but during the autumn term.

### Learning outcomes:

After completion, the student will be able to:

- analyse their own perspectives on teaching and pedagogy
- understand the significance of responsibility/accountability in pedagogy
- plan and realize teaching according to curricula and lesson plans
- appreciate the distinctive features of different subjects
- evaluate student performance and learning
- evaluate their own teaching
- be familiar with professional working habits and apply them

### Contents:

The principle theme is teaching and learning. During the practice period the students are expected to enhance their working knowledge and understanding of the topics covered in their Guidance in Learning, Lesson planning and Assessment courses and Pedagogy II by practical work in a school and classroom environment. In addition, the practice will introduce new themes: kinds of learning, learning problems and student care.

The School Work in the Bachelor Phase period provides the students with the possibility to practice basic skills as well as work on their planning, realizing and evaluating skills. Students become familiar with planning at different levels - from single lesson plans to curricula and using flexible and situation-specific teaching approaches in their teaching to critical assessment.

Hence, it is possible for the students to familiarize themselves with important phenomena and core concepts in pedagogical activity, e.g. the pedagogical relationship, discretion, facing the child, and teacher responsibility. The student is also given the chance to take notice of and explore the link between educational research and teaching. The Arts and Crafts education students will, in addition, investigate the role of art education in the school's daily life and explore learning through art.

### Mode of delivery:

Face-to-face teaching

### Learning activities and teaching methods:

**Place:** Oulu Normal School (teaching school), grades 0-6

**Duration:** 6 calendar weeks

**Description:** The School Work in the Bachelor Phase constitutes 160 h half of which is at a specified time and place at the normal school, including both lesson-observation and supervisions.

The School Work in the Bachelor Phase will involve practicing teaching in either Maths or Finnish (A1), in accordance with class level and lesson resources. In addition, the student will teach at least one Arts and Crafts subject (Physical Education, Art, Music, Textiles, or Technical Crafts).

The student will also teach one of the following subjects: History, Religion/World Views, Physics and Chemistry, Biology, Geography, Environmental Sciences. There will be a total of 20 lessons, of which 8 are during group-work weeks and 12 during independent teaching weeks. Apart from lesson-holding, the students will also follow classes in a second Arts and Crafts subject for a total of 4 lessons.

The remaining 56 hours of pre-set school practice work consists of actively following the assigned homeroom's various lessons and the supervision sessions given by the teaching lecturer and the KASOPE (Educational Sciences and Training Dept) staff.

During the practice programme, the level of independence in teaching will grow gradually. In the beginning, the work will be undertaken in groups formed of fellow students and an appointed teacher, and only later will it be undertaken at a more independent level. This way the six week practice period forms two different stages:

- a) Group work (weeks 1-3) and
- b) Independent work (weeks 4-6)

During the group work stage, emphasis will be placed on the basic skills involving lesson-planning, lesson-holding, and evaluation for different pupil-groups and situations. During the independent work stage, the aim is for the teacher student to come up with new ideas and try out different teaching methods according to the pupils' ways of learning and subject-specific teaching methods.

**Supervision:** During The School Work in the Bachelor Phase, supervision will be provided by the teaching lecturers at normal school. Supervision in different subject didactics will be provided by Kasope in either Maths or Finnish (A1).

It is possible for the student to receive subject didactics guidance in the other taught subjects. Enquiries should be made to the relevant subject didactics lecturer.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

Before commencing The School Work in the Bachelor Phase, the student must have completed at least 50 ECTS of their Bachelor level studies, including Mathematical Didactics Part I (3 ECTS), Reading and Literature, (3 ECTS) and the Orientation practice period. In addition, the student must have begun Pedagogy II (3 ECTS).

**Recommended optional programme components:**

"Guidance of Learning, Planning and Evaluation of Teaching" and "Pedagogical Seminar II"

**Recommended or required reading:**

To be agreed on at the start of the course.

**Assessment methods and criteria:**

The teaching lecturer of the class will assess student performance on the basis of assessment discussions and the student's pedagogical portfolio on a scale of pass/conditional/retake. A successful pass will be marked in the teaching practice card, which will also be signed by the Maths or Finnish A1 subject didactics lecturer.

**Grading:**

pass/conditional/retake

**Person responsible:**

Teaching practice coordinator at Kasope and the teaching practice team at Oulu Normal School.

**Working life cooperation:**

Yes. You find more information about work placement from "Learning activities and teaching methods".

**Other information:**

The School Work in the Bachelor Phase practice period forms a part of the Bachelor Level degree under the course entities of Multidisciplinary Studies in the Subjects (MSS/ 3 ECTS) and Cross-curricular Themes taught in Basic Education (CCT/ 3 ECTS).

**Registration:**

- Multi-disciplinary and Arts and Crafts education programmes,
- Registration takes place during Autumn Term of the 2<sup>nd</sup> year (by the end of November).
- Technology Education students. Registration takes place during Spring Term of the 1<sup>st</sup> year (by the end of April).
- The students must register for their The School Work in the Bachelor Phase with an electronic form that is handed into the student office of the education department. The registration form must be filled in carefully. The form can be found online on the homepages of the educational sciences and the teacher training departments. Please note that the form can only be accessed during registration time.

**Information seminar:** The School Work in the Bachelor Phase will begin with an information seminar in the canteen of the normal primary school (0-6).

## 408519S: School Experience II: Master's Level, 8 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:**

8 credits

**Language of instruction:**

English

**Timing:**

The Teacher Training School arranges opportunities to carry out School Experience II in both the autumn and spring terms. The student usually takes the course in his or her fourth or fifth year of study.

**Learning outcomes:**

The student

- deepens his/her conception of teachership and education
- familiarises him/herself with the special didactic characteristics of different subjects and cross-curricular themes and with their practical applications
- shows mastery of teaching based on the curriculum
- is acquainted with the assessment of learning
- takes part in cooperation between home and school
- evaluates his/her own activities as an educator
- constructs learning materials, uses them in his/her teaching and evaluates their functionality

**Contents:**

In School Experience II the student deepens in a school environment the knowledge and skills introduced in Bachelor and Master level studies.

The driving theme behind School Experience II is I as a teacher and educator. SE II focuses on taking comprehensive responsibility for classroom work. Basically, the student shall take care of all the tasks that class teachers are responsible for.

SE II offers the student a supervised opportunity to plan teaching periods based on the curriculum and cross-curricular themes and to get acquainted in practice with the special didactic characteristics of different subjects.

During School Experience II the student will examine his/her own teachership from the viewpoint of social and community influence and from the viewpoint of the ethics of education and teacher morality. The student also participates in the cooperation between school and home.

The student will examine, based on his/her own experience, together with other students and tutors essential phenomena and concepts of pedagogical activity, such as pedagogical relationship, pedagogical tact, encountering the child and the teacher's responsibility, adding depth to his/her earlier conceptions. An opportunity is opened up to the student to observe and contemplate on how educational research and its results are linked to the teacher's work and to do educational research related to teachers' work.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

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

Any students who have opted to take 60-credit studies in a minor subject taught at schools can also practice in this minor subject in the basic education grades 7-9 at the Oulu Teacher Training School.

If a student's language skills are not sufficient to give teaching in Finnish, the practice shall be carried out in grades 0-6 at the Oulu International School.

If the student is taking 60-credit studies in a minor subject taught at schools, s/he may carry out this advanced minor subject in the basic education grades 7–9. It is also possible to carry out the minor subject studies at a different time from School Experience II.

**Duration:** Six to eight calendar weeks.

**Description of the activities:** School Experience II has a scope of 215 hours, 100–110 hours of which consists of school work, following lessons and tutoring which are tied to a time and place. Work tied to a time and place includes:

**Teaching lessons:** The student shall teach 45 lessons during the period. Some of them consists of subject periods in Mathematics and Literacy (Finnish or English) and of a minor subject taught at school if applicable, each one of which must be practised for a minimum of seven hours during the period. The rest of the lessons are to be taught as whole school days or weeks. The student makes a medium term plan for the subjects in the subject periods. Medium term plans are made in cooperation with the class teacher and subject didactic mentor.

If a student practices in an advanced minor subject in the upper grades, the number of hours practised there shall be deducted from the number to be practised in the subject periods.

**Working as a classroom assistant** The student shall work as a classroom assistant in 10-15 lessons when the other students working in the classroom are giving their lessons. At the same time the student follows the lessons and takes part in the evaluation discussions with those delivering the lessons and with the tutors.

**Other school work** The course includes other work, such as project work, related to teaching, the world of the school or practical applications of education, totalling 10–15 hours. Project work can involve, among other things:

- collection of data based on a research plan for the Master's or some other thesis
- research team activities in the didactics of a subject
- a special course related to school work, or tasks connected with one
- projects forming part of the regular activities of the Teacher Training School, such as festivals, parents' evenings, exhibitions, Unesco themes, camp schools and other events.

**Following lessons** The student shall actively follow 10–15 lessons in his home classroom. When s/he is following the lessons, s/he gets to know the class and its methods of work. The follow-up may also include follow-up tasks given by the teacher or lecturer in didactics.

**Mentoring:** School Experience II includes mentoring by teachers at the school. Additionally the student shall seek subject didactic mentoring in three subjects, in all the subjects of the subject periods and also in one subject selected by the student himself or herself. Mentoring comprises a total of 20-25 hours.

The student shall carry out the planning, implementation and evaluation of lessons and teaching periods in a peer team formed by the other students that may working in the same class, the class teacher and staff of the Department depending on the nature of the school work lessons.

**Target group:**

Students in the Intercultural Teacher Education Programme

**Prerequisites and co-requisites:**

Participation in School Experience II requires completion of School Experience I (2 credits) and Subject Based Integrated Themes (60 credits).

The right to practice in a minor subject in the grades 7–9 is achieved, if the prerequisites for SE II are fulfilled and at least 25 credits of the 60-credit minor subject have been completed. This condition must be fulfilled when the school work period is starting, not at the time of registration. In unclear situations the person responsible for each course shall make the decision on the right to participate. The practice in an advanced minor subject can also be carried out in grades 0–6.

**Recommended optional programme components:**

The course is linked to the Pedagogical Seminar III course (3 credits). School Experience II: Master's Level is part of the Master level pedagogical studies.

**Recommended or required reading:**

No

**Assessment methods and criteria:**

The class teacher shall assess the student's performance with all other mentors on the basis of the assessment discussions and pedagogical portfolio on a scale fail/pass/excellent. Failed practice can be marked as to be supplemented or to be retaken. An entry on a pass is made in the practice card, the grade is marked by the class teacher. The card is also signed by at least three lecturers in the didactics of the various subjects.

**Grading:**

Fail/pass/excellent

**Person responsible:**

Practice coordinator at the Department, the practice team at the Oulu Teacher Training School and the practice coordinators at the Oulu International School.

**Working life cooperation:**

Yes. For further information, see "Learning activities and teaching methods".

**Other information:**

**Registration:**

- Registrations for School Experience II to be arranged in the autumn shall be submitted by April in the preceding spring term.
- Registrations for School Experience II to be arranged in the spring shall be submitted by November in the preceding autumn term.

A student carrying out his/her practice at the Oulu Teacher Training School shall register for the school work period with an electronic form that is then forwarded to the Student Affairs Office at the Department of Educational Sciences. The registration form shall be filled in with great care. The form is accessible on the Primary Teacher Education web site of the Department of Educational Sciences and Teacher Education. The form can only be opened during the registration period. On registration the student shall notify which minor subjects s/he intends to practice in. The registration form may also carry information on research team activities in subject didactics or on special courses. If the student intends to collect data for a Master's thesis during School Experience II, it is a good idea to report it at the time of registration.

If the student wants to practice in an advanced minor subject in the basic education grades 7–9, s/he must also register personally with the person in charge of the school work periods in basic education grades 7–9 as s/he registers for School Experience II.

A student doing teaching practice at the International School shall send his or her registration by e-mail to the school's practice coordinator.

**Information meeting:** For those practising in the Teacher Training School, School Experience II is launched with an information meeting in the refectory for grades 0–6. Those doing the practice in the International School shall agree on their practice with the teaching practice coordinators at the Department and the International School and with their supervising teacher.

## 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 her/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:**

Faculty's practice coordinator and the Oulu Teacher Training School practice team.

**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.

## 442167A: Teaching practice I, 7 op

**Voimassaolo:** 01.08.2005 - 31.07.2017

**Opiskelumuoto:** Intermediate Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

### ECTS Credits:

7 credits

### Language of instruction:

Finnish

### Timing:

2nd year.

### Learning outcomes:

The student knows how to

- apply theories, curricula and documents related to early childhood education to practical early childhood education activities in a kindergarten
- plan, implement and evaluate pedagogical activities for small groups aged 0-6 years on the basis of child observation and documentation
- define her/his own learning objectives and reflect on them on the basis of a learning diary.

### Contents:

- observing children at both group and individual levels
- familiarising themselves with the observation and design of educational environments and activities
- working in a goal-oriented and comprehensive manner using different educational, learning and guidance methods
- assessing daily activity through documentation
- getting to know and participating if possible in the educational and development activities of the kindergarten.

### Mode of delivery:

Face-to-face teaching

### Learning activities and teaching methods:

Kindergarten work 167 h. Practice, group supervision 8 h, independent work 12 h.

### Target group:

Early childhood education students

### Prerequisites and co-requisites:

None

### Recommended optional programme components:

Part of the Pedagogical Studies for Teachers

### Recommended or required reading:

No exam literature

### Assessment methods and criteria:

Assessment is based on the student's self-assessment, and on assessment by the supervising teachers in the kindergarten and in the early childhood education programme. The teaching practice period is evaluated according to the training period's goals and working plan. The goals set by the students for themselves, their work plans and work in general are defined in more detail and evaluated in regular supervision meetings based on the documentation made by the students, for instance. The student must actively participate in the evaluation of his or her work and learning. The student must keep a pedagogical diary during the practice period.

### Grading:

pass/conditional/fail

**Person responsible:**

Aila Tiilikka

**Working life cooperation:**

Kindergarten work 167 h

**442168A: Teaching practice II, 8 op****Voimassaolo:** 01.08.2005 - 31.07.2017**Opiskelumuoto:** Intermediate Studies**Laji:** Practical training**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

8 credits

**Language of instruction:**

Finnish

**Timing:**

3rd year

**Learning outcomes:**

The student knows how to

- analyse and develop her/his own learning goals in kindergarten teaching on the basis of the preceding Teaching Practice I module.
- function comprehensively, responsibly, and in a goal-oriented manner in the role of a kindergarten teacher
- develop her/his own professional identity through her/his learning process

**Contents:**

- practicing kindergarten teacher duties using different educational, learning and guidance methods.
- participating in the educational community of the kindergarten and in the kindergarten's external co-operation
- developing their own identities as kindergarten teachers
- evaluating their own learning process based on a pedagogical portfolio

**Mode of delivery:**

Face to face teaching

**Learning activities and teaching methods:**

Kindergarten work 181h. Practice, group supervisions 8h. Independent studies 25h.

**Target group:**

Early childhood education students

**Prerequisites and co-requisites:**

In order to participate in this practice period, the student is required to have successfully completed Teaching Practice I.

**Recommended optional programme components:**

The course is part of the Pedagogical Studies for Teachers

**Recommended or required reading:**

No exam literature

**Assessment methods and criteria:**

Assesment is based on the student's self-assesment, and on assessment by the supervising teachers in the kindergarten and in the early childhood education programme. The teaching practice period is evaluated according to the training period's goals and working plan. The goals set by the students for themselves, their work plans and work in general are defined in more detail and evaluated in regular supervision meetings based on the documentation made by the students, for instance. The student must actively participate in the evaluation of his or her work and learning. The student must keep a pedagogical diary during the practice period.

**Grading:**

pass/conditional/fail

**Person responsible:**

Marja Viklund

**Working life cooperation:**

Kindergarten work 181h.

**407517A: Thematic Practice, 6 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

6 credits

**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:**

Fail/pass/excellent

**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.

**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:**

Faculty's practice coordinator

**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).