

Faculty of Education

Courses in English 2018-2021

KTYL0201 Finnish System of Education, 2 ECTS /AUTUMN,SPRING

EDUCATION

IEDU0001 Early Childhood Practice (placement for 4 weeks), 6 ECTS /AUTUMN,SPRING

IEDU0002 The Reflective Report on Early Childhood Practice, 4 ECTS /AUTUMN,SPRING

IEDU0003 Primary School Experience with 7-8 year olds (placement for 4 weeks), 6 ECTS /AUTUMN,SPRING

IEDU0004 The Reflective Report on Primary School Practice, 4 ECTS /AUTUMN,SPRING

IEDU0005 Special and Inclusive Education (school experience), 4 ECTS /SPRING

IEDU0008 Teaching English as a foreign language, 3 ECTS /SPRING

IEDU0009 The implementation of inclusive education in school, 4 - 8 ECTS /SPRING

PMIRARY TEACHER EDUCATION

LKAS2201 CLIL for primary teachers, 3 ECTS /AUTUMN

LKAS3106 Teachers' professional and personal development Finnish and international perspectives, 3 ECTS /SPRING

LTAS0101 Observation Period Leading to the Teaching Experience, 2 - 4 ECTS /AUTUMN,SPRING

LTAS0202 Teaching Experience, 4 - 8 ECTS /AUTUMN,SPRING

LTAS0203 The Teaching Experience Reflective Report, 1 ECTS /AUTUMN,SPRING (must follow the LTAS0202)

MEDIA EDUCATION

MEDU2203 Critical Media Analysis, 5 ECTS /AUTUMN

MEDU2205 Pedagogical Models in Educational Use of ICT's, 5 ECTS /AUTUMN

MEDU2207 Introduction to Global Media Education, 5 ECTS /AUTUMN

MEDU2208 Theoretical Approaches to Media Use and Psychosocial Well-being, 5 ECTS /SPRING

MEDU2209 Media Educator in Working Life, 5 ECTS /SPRING

MEDU3101 Research on Media Education, 5 ECTS /SPRING

MEDU3104A Literature II Media in Teaching and Learning, 5 ECTS

MEDU3104B Literature II Media in Society 5 ECTS

MEDU3104C Literature II Media and Psychosocial Well-Being, 5 ECTS

MEDU3105 Internet Use and Psychosocial Well-Being, 5 ECTS /SPRING

MEDU3106 Theoretical approaches to Media Culture, 5 ECTS /SPRING

MEDU3107 Diversity in Media Education, 5 ECTS /SPRING

ENGLISH FOR PMIRARY TEACHERS

LAER0321 Oral Skills, 5 ECTS /AUTUMN

LAER0322 Children's Literature, 3 ECTS /AUTUMN

LAER0324 Grammar and Writing, 3 ECTS /SPRING

LAER0325 Phonetics and Pronunciation, 5 ECTS

LAER0321-1 Basic course 3,5 ECTS /AUTUMN

LAER0321-2 Advanced course 1,5 ECTS /SPRING

LAER0327 English Didactics, 4 ECTS /SPRING

LAER0328 Communicative Materials, 2 ECTS /SPRING

LAER0330 Introduction to the study of language, 1 ECTS /AUTUMN

LAER0331 From English to World Englishes, 2 ECTS /SPRING

LAPE1622 Teaching other languages;, 4 ECTS /AUTUMN

GENDER STUDIES

WSTU1513 Woman in History, 5 ECTS

WSTU1514 Women in the North, 5 ECTS /SPRING

WSTU1515 Gender System of Society, 5 ECTS /SPRING

WSTU1518 Gendered Education, 5 ECTS /AUTUMN

WSTU1519 Introduction to Women's Studies, 5 ECTS /AUTUMN

GLOBAL EDUCATION

GKAS3411 The Phenomenon of Globalization & Cultural Diversity, 7 ECTS /AUTUMN

GKAS3412 Human Rights, Global Ethos and the Problem of Religion, 6 ECTS /AUTUMN

GKAS3413 Civic Education, Good Governance & Active Citizenship, 7 ECTS /SPRING

GKAS3414 Theory & Research of Global Education, 5 ECTS /SPRING

COURSE DESCRIPTIONS

KTYL0201 Finnish System of Education, 2 ECTS

Aim:

Students will be familiarized with the Finnish system of education in general and some aspects of special education, early childhood education, adult education and media education in particular. After course completion students should be able to demonstrate similarities and differences regarding the Finnish and students' native systems. They should be able to understand how societal and cultural factors relate to the specific national educational systems under investigation.

Contents:

Comparative study of the Finnish and the students' native systems and possible professional applications. The course is based on lectures and self-conducted research.

Previous studies:

CEFR level B2 of English is recommended to follow lectures and write the essay. A very general assessment of one's CEFR level can be found [here](#).

<http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html>

Methods:

Lectures (10 h) and 43 h of independent work (self-conducted research, comparative essay).

Requirements:

Active participation and successful completion of a written assignment (essay)

Active participation in lectures and seminars	1 ects	Pass/fail
An essay	1 ects	Pass/fail
However, if the home university of a student requires a grade, it can be granted on request.		
Active participation in lectures and seminars	1 ects	Pass/fail
An essay	1 ects	5-1/fail

More literature information and extra material:

Materials selected and recommended by contributing lecturers: books, book chapters, journal articles, governmental documents, Internet resources. Materials selected by students.

Supplementary Literature:

Handouts and presentations prepared by contributing lecturers

Evaluation:

Pass/fail based on requirements.

However, if the home university of a student requires a grade, it can be granted on request. Grading scale: 5-1/fail.

Timing:

Periods: 1 (autumn), 3 (spring)

Target Group:

Undergraduate, graduate, international students.

Tutor:

Elizabeth Alssen and contributing lecturers at the Faculty of Education

Language of instruction:

English

Additional information:

Detailed information regarding the course content and assignments will be provided at the first session.

IEDU0001 Early Childhood Practice, 6 ECTS

Aim:

Students familiarise themselves with Finnish early-childhood education and care by observing, participating and reflecting on everyday life in a Finnish kindergarten.

At the end of the course, a student should:

- Understand the foundation of early childhood education and care in Finland;
- Be able to compare the differences and similarities between Finland and home country ECEC systems;
- Be able to plan and conduct activities in a Finnish ECEC setting according to a local curriculum;
- Enhance his/her readiness and tools to work with children with diverse cultural and language background by reflecting on ECEC experience

Contents:

- The foundation of Finnish early years education and care;
- The curriculum and its influence on everyday life;
- Educator's roles and pedagogy in ECEC;
- Principles of constructing the learning environment;
- Co-operation with parents;

- Children's daily activities

Methods:

- ECEC placement for 4 weeks
- Individual study

Requirements:

- Active participation in the planning and conducting of activities with children
- Discussions with the ECEC staff within the setting
- An essay (length 20 pages) in which students address:
 - The most important things learned during their placement;
 - Any aspect of Finnish ECEC that they find most interesting or most different from the systems in their home countries (e.g. the most positive features; elements of the Finnish system that students would like to change; questions that students would like to ask)

Evaluation:

1-5/fail

Timing:

1 st-4 th term

Tutor:

University Lecturer Rauna Rahko-Ravantti

IEDU0002 The Reflective Report on Early Childhood Practice, 4 ECTS

Aim:

To study in Early Childhood education in Finland with focus on differences between Finland and home country systems.

Contents:

The most positive aspects of Finnish Early Childhood Education compared with home country, elements of the Finnish system students would like to change, questions students would like to raise.

Methods:

Individual study and written reflective report of 20 pages on Early Childhood Practice in which students will discuss the most important things learned during the practice.

Evaluation:

5-1/fail

Tutor:

University lecturer Rauna Rahko-Ravantti

IEDU0003 Primary School Experience with 7-8 year olds, 6 ECTS

Aim:

Students will be working at a primary school, and will become familiar with Finnish primary-level education by observing, participating and reflecting on everyday life in a Finnish school.

At the end of the course, a student should:

- Understand the foundation of primaryschool education in Finland;
- Be able to compare the differences and similarities between Finland and home country systems;
- Be able to plan and conduct teaching activities in a Finnish primary school according to a local curriculum;
- Enhance his/her readiness and tools to work with learners with diverse cultural and language background by reflecting on primary school experience in a Finnish primary school

Contents:

- The foundation of Finnish primary school education;
- The curriculum and its influence on everyday life;
- Teacher's roles and pedagogy in the school;
- Principles of constructing the learning environment;
- Co-operation with parents;
- Children's daily activities

Methods:

- School placement for 4 weeks
- individual study.

Requirements:

- Active participation in the planning and conducting of activities with pupils
- Discussions with the school staff
- An essay (length 20 pages) , in which students address:
 - The most important things learned during their placement;
 - Any aspect of Finnish primary school education that they find most interesting or most different from the systems in their home countries (e.g. the most positive features; elements of the Finnish system that students would like to change; questions that students would like to ask)

Evaluation:

1-5/fail

Timing:

1 st-4 th term

Tutor:

University Lecturer Sari Viden

Language of instruction:

English

IEDU0004 The Reflective Report on Primary School Practice, 4 ECTS**Aim:**

To study in Primary School education in Finland with focus on differences between Finland and home country systems.

Contents:

The most positive aspects of Finnish Primary School Education compared with home country, elements of the Finnish system students would like to change, questions students would like to raise.

Methods:

Individual study and written reflective report of 20 pages on Primary School Practice in which students will discuss the most important things learned during the practice.

Evaluation:

5-1/fail

IEDU0005 Special and Inclusive Education (school experience), 4 ECTS**Aim:**

To familiarize students with the Finnish system of special and inclusive education.

Contents:

Orientation lectures (2h) by the tutor and observation visits (20h) to 3-4 different school classes (the University of Lapland Teacher Training School and field practice schools in Rovaniemi). The observation will focus on pupils with special needs. After observations students will write a report (4-6 pages) about their feelings and experiences, and reflect on how they have perceived inclusion and exclusion in Finnish school system. The report should be based on the inclusive education literature (given by the tutor or self-chosen).

Methods:

Lectures, observation visits, independent work.

Evaluation:

Pass/fail

Timing:

Period IV (spring)

Target Group:

Undergraduate, graduate.

Tutor:

Outi Kyrö-Ämmälä

IEDU0008 Teaching English as a foreign language, 3 ECTS

Aim:

Students should be able to demonstrate basic knowledge of the selected approaches to teaching English as a foreign/ additional language (TEFL): e.g. task-based approach, lexical approach, theme teaching, project-based teaching, communicative approach, teaching integrated skills, teaching through stories, content-based approaches. Students should be able to demonstrate knowledge of methods and techniques, including ICT- based methods, of teaching various language skills and language areas: reading, writing, listening, speaking, vocabulary, pronunciation, grammar. Students should also know how to present and practise the new language during a lesson. Students should be able to evaluate critically coursebook packages (CBPs) and other teaching materials. After the course students should be able to make a period and lesson plan, appropriate to age and curriculum, based on a ECTS or a theme. Students should be able to assess and evaluate pupils' learning and progress by applying traditional assessment methods (e.g. test, observations) and other assessment methods (e.g. the language portfolio, assessment through projects, profiling and self-assessment).

Contents:

The course covers in a brief but comprehensive way the major aspects of TEFL. The basics of the following themes and topics will be addressed during the course: children vs adults in learning foreign languages; current concepts in language education; different methods and approaches to teaching other languages; typical foreign language lesson structures and other types of foreign language lessons; teaching various language skills and areas (the four skills: speaking, listening, reading, writing, and grammar, vocabulary and pronunciation), teaching integrated skills; planning: based on CEFR levels, the European Language Portfolio, OPS 2016; making a period plan and a lesson plan; planning instructional sequences for the presentation and practice of the new language; approaches to correction; motivating young learners; assessment and evaluation: traditional assessment methods (e.g. tests, observation), other assessment methods (e.g. projects, the language portfolio, self-assessment, profiling); ICT in foreign language teaching; evaluating coursebook packages (CBPs) as teaching materials; classroom management.

Previous studies:

International students: CEFR level B2 of English is recommended to follow classes and complete course assignments. A very general assessment of one's CEFR level can be found [here](#).

<http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html>

Methods:

30 contact teaching hours and 50 hours of independent work.

Contact teaching includes: teacher presentations, tutorials, individual, pair-, and group-work, student-prepared and delivered presentations, "teaching tasters" for students (micro-teaching). Independent work includes: work out-of-class, pre-class and post class activities, written assignments / written course work.

Methods and approaches underpinning course implementation: tertiary CLIL (Content and Language Integrated Learning) / EMI (English-medium instruction).

The structure and content of the course promotes language proficiency, thinking skills, a holistic approach to school teaching through combining languages, multicultural awareness, plurilingualism and pluriliteracies (Refs: OPS 2016, pp.218-219).

Requirements:

Full attendance and active participation is expected of each student, so students should make every effort to attend every class. In addition to in-class participation students are also expected to work independently (see "Toteutus / Methods" section).

If a grade is required by the home university, additional assignments (e.g. a test) may be requested.

Active participation in seminars	2	ects	Pass/fail
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Micro-teaching	1	ects	Pass/fail
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However, if the home university of a student requires a grade, it can be granted on request.

Active participation in lectures and seminars	1	ects	Pass/fail
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Micro-teaching	1	ects	5-1/fail
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ICT presentation	1	ects	5-1/fail
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If grading is needed, the lecturer should be informed by the second session of the course at the latest.

More literature information and extra material:

Course materials prepared by the lecturer, school books, Internet resources

Supplementary Literature:

Brewster, J., Ellis, G., & Girard, D. (2002) . The Primary English Teacher's Guide. Harlow: Penguin English Guides.

Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge: Cambridge University Press.

Ioannou-Georgiou, S., & Pavlou, P. (2003). Assessing Young Learners. Oxford: Oxford University Press.

Larsen-Freeman, D. (2000). Teaching Techniques and Principles in Language Teaching. Oxford: Oxford University Press.

Moon, J. (2005) . Children Learning English: A guidebook for English language teachers. Oxford: Macmillan.

OPS 2016: Perusopetuksen opetussuunnitelman perusteet 2014. [The Finnish National Core Curriculum for Basic Education 2014]. (2014). Helsinki: National Board of Education.

Read, C. (2007) . 500 Activities for the Primary Classroom. Oxford: Macmillan.

Ur, P. (2012). A course in English language teaching. Cambridge: Cambridge University Press.

Vale D., & Feunteun A. (1995). Teaching Children English - A Training Course for Teachers of English to Children. Cambridge: Cambridge University Press. 10th printing 2003.

Woodward, T. (2001). Planning lessons and courses. Designing sequences of work for the language classroom.

Cambridge: Cambridge University Press.

In addition: documents about language teaching and learning issued by the Council of Europe and UNESCO, the UL TTS (harkkari) language curriculum, course materials prepared by the lecturer, journal articles and other resources recommended during the course, coursebook packages (CBPs), Internet resources, other materials selected by the lecturer.

Evaluation:

Continuous assessment: pass/fail based on requirements. However, if the home university of a student requires a grade, it can be granted on request. Grading scale (5-1/fail). If grading is needed, the lecturer should be informed by the second session of the course at the latest.

Timing:

Period 3

Target Group:

Undergraduate, graduate, international students

Tutor:

Elizabeth Alssen, university lecturer, English and teaching of other / foreign / additional languages

Language of instruction:

English

Additional information:

Detailed information regarding the course will be provided at the first session.

IEDU0009 The implementation of inclusive education in school, 4 - 8 ECTS

Aim:

Part I: To familiarize the students with the underlying values and basic elements of inclusive education in international settings. Its aim is to promote the students' competences to facilitate implementation of inclusive education at school.

Part II: The students understand the meaning of school communities as promoters of safe atmosphere, students' high motivation and school achievement. The students understand the importance of parents' active role and the meaning of other stakeholders' engagement.

Contents:

Part I: Inclusive Pedagogy and Educational Aspects (4 ECTS)

Towards theoretical framework of inclusive pedagogy (Finland) Educational aspects empowering learning (Lithuania) Assistance as a natural component of learning through cooperation (Lithuania) Facilitating, motivating, evaluating and enriching practice in an inclusive school (Poland) Reflection of class situations (Austria).

Part II: Interaction and Communication in School Communities—Socio-psychological and Social Aspects (4 ECTS)

School as a social community (Finland) Team collaboration as a dynamic balance of the study subject, learners and group (Austria) Improvement of learners' interaction while creating learning community (Lithuania) Empowerment of reciprocal interaction between learners and teachers (Lithuania) Collaboration between teachers and parents (Poland).

Methods:

The students can choose one of these parts (16 hours) or to study both two parts (32 hours). Online lectures (16 + 16 hours) Independent work (90+90 hours): The student produces one scientific essay per part, written in Finnish or English including an abstract in English (100 words).

Requirements:

One essay / part based on the online lectures: The student produces one scientific essay (10 pages) per part, written in Finnish or English including an abstract in English (100 words). Choose at least two aspects of the lectures and reflect them related to your personal professional development. What, why and how you would implement the themes of the course in your future work? The international students will return the essay(s) to Outi Kyrö-Ämmälä (email outi.kyro-ammala@ulapland.fi). The Finnish students will return the essay(s) to Optima LKAS2105 to Suvi Lakkala.

Evaluation:

Pass/fail, grade (1-5) if needed

Timing:

III-IV (spring)

Target Group:

Undergraduate, graduate

Tutor:

Suvi Lakkala, Outi Kyrö-Ämmälä

LKAS2201 CLIL for primary teachers, 3 ECTS**Aim:**

Students should be able to:

- understand principles of CLIL as an innovative educational approach
- compare CLIL with foreign language (FL) teaching and similar approaches such as teaching content in FL, teaching FL through content and bilingual education
- use methods and techniques supporting both language and content learning (including ICT)
- achieve readiness to prepare CLIL teaching materials
- gain foundations for teaching through CLIL

Contents:

- core features of CLIL
- CLIL compared with other FL-mediated approaches
- CLIL benefits and challenges
- connecting language and content
- language and fluency practice
- organizational language of CLIL classroom management and instruction
- CLIL lesson planning and scaffolding
- adapting authentic materials and subject-specific materials to CLIL
- designing and producing CLIL teaching materials for various subjects taught at primary level
- assessment in CLIL

Previous studies:

LAPE1622 *Teaching other languages: English, Swedish* (4 op).

International students: LAPE1622 *Teaching other languages: English, Swedish* (3 or 4 ects) OR IEDU0008 *Teaching English as a foreign language (EFL)* (3 ects) or courses with the corresponding content.

International students: CEFR level B2 of English is recommended to follow classes and complete course assignments. A very general assessment of one's CEFR level can be found [here](#).

<http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html>

Methods:

30 contact teaching hours and 50 hours of independent work

Teacher presentations, individual, pair, and group work, student presentations and micro-teaching, written course work (the CLIL essay). Students will prepare and peer evaluate a set of age- and curriculum- appropriate CLIL teaching materials for self-chosen school subjects. They will execute those materials in a simulated CLIL lesson. Students will also prepare and deliver micro-teaching for primary level by using any L2 other than English (the use of L1 is NOT recommended for this presentation but can be discussed with the teacher).

Students will write an essay on the state of CLIL in their home countries: origins, implementation and development, research.

Requirements:

Active participation, preparation and execution of CLIL materials in a simulated CLIL lesson, successfully delivered micro-teaching, the CLIL essay.

Active participation in lectures and seminars, and a written assignment	1 ects	5-1/fail
Micro-teaching	2 ects	5-1/fail

More literature information and extra material:

Course materials prepared by the lecturer, school books selected by students, Internet resources, academic journal articles, other resources for CLIL teaching.

Supplementary Literature:

Baker, C. (2011). Foundations of Bilingual Education and Bilingualism. Clevedon: Multilingual Matters

Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and Language Integrated Learning. Cambridge: Cambridge University Press.

Dafouz-Milne, E., & Guerrini, M. (2009). CLIL across educational levels. London: Richmond Publishing.

Dale, L., & Tanner, R. (2012). CLIL Activities. A resource for subject and language teachers. Cambridge: Cambridge University Press.

Gibbons, P. (2002). Scaffolding language, scaffolding learning. Teaching second language learners in the mainstream classroom. Portsmouth, NH: Heinemann.

Ioannou-Georgiou, S., & Pavlou, P. (Eds.). (2011). Guidelines for CLIL Implementation in Primary and Pre-Primary Education. European Commission (Comenius fund).

Mehisto, P., Marsh, D., & Frigols, M.J. (2008). Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education. Oxford: Macmillan.

Tomlinson, B. (2011). Materials Development in Language Teaching. Cambridge: Cambridge University Press.

Evaluation:

5 - 1 /fail based on requirements

Timing:

Period 2

Target Group:

Undergraduate, graduate, international students.

Tutor:

Elizabeth Alssen, university lecturer, English and teaching of other / foreign / additional languages

Language of instruction:

English

Additional information:

The course is intended for those students in class teacher education and training who specialize in English. Admission priority will be given to those students, based on prerequisites. Detailed information regarding the course content and assignments will be provided at the first session.

LKAS3106 Teachers' professional and personal development Finnish and international perspectives, 3 ECTS

Aim:

A student familiarizes her/himself with teacher education and teachers work in Finland and internationally, as well as with teachers professional development, career phases, teacher learning and expertise. S/he also acquaints her/himself with the change forces and challenges in a teachers work as

well as with the factors of

individual, work environment and collaboration and their meaning for professional growth. A student acquires readiness to and tools for enhancing his/her professional development and learning, and knowledge of teacher's professional and personal identity, and learns to recognise features of his/her own professional identity and goals of the future.

Contents:

Different theoretical approaches and models of teachers professional development, career phases, teacher learning, profession, expertise, professional knowledge and personal theories, professional identity, reflection, teacher as a researcher, self-guided learning, collegiality and collaboration.

Methods:

Lectures, seminar groups, independent work

Requirements:

Active participation in the lectures and seminars

Two essays: 1) self-chosen theme based on literature and 2) a narrative, reflective essay on ones own personal and professional development

More literature information and extra material:

Will be given in the beginning of the course.

Evaluation:

5-1

Timing:

Study weeks 12-15

Target Group:

Exchange students, students of education and adult education.

Tutor:

Professor of Teacher Education Language of instruction: English

LTAS0101 Observation Period Leading to the Teaching Experience, 2 - 4 ECTS

Aim:

Through getting insights into teaching English on primary level in the Finnish context students should be able to:

- recognize components of different types of foreign language lessons
- learn about what motivates pupils, what promotes or hinders foreign language learning
- recognize how differentiation helps teaching in mixed ability groups
- compare methods and techniques used in foreign language lessons in a Finnish school and in the home country
- achieve readiness to plan and teach foreign language lessons

Contents:

This component provides a lead-in to teaching. It includes guided observation of 10 or 20 English lessons and completion of set tasks related to the observation. Students will be familiarized with teaching English on primary level in the Finnish context. They will understand and follow a structure of a foreign language lesson with focus on what promotes language learning in a primary classroom and what motivates pupils. The Observation Period will facilitate planning a foreign language lesson using a variety of teaching

methods.

Previous studies:

Students are expected to be familiar with a foreign language lesson structure and foreign language teaching methods and approaches. Therefore completion of the following courses is highly recommended. Please note that if you intend to teach (see LTAS 0202), the same recommended courses become compulsory: LAPE1622 Teaching other languages: English, Swedish (3 or 4 erts) in the autumn semester, or IEDU0008 Teaching English as a Foreign Language (EFL) (3 erts) in the spring semester. Equivalence of other relevant courses which have been already completed will be considered on individual basis.

CEFR level B2 of English. A very general assessment of one's CEFR level can be found [here](http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html)
<http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html>

Methods:

Guided observation of 10 or 20 English lessons, related assignments.

Requirements:

Completion of written observation tasks. 10 or 20 lessons observed and documented (2 or 4 erts, respectively) if the observation is taken as an independent component. 20 lessons observed and documented (4 erts) if the observation will be followed by teaching.

2 erts

Observation of 10 English lessons and completion of written observation tasks 2 erts Pass/fail

However, if the home university of a student requires a grade, it can be granted on request. Observation of 10 English lessons and completion of written observation tasks 2 erts 5-1/fail

4 erts

Observation of 20 English lessons and completion of written observation tasks 2 erts Pass/fail

However, if the home university of a student requires a grade, it can be granted on request.

Observation of 20 English lessons and completion of written observation tasks 2 erts 5-1/fail

More literature information and extra material:

Materials covered during LAPE1622 Teaching other languages: English, Swedish (3 or 4 erts) in the autumn semester, or IEDU0008 Teaching English as a Foreign Language (EFL) (3 erts) in the spring semester, English school books, other materials recommended by teachers, observation sheets.

Evaluation:

Pass/fail based on requirements.

If the home university of a student requires a grade, it can be granted on request. Grading scale (5-1/fail). If grading is needed, the supervising lecturer and teacher(s) should be informed by a deadline, before observations take place. The exact times will be given when students arrive at the University of Lapland.

Timing:

Periods: 1-2 (autumn), 3-4 (spring).

The timetables for LTAS0101 are agreed on individually with the teachers of English at the UL Teacher Training School.

Target Group:

Undergraduate, graduate.

Tutor:

University lecturer in English and foreign language teaching: Elizabeth Alssen, in cooperation with teachers at the University of Lapland Teacher Training School.

Language of instruction:

English

Additional information:

The module can be taken independently but is a prerequisite for the Teaching Experience. Participation in the

module is subject to agreement with teachers of English at the University of Lapland Teacher Training School. Credits for the module are awarded jointly by the Faculty of Education and the Teacher Training School.

Students who wish to take this module have to contact the tutor [E. Alssen elizabeth.alsen(at)ulapland.fi] in person prior to enrolment. LTAS0202 must be followed by the The Teaching Experience Reflective Report (LTAS0203). Participation in this module is arranged individually with E. Alssen

LTAS0202 Teaching Experience, 4 - 8 ECTS

Aim:

Students will develop foreign language teaching skills in contextualized settings by hands-on experience in a real class. Students will gain awareness of teacher's work and the whole school environment. They should be able to reflect on their teaching, and self-evaluate implementation of their planning during foreign language lessons. They will be able to plan and execute a sequence of foreign language lessons linked by an overall theme.

Contents:

The Teaching Experience period includes guided lesson planning, preparation of teaching materials, actual teaching, self-evaluation and feedback after taught lessons.

Previous studies:

Pedagogical preparation for teaching foreign languages is a prerequisite for taking this module. The Teaching Experience must be preceded by a foreign language teaching course and *The Observation Period* (LTAS0101), and followed by the *The Teaching Experience Reflective Report* (LTAS0203). Therefore the following must be completed before teaching:

LAPE1622 *Teaching other languages: English, Swedish* 3 or 4 ects in the autumn semester, or IEDU0008 *Teaching English as a Foreign Language* (EFL) 2ects in the spring semester, or equivalent (certified).

LTAS0101 – 20 English lessons observed, documented, and approved by the supervising lecturer.

CEFR level B2 of English. A very general assessment of one's CEFR level can be found [here](#)

The exact number of lessons a student will be able to teach above the required minimum will be agreed on with a supervising school teacher, based on the above prerequisites and the school capacity to provide teaching time. The capacity may differ from semester to semester and teacher to teacher. Therefore a final number of lessons a student will be able to teach will be decided after students have arrived at the University of Lapland and met appointed teachers at the University of Lapland Teacher Training School.

Methods:

Methods related to preparing and teaching 4(6) - 8 English language lessons.

Requirements:

Successfully delivered teaching and a teaching portfolio completed according to guidelines, including a period plan, lesson plans, teaching materials, and other assigned components.

If a grade for teaching is NOT required, the minimum number of taught lessons is 4. If a grade IS REQUIRED, the minimum number of taught lessons is 6.

The maximum number of taught lessons is 8, in either case. Teaching more than 8 lessons CAN be discussed with the supervising school teacher but CANNOT be guaranteed.

So, students can teach 4, 6, 8 (or exceptionally 10 or 12) English lessons for 4, 6, 8, 10 or 12 ects, respectively.

4 ects

Preparation, teaching and documenting (period plan, lesson plan, teaching materials, assessment tools) 4 English lessons 4 ects Pass/fail

6 ects

Preparation, teaching and documenting (period plan, lesson plan, teaching materials, assessment tools) 6 English lessons 6 ects Pass/fail

However, if the home university of a student requires a grade, it can be granted on request.

Preparation, teaching and documenting (period plan, lesson plan, teaching materials, assessment tools) 6 English lessons. Assessment by weighted average (Language competence and communicative skills -10%; Planning and preparation – 30%; Teaching – 30%; Class management – 10%; Interaction with pupils – 20%;) 6 ects 5-1/fail 8 ects

Preparation, teaching and documenting (period plan, lesson plan, teaching materials, assessment tools) 8 English lessons 8 ects Pass/fail

However, if the home university of a student requires a grade, it can be granted on request.

Preparation, teaching and documenting (period plan, lesson plan, teaching materials, assessment tools) 8 English lessons. Assessment by weighted average (Language competence and communicative skills -10%; Planning and preparation – 30%; Teaching – 30%; Class management – 10%; Interaction with pupils – 20%;) 8 ects 5-1/fail

More literature information and extra material:

Materials and teaching methods and techniques covered during LAPE1622 Teaching other languages: English, Swedish (3 or 4 ects) in the autumn semester, or IEDU0008 Teaching English as a Foreign Language (EFL) (3 ects) in the spring semester, English school books, period plan forms, lesson plan forms, other materials recommended by teachers.

Evaluation:

Pass/fail based on requirements.

If the home university of a student requires a grade, it can be granted on request. Grading scale (5-1/fail). If grading is needed, the supervising lecturer and teacher(s) should be informed by a deadline, before observations (LTAS0101) take place. The exact times will be given when students arrive at the University of Lapland.

Timing:

Periods: 1-2 (autumn), 3-4 (spring).

The timetables for LTAS0202 are agreed on individually with the teachers of English at the UL Teacher Training School.

Target Group:

Undergraduate, graduate.

Tutor:

University lecturer in English and foreign language teaching: Elizabeth Alssen, in cooperation with teachers at the University of Lapland Teacher Training School.

Language of instruction:

English

Additional information:

Participation in LTAS 0202 is subject to agreement with appointed teachers at the University of Lapland Teacher Training School. Credits for the module are awarded jointly by the Faculty of Education and the Teacher Training School. Details about tasks and documentation related to teaching the lessons will be obtained from the tutor (Elizabeth Alssen). Students who wish to take this module have to contact the tutor [E. Alssen elizabeth.alsen(at)ulapland.fi] in person prior to enrolment. LTAS 0202 must be followed by the The Teaching Experience Reflective Report (LTAS 0203). Participation in this module is arranged individually with E. Alssen

LTAS0203 The Teaching Experience Reflective Report, 1 ECTS**Aim:**

Students should be able to reflect on their teaching, identify their strengths and areas which need development.

Contents:

The Teaching Experience Reflective Report (TERR) is a guided written self-assessment of the Teaching Experience period and should demonstrate how students have met their personal and professional goals during teaching.

Previous studies:

TERR must follow the Teaching Experience (LTAS0202).

CEFR level B2 of English. A very general assessment of one's CEFR level can be found

[here](#)

Methods:

Self-reflective writing

Requirements:

A successfully completed guided written report.

A guided written report	1 ects	Pass/fail
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However, if the home university of a student requires a grade, it can be granted on request.

A guided written report	1 ects	5-1/fail
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More literature information and extra material:

Guidelines on self-reflection

Evaluation:

Pass/fail based on requirements.

If the home university of a student requires a grade, it can be granted on request. Grading scale (5-1/fail). If grading is needed, the supervising lecturer should be informed by a deadline. More information will be given when students arrive at the University of Lapland.

Timing:

Periods: 1-2 (autumn), 3-4 (spring)

Target Group:

Undergraduate, graduate.

Tutor:

University lecturer in English and foreign language didactics: Elizabeth Alssen

Language of instruction:

English

MEDU2203 Critical Media Analysis, 5 ECTS

Aim:

After completing the course the student:

- is able to see how meanings are culturally and socially constructed
- is familiar with key concepts and analytical tools in critical media analysis
- is able to situate media texts in their wider social, economic and cultural contexts
- has skills to analyze media texts, production, consumption and reception critically

Contents:

Through lectures, course readings and exercises course aims at developing students' skills in critical media analysis. The course provides the students with different theoretical, methodological and conceptual tools in exercising critical analysis of media texts, production, consumption and reception. Students both read topical literature and exercise analysis of media texts in practice.

Methods:

20 hours of lectures and exercises.

113,5 hours of independent work.

Requirements:

Active participation in lectures and discussions; completing the exercises. A written essay providing an independent media analysis.

Supplementary Literature:

Topical literature, articles and online material will be announced in the beginning of the course.

Evaluation:

5-1/fail

Timing:

2. period

Tutor:

University lecturer Mari Maasilta

Language of instruction:

English

MEDU2205 Pedagogical Models in Educational Use of ICT's 5 ECTS

Aim:

After the studies a student:

- understands learning theoretical and pedagogical perspectives and concepts on educational use of ICTs
- knows basics of learning environments- understands meaning of pedagogical models in designing, implementing and evaluating learning environments

Contents:

Students familiarize themselves with research-based and theoretically well-grounded pedagogical models and plan how to use them in practice. They familiarize themselves with learning theoretical and pedagogical bases of educational use of ICTs, learning environments and concepts in the field.

Methods:

20 hours of lectures and reciprocal teaching, individual studying and/or working in pairs using literature.

Learning journal based on lectures and literature.

More literature information and extra material:

Topical literature, articles and online material will be announced in the beginning of the course.

Evaluation:

5-1/fail

Timing:

2. period

Tutor:

Professor of Media Education

Language of instruction:

English

MEDU2207 Introduction to Global Media Education, 5 ECTS

Form of study: Subject studies

Type: Course

Unit: Faculty of Education

Grading: Pass, Fail, Grades 1-5

Teachers: Heli Ruokamo, Päivi Rasi, Marja-Riitta Maasilta

Learning material of the course: Hoechsmann, Michael. , , 2012

Kupiainen, R., Sintonen, S. & Suoranta, J. , , 2008

Finnish Society on Media Education,

Mapping Media Education Policies in the World, , 2009

Ruokamo, H., Kotilainen, S., Kupiainen, R. & Maasilta, M. , , 2016

Aim:

After completing the course the student: is familiar with the main theoretical concepts of media education

- is familiar with the main research approaches and theories of media education
- is able to give examples of different approaches to media education practices
- is able to define goals and methods of media education
- knows the status of media education in Finland and in different cultural contexts
- is able to give examples of current trends and challenges in media education in different cultural contexts
- knows how media and ICT can be used in education and civil society

Contents:

Through lectures and independent course works students will get acquainted with theories and practices of media education in different cultural contexts. The course will be organized in cooperation between the Universities of Lapland and Tampere. Teachers and researchers will present their own approaches to media education in Finland. Students will present in their course works media education practices in their own cultural contexts.

Methods:

Lectures (12 hours) and workshops (8 hours).

Requirements:

Participation in lectures and accomplishing course works.

More literature information and extra material:

Kupiainen, R., Sintonen, S. & Suoranta, J. 2008. Decades of Finnish Media Education

<http://en.mediakasvatus.fi/publications/decadesoffinnishmediaeducation.pdf>

Finnish Media Education Policies. Approaches in culture and education. 2009. <http://www.mediakasvatus.fi/publications/mediaeducationpolicies.pdf>

Mapping Media Education Policies in the World (2009) <http://unesdoc.unesco.org/images/0018/001819>

[/181917e.pdf](#)

Ruokamo, H., Kotilainen, S., Kupiainen, R. & Maasilta, M. 2016. Media Education Today and Tomorrow. <http://www.mediakasvatus.fi/wp-content/uploads/2016/06/MediaEducationTodayandTomorrow.pdf>

Other topical literature will be informed in the beginning of the study module.

Evaluation:

5-1/fail

Timing:

1. Period

Tutor:

University lecturer Mari Maasilta in collaboration with Professor Heli Ruokamo and University lecturer Päivi Rasi from the University of Lapland and Professor Sirkku Kotilainen and University lecturer Reijo Kupiainen and N.N. from University of Tampere.

Language of instruction:

English

MEDU2208 Theoretical Approaches to Media Use and Psychosocial Well-being, 5 ECTS

Aim:

After completing the course the student:

- is familiar with theories explaining psychosocial well-being and media effects, both the traditional ones and the critical approaches
- can search, read, and interpret recent international research articles pertaining to the topics of the course

Contents:

Through lectures, course readings, and presentations students will get acquainted with theories, concepts, and recent research results pertaining to the relationship between media use/non-use and psychosocial well-being.

Methods:

Lectures and student presentations 20h

Independent work 113,5h

Requirements:

Participating in lectures

Supplementary Literature:

Jordan, A.B. & Romer, D. (eds.) 2014. Media and the Well-being of Children and Adolescents. New York: Oxford University Press.

Nabi, R.L. & Oliver, M.B. (eds) 2009. The SAGE Handbook of Media Processes and Effects. Los Angeles: SAGE.

Lemish, D. 2015. Children and Media. A Global Perspective. Wiley Blackwell.

International journal articles addressing the topics of the course.

Evaluation:

5-1/fail

Timing:

3. period

Tutor:

University lecturer Language of instruction: English

MEDU2209 Media Educator in Working Life, 5 ECTS

Aim:

After completing the course the student:

- knows the working field of media educators in Finland and internationally
- is able to define the knowledge, skills and competences required from media education professionals
- is able to describe and reflect one's own professional knowledge, skills and competences and recognizes one's own development needs as a media education professional
- is able to plan and orientate one's own studies towards the needs of working-life, in order to promote his/her employability together with entrepreneurial skills

Contents:

Students familiarize with the working field of media educators and with the tasks and roles of media educators through lectures, readings, visits on work places and interviews and meetings with media educators. Students familiarize and reflect their own current knowledge, skills and competences in regard to the needs of working life.

Methods:

20 hours of lectures, study visits and students' presentations. Independent studies/ pair works.

Requirements:

Interviews with media educators and presentations. Reflections on the visits, one's own skills and competences, and a personal development plan in the form of learning diary.

More literature information and extra material:

Finnish Media Education. Promoting Media and Information Literacy in Finland. KAVI - the Finnish Media Education Authority

https://kavi.fi/sites/default/files/documents/mil_in_finland.pdf

Media & Information Literacy Clearinghouse website: <http://milunesco.unaoc.org/>

Evaluation:

5-1/ fail

Schedule:

3. period

Tutor:

University lecturer of Media education Mari Maasilta.

Language of instruction:

English

MEDU3101 Research on Media Education, 5 ECTS

Aim:

After the course a student:

- is familiar with the current multidisciplinary research on media education which is conducted in education, media studies, social sciences, humanities and information science
- is able to analyze media education research publications

Contents:

The course consists of multidisciplinary research on media education. Students read and analyze Doctoral Thesis and reviewed journal articles that are within the field of Media Education. They familiarize themselves on a topical literature on the basis of their own research interests. They can generate ideas about possible topics for one's own Master's Thesis.

Methods:

20 hours of lectures and reciprocal teaching. Students present their research topics to each other using reciprocal teaching method. Students write an essay or chapter of the theses on a topic related to the theme of their own study. The course may also include researcher visits.

Requirements:

Reciprocal teaching and a written essay or chapter in a theses.

Supplementary Literature:

Topical literature, articles and online material will be announced and selected in the beginning of the study module.

Evaluation:

5-1/fail

Timing:

4. period

Tutor:

Professor of Media Education

Language of instruction:

English

MEDU3104A Literature: Media in Teaching and Learning, 5 ECTS

Aim:

After the course a student:

- can explain a broader international research perspective related to her/ his own Master's thesis research
- is familiar with methods used in media education research

Methods:

A written exam based on a set of books and/ or research articles. The literature has to be agreed with the examiner prior to the exam. An individual set of literature related to one's own Master's thesis can be agreed for the exam.

More literature information and extra material:

Australasian Journal of Educational Technology <http://ajet.org.au/index.php/AJET>

Educational Researcher <http://edr.sagepub.com/>

Educational Technology & Society <http://www.ifets.info/>

Seminar.net International Journal of Media, Technology and Lifelong Learning <http://seminar.net/>

Evaluation:

5-1/fail

Tutor:

Professor of Media Education Heli Ruokamo

MEDU3104B Literature: Media in Society 5 ECTS

Aim:

After the course a student:

- can explain a broader international research perspective related to her/ his own Master's thesis research
- is familiar with methods used in media education research.

Methods:

A written exam based on a set of books and/ or research articles. The literature has to be agreed with the examiner prior to the exam. An individual set of literature related to one's own Master's thesis can be agreed for the exam.

More literature information and extra material:

Gillespie, M. 2005. Media audiences. Maidenhead: Open University Press.

McMillin, D.C. 2007. International media studies. Malden (Mass.): Blackwell.

McRobbie, A. 2009. The Aftermath of Feminism, Gender, Culture, and Social Change. London: Sage.

Olsson, T. & Dahlgren 2010. Young people. ICTs and democracy. Gothenbourg: Nordicom.

Stokes, J. 2003. How to do media & cultural studies. London: Sage.

Tufte, T., Wildermuth, N., Hansen-Skovmoes, A-S. & Mitullah, W . 2013. Speaking up and talking back? University of Gothenburg: Nordicom. Media, Culture & Society. <http://mcs.sagepub.com/>

Evaluation:

5-1/fail

Tutor:

University lecturer of Media Education Mari Maasilta

MEDU3104C Literature: Media and Psychosocial Well-Being 5 ECTS

Aim:

After the course a student:

- can explain a broader international research perspective related to her/ his own Master's thesis research
- is familiar with methods used in media education research.

Methods:

A written exam based on a set of books and/ or research articles. The literature has to be agreed with the examiner prior to the exam. An individual set of literature related to one's own Master's thesis can be agreed for the exam.

More literature information and extra material:

Computers in Human Behavior. <http://www.sciencedirect.com/science/journal/07475632>

New Media & Society. <http://nms.sagepub.com/content/by/year>

Journal of Computer-Mediated Communication.

<http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291083-6101>

Cyberpsychology: Journal of Psychosocial Research on Cyberspace <http://www.cyberpsychology.eu/index.php>

International Journal of Human-Computer Studies <http://www.journals.elsevier.com/international-journal-of-human-computer-studies/>

Journal of Social and Personal Relationships <http://spr.sagepub.com/>

Journal of Youth and Adolescence <http://www.springer.com/psychology/child+%26+school+psychology/journal/10964>

Evaluation:

5-1/fail

Tutor:

University lecturer of Media education Päivi Rasi

MEDU3105 Internet Use and Psychosocial Well-Being, 5 ECTS

Aim:

After completing the course the student:

- understands the interactions between individuals, communities, and the internet from the perspective of psychosocial well-being
- recognizes the possibilities and threats associated with internet use/non-use and psychosocial well-being
- has developed skills in analytical thinking and reflective problem-solving by constructing, reading and discussing real-life cases relating to the course topic
- can search, read, and interpret international research articles pertaining to the topics of the course
- can apply knowledge gleaned from the course readings to the case at hand.

Contents:

Through lectures and course readings students will get acquainted with psychological and social psychological theories, concepts, and research results pertaining to the relationship between internet (non)use and psychosocial well-being.

Students will construct, read and discuss real-life cases relating to the course topics in small groups. The cases will be presented and discussed in a social media website.

Methods:

The course draws on case-based teaching and includes lectures (12h), and students' case presentations and discussions (8h).

In order to construct and discuss a case, students will acquire knowledge from multiple sources (lectures, course readings, media, experts, social networks) in small groups.

Independent work (113,5h)

Requirements:

Participating in lectures; constructing, presenting and discussing a case.

More literature information and extra material:

The literature will be announced later.

Evaluation:

5-1/fail

Schedule:

4. period

Tutor:

University lecturer of Media Education Päivi Rasi

Language of instruction:

English

MEDU3106 Theoretical Approaches to Media Culture 5 ECTS

Aim:

After completing the course the student

- is familiar with different research traditions related to the topic
- is able to locate these traditions in their historical, cultural and societal contexts
- recognizes different theoretical-methodological approaches in studying media culture
- understands and is able to evaluate the strengths and restrictions of different theoretical approaches

Contents:

Through lectures and course readings students will get acquainted with different research traditions and contemporary debates and challenges in exploring media culture. The course focuses on research traditions examining media structures, media influences, media psychology, media and democracy, audience, popular and visual culture, gender and new media. The lectures are interactive by their nature and require participation in the discussion as well as in the exercises to be performed during the lectures.

Methods:

20 hours of lectures, including discussions and exercises. Collaborative learning and reciprocal teaching are emphasized. Students prepare presentations on relevant topics in small groups.

Requirements:

Active participation in lectures and discussions, group work presentations and course examination.

Supplementary Literature:

Topical literature, articles and online material will be announced in the beginning of the course.

Evaluation:

5-1/fail

Timing:

3. period

Tutor:

University lecturer of Media education Mari Maasilta

Language of instruction:

English

MEDU3107 Diversity in Media Education 5 ECTS

Aim:

After completing the course the student:

- is familiar with diversity studies on the field of media education and understands the main ways of thinking about social and cultural diversity
- is familiar with and able to critically explore the main concepts of diversity studies such as multiculturalism, social cohesion and superdiversity
- is able to analyze media contents related to diversity and multiculturalism
- can apply knowledge gleaned from the course readings to the case at hand and to extend that understanding to cross-cultural, comparative contexts.

Contents:

Through lectures, course readings and assignments students will get acquainted with contemporary debates and challenges in exploring cultural and social diversity in media.

Methods:

20 hours of lectures and collaborative learning and teaching.

Requirements:

Active participation in lectures and exercises and a learning journal.

Supplementary Literature:

Topical literature, articles and online material will be announced in the beginning of the course.

Evaluation:

5-1/fail

Timing:

4. period

Tutor:

University lecturer Mari Maasilta Language of instruction: English

LAER0321 Oral Skills, 5 ECTS

Aim:

This course aims to provide students with a wide range of opportunities to improve their speaking and communication skills in English, to develop and expand their vocabulary, to enhance their knowledge and understanding of the cultural aspects of the English language, and to refine their skills as future teachers of English.

Contents:

- Communicative activities,
- discussions,
- debates,
- role play
- simulations

Methods:

Contact teaching 60hrs. Communicative activities, discussions, debates, role plays and simulations. Most activities are carried out in small groups.

Requirements:

Active participation. Preparation and execution of a series of communicative activities.

Evaluation:

5 - 1/fail (for criteria of assessment see 'requirements')

Timing:

Periods 1 - 2, Autumn semester

Target Group:

3rd year students

Tutor:

Stefanie Lavan

Language of instruction:

Englanti/English

Additional information:

This course is designed for students who are studying to become primary school teachers and are specialising in English or who wish to develop their English skills to an advanced level.

LAER0322 Children's Literature, 3 ECTS**Aim:**

Students will become familiar with a broad spectrum of English-language children's literature spanning many eras. They will explore the themes and language features of these texts and develop their ability to analyse children's (and other) literature.

Contents:

The exploration of themes and language within a variety of texts, including classic stories, fairytales and myths, as well as contemporary children's stories and young adult literature.

Methods:

- Contact teaching 30 h.
- Discussions in class of the set texts.
- Homework: reading and preparation of texts for class discussions. Two books to be chosen for presentation and essays.

Requirements:

All texts to be read and highlighted in preparation for class discussions. Assessment based upon:

- 1) Active participation in class discussions,
- 2) The reading of two books of the student's own choice leading to:
 - a. A short, summary-style essay about each book giving basic information about the author and the plot of the book, a brief analysis of some interesting features of the book, and the student's own opinion of the book; these essays will be collected as part of a class anthology to be distributed at the end of the course,
 - b. An in-class oral presentation about one of the books.

Reading of assigned texts and active participation in class discussions: 1 op
Completion of two essays and oral presentation: 2 op

Grading:

5-1/fail

More literature information and extra material:

Photocopies of texts for class discussion will be given by the teacher. Students are responsible for finding their own copies of the two books for the papers and presentation described above.

Evaluation:

5 - 1/fail based on class discussions, the oral presentation, and the two essays.

Timing:

Autumn semester (periods 1-2)

Target Group:

3rd and 4th year

Exemptions:

To be agreed upon with the teacher

Tutor:

Senior Lecturer: Michael Hurd

LAER0324 Grammar and Writing, 3 ECTS

Aim:

Students should be able to write a properly structured paragraph, coherent arguments, descriptions, a short story, a summary, a comparative essay and a reaction essay. They should improve their writing through peer correction, evaluation, and revising. Students will know the principles of normative grammar on the intermediate level and will be able to teach selected grammatical structures at the primary school level.

Contents:

Instruction will include analysis of selected types of texts and guidelines for writing them (e.g. comparative essays, argumentative essays, reaction essays, summaries). Students will be familiarized with formal writing and academic style. Students will learn how cohesion markers help clarify expression of ideas and guide a reader through one's writing. Students will learn how to improve sentence structure and organize information according to genre, e.g. the argumentative paragraph and the essay.

Some writing will be based on readings selected by the teacher and students. A systematic revision of the intermediate grammar with attention to explaining some grammatical points for teaching purposes.

Previous studies:

LAPE1622 *Teaching other languages: English, Swedish* (4 op/ects).

International students: LAPE 1622 *Teaching other languages: English, Swedish* (3 or 4 ects) OR IEDU 0008 *Teaching English as a foreign language (EFL)* (3 ects), or courses with the corresponding content.

International students: CEFR level B2 of English is recommended to follow classes and complete course assignments. A very general assessment of one's CEFR level can be found [here](http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html).

<http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html>

Methods:

30 contact teaching hours and 50 hours of independent work

Teacher's presentations, individual writing, collaborative writing, peer correction, redrafting, group work, self-study, interim grammar tests.

Requirements:

Active participation, successful completion of written assignments and delivery of a presentation, interim grammar tests and the end-of-course grammar test.

- | | | |
|--|--------|-----------|
| • Active participation in seminars and presentation | 1 ects | Pass/fail |
| • Written assignments | 1 ects | 5-1/fail |
| • Interim grammar tests and the end-of-course grammar test | 1 ects | 5-1/fail |

More literature information and extra material:

Course materials prepared by the lecturer, English corpora, Internet resources, essays written by students.

Supplementary Literature:

Collins Cobuild English Grammar. (1998). London: HarperCollins.

Murphy, R. (2004). English Grammar in Use. Oxford: Oxford University Press.

Thomson, A.J., & Martinet A.V. (1990). A Practical English Grammar. Oxford: Oxford University Press.

Swan, M. (2005). Practical English Usage. Oxford: Oxford University Press.

resources on EFL writing selected by the lecturer

Evaluation:

5 - 1/fail based on requirements

Timing:

Period 3

Target Group:

3rd year

Tutor:

Elizabeth Alssen, university lecturer, English and teaching of other / foreign / additional languages

Additional information:

The course is intended for those students in class teacher education and training who specialize in English. Admission priority will be given to those students, based on prerequisites. Detailed information regarding the course content and assignments will be provided at the first session.

LAER0325 Phonetics and Pronunciation, 5 ECTS**Aim:**

Students will acquire basic knowledge of the English phonological system and how English sounds are produced, learn how to read and transcribe words using the International Phonetic Alphabet, improve their own pronunciation, and prepare themselves to deal with their future pupils' pronunciation problems.

Contents:

Basic course (3.5 op/ECTS cr.): Introduction to English segmental phonetics and phonemic transcription, as well as pronunciation practice and practical methods of improving pupils' pronunciation.

Advanced course (1.5 op/ECTS cr.): Introduction to word and sentence stress, strong and weak forms, and intonation, as well as pronunciation practice and practical methods of improving pupils' pronunciation.

Previous studies:

The basic course (40 hours) is a prerequisite for the advanced course (20 hours)

Methods:

Contact teaching 60 h (40 + 20)

Lectures, discussion, practical exercises, homework

Requirements:

Regular attendance, completion of homework, active participation in classwork and successful completion of the exams at the end of the basic and advanced courses.

More literature information and extra material:

Morris-Wilson, I., An Introduction to English Segmental Phonetics for Finns

O'Connor J.D., Better English Pronunciation Photocopies and other material supplied by the teacher.

Evaluation:

5 - 1/fail based on classwork and exams at the end of the basic and advanced courses

1) Basic phonetics (3.5 op total):

- Participation in classwork and preparation of homework: 2 op
- Successful passing of the final in-class exam: 1.5 op
- Grading: 5-1/fail

- 2) Advanced phonetics (1.5 op total):
- Participation in classwork and preparation of homework: 0.5 op
 - Successful passing of the final take-home exam: 1 op
 - Grading: 5-1/fail

Timing:

- LAER0321-1 Basic course (3.5 op/ECTS cr.): 3rd year (40 h): Periods 1-2;
- LAER0321-2 Advanced course (1.5 op/ECTS cr.): 3rd year (20 h): Period 3 or 4

Target Group:

3rd and 4th year

Exemptions:

To be agreed upon with the teacher

Tutor:

Senior Lecturer: Michael Hurd

Language of instruction:

Englanti/English

LAER0327 English Didactics, 4 ECTS

Aim:

Students should be able to demonstrate theoretical and practical knowledge of various approaches to TEFL so that they can make informed choices in their practical teaching of English. They should be able to plan, produce and execute teaching materials based on authentic sources (materials preparation will involve ICT).

Students should be able to prepare and deliver an academic level presentation on an ELT topic. They should be also able to read critically ELT expository academic texts and respond to such texts by producing a research essay.

Contents:

Language acquisition theories and teaching methodologies. Teaching various language skills and areas: vocabulary, reading, writing, speaking, listening, pronunciation, grammar and structures; ICT in the primary language teaching and learning; Motivating young learners to learn English; Cultural issues in a primary classroom; CLIL; Teaching English through stories; Theme and project-based teaching and learning of English; Assessment in English language learning. Planning, producing and executing teaching materials based on authentic sources (materials preparation will involve ICT). Strategies for reading expository academic texts and preparing presentations, meta-language of presentations. Foundations of writing up ELT research in English.

Previous studies:

LAPE1622 *Teaching other languages: English, Swedish* (4 op) and LAER 0324 *Grammar and writing* (3 op). All the other English specialist courses (laer0320) must be completed (except courses taught in parallel).

International students: (1) LAPE1622 *Teaching other languages: English, Swedish* (3 or 4 ects) and LAER 0324 *Grammar and writing* (3 ects) OR (2) IEDU 0007 *Teaching English as a foreign language (EFL)* (3 or 4 ects) and LAER 0324 *Grammar and writing* (3 ects) OR (3) courses with the corresponding content completed at the home university, course completion must be certified.

International students: At least CEFR level B2 of English is required to follow classes and complete course assignments. A very general assessment of one's CEFR level can be found [here](#).

<http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html>

Methods:

40 contact teaching hours and 67 hours of independent work.

Teacher presentations, individual and group work, student presentations, student-led seminars, written course work, production and execution of self-made teaching materials.

Requirements:

Active participation, production and execution of self-made teaching materials, successful delivery of a presentation, leading a post-presentation discussion, research essay.

- | | | |
|--|----------|-----------|
| • Active participation in seminars | 1 ect | Pass/fail |
| • Production and execution of self-made teaching materials, ICT presentation | | 1 ect |
| | 5-1/fail | |
| • Preparation and delivery of a student-led seminar | 1 ect | 5-1/fail |
| • Research essay | 1 ect | 5-1/fail |

More literature information and extra material:

Brewster, J., Ellis, G., & Girard, D. (2002). *The Primary English Teacher's Guide*. Harlow: Penguin English Guides.

Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

Gairns, R., & Redman, S. (1989). *Working with Words. A Guide to Teaching and Learning Vocabulary*. Cambridge:

Cambridge University Press.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning. Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.

Grellet, F. (2012). *Developing Reading Skills*. Cambridge: Cambridge University Press.

Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow: Longman.

Ioannou-Georgiou, S., & Pavlou, P. (2003). *Assessing Young Learners*. Oxford: Oxford University Press.

Johnson, K. (2001). *An Introduction to Foreign Language Learning and Teaching*. Harlow: Longman.

Kaikkonen, P. (2000). *Kulttuuri ja vieran kielen oppiminen*. Juva: WSOY.

Kristiansen, I. (1998). *Tehokkaita oppimisstrategioita*. Porvoo: WSOY.

Larsen-Freeman, D. (2000). *Teaching Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

Mehisto, P., Marsh, D., & Frigols, M.J. (2008). *Uncovering CLIL: Content and Language Integrated Learning in*

Bilingual and Multilingual Education. Oxford: Macmillan.

Moilanen, K. (2002). *Yli esteiden: Oppimisvaikeudet ja vieraat kielet*. Helsinki: Tammi.

Moon, J. (2005). *Children Learning English: A guidebook for English language teachers*. Oxford: Macmillan.

OPS 2016: Perusopetuksen opetussuunnitelman perusteet 2014. [The Finnish National Core Curriculum for Basic Education 2014]. (2014). Helsinki: National Board of Education.

Read, C. (2007). *500 Activities for the Primary Classroom*. Oxford: Macmillan

Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Tomlinson, B. (2011). Introduction: principles and procedures of materials development. In B. Tomlinson (Ed.),

Materials development in language teaching (pp. 1-31). Cambridge, UK: Cambridge University Press.

Ur, P. (2012). *A course in English language teaching*. Cambridge: Cambridge University Press.

Ur, P. (2014). *Discussions and more: Oral fluency practice in the classroom*. Cambridge: Cambridge University Press.

Ur, P. (2009). *Grammar Practice Activities*. Cambridge: Cambridge University Press.

Ur, P. (2012). *Vocabulary activities*. Cambridge: Cambridge University Press.

Vale D., & Feunteun A. (1995). *Teaching Children English - A Training Course for Teachers of English to Children*. Cambridge: Cambridge University Press. 10th printing 2003.

ELT journals, for example: ELT Journal, TESOL Quarterly, TESOL Journal, The Modern Language Journal, open access journals.

Supplementary Literature:

In addition: documents about language teaching and learning issued by the Council of Europe and UNESCO, the UL TTS (harkkari) language curriculum, teaching materials prepared by the students, reference sources selected by students (for presentations and essays), Internet resources, magazines for authentic sources, other materials and sources recommended by the lecturer.

Evaluation:

5 - 1/fail based on requirements

Timing:

Period 3 to 4 Target Group: 3rd or 4th year

Tutor:

Elizabeth Alssen, university lecturer, English and teaching of other / foreign / additional languages

Language of instruction:

Englanti/English

Additional information:

The course is intended for those students in class teacher education and training who specialize in English. Admission priority will be given to those students, based on prerequisites. Detailed information regarding the course content and assignments will be provided at the first session.

LAER0328 Communicative Materials, 2 ECTS

Aim:

Students should be able to demonstrate knowledge of communicative theories and their implementation in teaching foreign languages. The course should enable students to become competent at critically evaluating examples of the various communicative techniques. After the course students will be able to prepare samples of age and curriculum appropriate communicative materials.

Contents:

Introduction to the main communicative techniques: information gap (describe and draw, spot the difference, jigsaw), role play / simulation, interviews, debates, surveys. Trying out and critically evaluating examples of these techniques. Creating or adapting samples of communicative materials and testing with a small group of peers, followed by reflection and evaluation of the materials.

Previous studies:

LAPE1622 Teaching other languages: English, Swedish (4 op).

International students: LAPE1622 Teaching other languages: English, Swedish (3 or 4 ects) OR IEDU 0007

Teaching English as a foreign language (3 ects) or courses with the corresponding content.

International students: CEFR level B2 of English is recommended to follow classes and complete course assignments. A very general assessment of one's CEFR level can be found [here](http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html).

<http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html>

Methods:

20 contact teaching hours and 33 hours of independent work.

Teacher presentations and demonstrations, practical exercises, discussions, homework in the form of teaching materials preparation, peer-testing and evaluation of prepared materials.

Requirements:

- 1) Active participation in activities and discussions.
- 2) Preparation of age and curriculum appropriate communicative materials.
- 3) Execution of said materials with peers, evaluation of the materials.

- Active participation in activities and discussions, critical evaluation of the examples of communicative techniques 1 ects 5-1/fail
- Preparation of age and curriculum appropriate communicative materials, execution of the materials with peers, evaluation of the materials 1 ects 5-1/fail

More literature information and extra material:

Klippel, F. (2012). *Keep Talking*. Cambridge: Cambridge University Press.

Tomlinson, B. (2011). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

Ur, P. (2014). *Discussions and more: Oral fluency practice in the classroom*. Cambridge: Cambridge University Press.

Ur, P., & Wright, A. (1995). *Five-Minute Activities*. Cambridge: Cambridge University Press.

Wright, A., Betteridge, D., & Buckby, M. (2005). *Games for Language Learning*. New York: Cambridge University Press.

Watcyn-Jones, P. (2004). *Pair Work 1: Elementary-Intermediate*. London: Pearson.

Course materials prepared by the lecturer, student-made materials, Internet resources

Evaluation:

5 - 1 /fail (for criteria of assessment see 'requirements')

Timing:

Period 3 Target

Group:

3rd year

Tutor:

Elizabeth Alssen, university lecturer, English and teaching of other / foreign / additional languages

Language of instruction:

Englanti/English

Additional information:

The course is intended for those students in class teacher education and training who specialize in English. Admission priority will be given to those students, based on prerequisites. Detailed information regarding the course content and assignments will be provided at the first session.

LAER0330 Introduction to the study of language, 1 ECTS

Aim:

Students should be able to demonstrate knowledge of the basic concepts in linguistics useful in teaching a foreign language.

Contents:

The course will cover those areas of the language study which are of particular interest in teaching English: theories of language acquisition and learning, issues in semantics, pragmatics, sound system, and language analysis on morphological, word and sentence levels.

Previous studies:

LAPE1622 *Teaching other languages: English, Swedish* (4 op/ects).

International students: LAPE1622 *Teaching other languages: English, Swedish* (3 or 4 ects), or courses with the corresponding content.

International students: CEFR level B2 of English is recommended to follow classes and complete course assignments. A very general assessment of one's CEFR level can be found [here](http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html).

<http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html>

Methods:

Contact teaching 20 h

Teacher presentations, individual, pair, and group work in-and out-of-class

Requirements:

Active participation and the end-of-course exam

All students are expected to do pre- and post-class activities, and participate in activities and do assignments related to the course methodology: enhanced English-medium Instruction (EMI) or Content and Language Integrated Learning (CLIL).

Active participation and the end-of-course exam	1 ect	5-1/fail
OR		

A literature-based exam / a book exam	1 ect	5-1/fail
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More literature information and extra material:

Finegan, E. (2008). Language: Its structure and use. Boston: Thomson-Wadsworth.

Lightbown, P. M. & Spada, N. (2006) How Languages are Learned.OUP

Yule, G. (2010) The Study of Language. CUP Course materials prepared by the lecturer

Evaluation:

5 - 1/fail based on active participation and end-of-course exam

Timing:

Period 2

Target Group:

3rd year

Tutor:

Elizabeth Alssen, university lecturer, English and teaching of other / foreign / additional languages

Language of instruction:

Englanti/English

Additional information:

The course is intended for those students in class teacher education and training who specialize in English. Admission priority will be given to those students, based on prerequisites. Detailed information regarding the course content and assignments will be provided at the first session.

LAER0331 From English to World Englishes, 2 ECTS**Aim:**

Students will demonstrate awareness of the issues in the globalization of English and implications for the primary language classroom, for example, which variety of English should we teach? Students will be able to teach those aspects of culture, customs and traditions of selected Englishes which are included in the curriculum for the primary level.

Contents:

The course will cover the following areas: exploring language(s), culture(s), customs and traditions related to English and its selected global varieties, e.g. British, American, Australian, Canadian English; English as a lingua franca; issues in multilingualism and plurilingualism; a brief history of the English language – its origins and how it became a global language. The course focuses on the linguistic and cultural information which can be useful while teaching English at primary level.

Previous studies:

International students: CEFR level B2 of English is recommended to follow classes and complete course assignments. A very general assessment of one's CEFR level can be found [here](#).

<http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html>

Methods:

20 contact teaching hours and 33 hours of independent work.

Teacher presentations, group work, students' presentations (or projects), and poster presentations

Requirements:

All students: active participation, successful delivery of presentations and completion of projects.

Active participation in seminars	1 ects	Pass/fail
Projects and poster presentations	1 ects	5-1/fail

More literature information and extra material:

O'Driscoll, J. (2009). Britain for Learners of English. Oxford: Oxford University Press.

Kirkpatrick, A. (2007). World Englishes: implications for international communication and English Language Teaching. Cambridge: CUP.

Supplementary Literature:

Course materials prepared by the lecturer, journal articles, Internet resources, posters and presentations prepared by the students.

Evaluation:

5 - 1/fail based on requirements

Timing:

Period 3

Target Group:

3rd year

Tutor:

Elizabeth Alssen, university lecturer, English and teaching of other / foreign / additional languages

Language of instruction:

Englanti/English

Additional information:

The course is intended for those students in class teacher education and training who specialize in English. Admission priority will be given to those students, based on prerequisites. Detailed information regarding the course content and assignments will be provided at the first session.

LAPE1622 Teaching other languages, 4 ECTS

Aim:

- Students should be able to demonstrate basic knowledge of the selected approaches to foreign/other language teaching and learning: e.g. task-based approach, lexical approach, theme teaching, project- based teaching, communicative approach, teaching integrated skills, teaching through stories, content- based approaches.
- Students should be able to demonstrate knowledge of methods and techniques, including ICT-based methods, of teaching various language skills and language areas: reading, writing, listening, speaking, vocabulary, pronunciation, grammar.
- Students should also know how to present and practise the new language during a lesson.
- Students should be able to evaluate critically coursebook packages (CBPs) and other teaching materials.
- After the course students should be able to make a period and lesson plan, appropriate to age and curriculum, based on a ECTS or a theme.
- Students should be able to assess and evaluate pupils' learning and progress by applying traditional assessment methods (e.g. test, observations) and other assessment methods (e.g. the language portfolio, assessment through projects, profiling and self-assessment).

Contents:

The course consists of two parts:

3 op/cr/ects and 1 op/ cr/ects, which are complementary.

- The 3 op/ects (English) part of the course covers in a brief but comprehensive way the major aspects of foreign/other language teaching.
 - The basics of the following themes and topics will be addressed during the course:

- children vs adults in learning foreign languages; current concepts in language education; different methods and approaches to teaching other languages; typical foreign language lesson structures and other types of foreign language lessons; teaching various language skills and areas (the four skills: speaking, listening, reading, writing, and grammar, vocabulary and pronunciation),
- teaching integrated skills; planning: based on CEFR levels, the European Language Portfolio, OPS 2016; making a period plan and a lesson plan; planning instructional sequences for the presentation and practice of the new language; approaches to correction; motivating young learners; assessment and evaluation: traditional assessment methods (e.g. tests, observation), other assessment methods (e.g. projects, the language portfolio, self-assessment, profiling);
- ICT in foreign language teaching; evaluating coursebook packages (CBPs) as teaching materials; classroom management.
- The 1 op (Swedish) part will include the role of foreign languages in phenomenon or topic/project based learning.
 - Students will design and present a relevant project. They will also prepare and deliver micro-teaching sessions focusing on the content of the Swedish curriculum for grade six.

Transitional Provision:

International students: CEFR level B2 of English is recommended to follow classes and complete course assignments. A very general assessment of one's CEFR level can be found [here](#).

<http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html>

Methods:

Finnish students:

40 contact teaching hours (kontaktiopetus) and 66 hours of independent work (in groups / itsenäinen pienryhmätyöskentely and individually / itsenäinen yksilötyöskentely).

International students (the English part of the course):

30 contact teaching hours and 50 hours of independent work (3 ects).

Contact teaching includes: teacher presentations, tutorials, individual, pair-, and group-work, student-prepared and delivered presentations, "teaching tasters" for students (micro-teaching).

Independent work includes: work out-of-class, pre-class and post class activities, written assignments / written course work. Methods and approaches underpinning course implementation: tertiary CLIL (Content and Language Integrated Learning) / EMI (English-medium instruction).

Relevance to working life and OPS 2016: Primary/ class teachers have a unique opportunity of combining foreign / other language teaching with subject / content teaching as they teach all, or at least most, of the school subjects. The structure and content of the course promotes language proficiency, thinking skills, a holistic approach to school teaching through combining languages, multicultural awareness, plurilingualism and pluriliteracies (Refs: OPS 2016, pp.218-219).

The course content reaches beyond the course by preparing prospective primary teachers to face current and future challenges of language and subject education.

Requirements:

ICT presentations, period and lesson plans, micro-teaching project design presentations. Full attendance and active participation is expected of each student, so students should make every effort to attend every class. In addition to in-class participation students are also expected to work independently (see "Toteutus / Implementation" section).

International students: if a grade is required by the home university, additional (written or oral) assignments (e.g. a test, a reflective journal) may be requested.

FINNISH STUDENTS

Active participation in seminars, and making a period and a lesson plan 2 ects Pass/fail

ICT presentation / making ICT language teaching materials and designing a language learning project 1
ects Pass/fail

Micro-teaching (English and Swedish) 1 ects Pass/fail

INTERNATIONAL STUDENTS

3 ects

Without grading (pass / fail):

Active participation in seminars and making a period and a lesson plan 2 ects Pass/fail Micro-teaching
(English) and ICT presentation 1 ects Pass/fail

With grading (5-1 / fail):

Active participation, making a period and a lesson plan, additional assignments 2 ects 5-1/fail

Micro-teaching (English) and ICT presentation 1 ects 5-1/fail

More literature information and extra material:

Brewster, J., Ellis, G., & Girard, D. (2002) . The Primary English Teacher's Guide. Harlow: Penguin English
Guides.

Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge: Cambridge University Press.

Ioannou-Georgiou, S., & Pavlou, P. (2003). Assessing Young Learners. Oxford: Oxford University Press.

Larsen-Freeman, D. (2000). Teaching Techniques and Principles in Language Teaching. Oxford: Oxford
University Press.

Moon, J. (2005) . Children Learning English: A guidebook for English language teachers. Oxford: Macmillan.

OPS 2016: Perusopetuksen opetussuunnitelman perusteet 2014. [The Finnish National Core Curriculum
for Basic Education 2014]. (2014). Helsinki: National Board of Education.

Read, C. (2007) . 500 Activities for the Primary Classroom. Oxford: Macmillan.

Ur, P. (2012). A course in English language teaching. Cambridge: Cambridge University Press.

Vale D., & Feunteun A. (1995). Teaching Children English - A Training Course for Teachers of English to
Children. Cambridge: Cambridge University Press. 10th printing 2003.

Woodward, T. (2001). Planning lessons and courses. Designing sequences of work for the language
classroom.

Cambridge: Cambridge University Press.

Supplementary Literature:

The basic course materials will be prepared by the lecturers, e.g. presentation slides, handouts, webpages.

In addition: documents about language teaching and learning issued by the Council of Europe and
UNESCO, the UL TTS (harkkari) English and Swedish language curriculum, journal articles and other
resources recommended during the course, coursebook packages (CBPs), Internet resources, other
materials selected by the lecturers.

Evaluation:

Continuous assessment. Pass/fail based on requirements. International students: pass/fail based on
requirements.

However, if the home university of a student requires a grade, it can be granted on request. Grading scale
(5-1

/fail). If grading is needed, the lecturer should be informed by the second session of the course at the
latest.

Timing:

Period 1 (and partly 2)

Target Group:

2nd year Finnish students, international students (undergraduate, graduate)

Exemptions:

Information on compensatory assignments will be provided at the first session of the course.

Tutor:

Elizabeth Alssen, university lecturer, English and teaching of other / foreign / additional languages

Language of instruction:

3 op/ects part - English (Finnish can be used in some assignments) 1 op/ects part - Finnish/ Swedish / English

Compulsory:

Compulsory

Additional information:

Detailed information regarding the course will be provided at the first session.

WSTU1513 Woman in History, 5 ECTS**Aim:**

The students will get basic knowledge of gender and history with an emphasis on equality struggles, and global hegemonic regimes that are always in process. After the course the students are able to read and analyse history from a gender perspective.

Methods:

Essay of the literature. See the instructions for writing essays below.

Burton, Antoinette (ed.) (1999/2005): Gender, Sexuality and Colonial Modernities. Routledge, e-book

<http://ebookcentral.proquest.com/lib/ulapland-ebooks/reader.action?docID=238714>

Mill, John Stuart (1869/2005): The Subjection of Women. e-book

<http://ebookcentral.proquest.com/lib/ulapland-ebooks/reader.action?docID=3314651>

or

Moring, Anna (ed.) (2006): Politics of Gender. A Century of Women's Suffrage in Finland. (The book is also available in the Gender Studies' library).

Scott, Joan Wallach 1999: Gender and the Politics of History.

Tutor:

Tutor Leena-Maija Rossi

Additional information:**Instructions for writing learning diaries and essays**

When taking courses, please contact the teacher by e-mail in order to get more detailed instructions for writing essays and learning diaries. You may concentrate on different areas of Gender Studies, for example Finnish women's position in a historical perspective; gender and sexuality in culture and society, or more focused on gendered practices in working life or gendered representations in media.

A learning diary combines the read literature together with student's knowledge from her/his own studies and life/work experiences. Students are encouraged to use also newspapers, magazines, social media and web material as data when possible.

In an essay the student produces her/his writer's own analysis and opinion rather than paraphrases what someone else has already said. An essay should have one central theme and a discussion linked to the argument. The title of the essay should relate to the question/problem one wants to discuss.

Format guidelines: An essay for 3 ECTS equals 6 printed pages in a standard font (e.g. Times Roman, 12 p), 1.5

line spacing, margins max 2.5 cm/an inch throughout. The works cited and the source of quotations must always be mentioned.

WSTU1514 Women in the North, 5 ECTS**Aim:**

The course offers knowledge of gender dimensions operating in the north. It discusses gendered aspects of northern livelihoods, communities, traditions and histories, by viewing the Arctic area.

After completion of the course the student is able to:

- Recognize question of gender being relevant to the North and the Arctic

- Discuss gendered features of the northern cultures and societies

Contents:

The course includes seminar and self-study in a form of writing an essay.

The topic of gender in the north and course literature is presented in the first seminar meeting (2h). The specific focus of the introduction is on intersectionalities of gender and ethnicity taking place in the North. For the second seminar meetings (4h), students will submit their initial essays to be then presented, discussed and guided further in the seminars.

Methods:

Lectures and seminar (4+6h), writing an essay and active participation to the seminar.

Requirements:

Active participation to the seminar and successful completion of the essay.

Evaluation:

Grades 5-1/fail

Timing:

Spring semester

Tutor:

Heidi Sinevaara-Niskanen

Language of instruction:

English

WSTU1515 Gender System of Society, 5 ECTS

Aim:

The course offers students conceptual tools to examine culture and society from gender perspective. The specific studies consist of research on equality in working life and education, and cultural representations. The students will learn the concepts of embodiment, gender and sexuality, which are linked to the discussions of power.

Methods:

Lectures, group discussions and learning diary (see the instructions for writing the diary below).

OR a written essay: choose three books from the literature:

More literature information and extra material:

- 1) Ahmed, Sara (2012) On Being Included. Racism and Diversity in Institutional Life.
- 2) Bordo, Susan (1995) Unbearable Weight. Feminism, Western Culture and the Body
- 3) Kappler, Karolin Eva (2009) Living with Paradoxes. Victims of Sexual Violence in Germany and the Conduct of Everyday Life. e-book.
- 4) Representation. Cultural representations and Signifying Practices, 1997, ed. by Stuart Hall
- 5) Skeggs, Beverley (1997) Formations of Class & Gender: Becoming Respectable

Evaluation:

Grades 5-1/fail

Timing:

Spring semester

Tutor:

Leena-Maija Rossi

Language of instruction:

English

Additional information:**Instructions for writing learning diaries and essays**

When taking courses, please contact the teacher by e-mail in order to get more detailed instructions for writing essays and learning diaries. You may concentrate on different areas of Gender Studies, for example Finnish women's position in a historical perspective; gender and sexuality in culture and society, or more focused on gendered practices in working life or gendered representations in media. A learning diary combines the read literature together with student's knowledge from her/his own studies and life/work experiences. Students are encouraged to use also newspapers, magazines, social media and web material as data when possible.

In an essay the student produces her/his writer's own analysis and opinion rather than paraphrases what someone else has already said. An essay should have one central theme and a discussion linked to the argument. The title of the essay should relate to the question/problem one wants to discuss.

Format guidelines: An essay for 3 ECTS equals 6 printed pages in a standard font (e.g. Times Roman, 12 p), 1.5 line spacing, margins max 2.5 cm/an inch throughout. The works cited and the source of quotations must always be mentioned.

WSTU1518 Gendered Education, 5 ECTS**Aim:**

The course offers students perspectives for examining gendered practices in upbringing and formal education, as well as conceptual tool for analysing and interpreting gendered meaning systems in education.

Contents:

Concepts of knowledge and power will be introduced and discussed as background to analyzing gendered learning, teaching and gender structures in education.

Gendered structures and practices will be discussed using cases and other materials from pre-school to university level, as well as adult education.

Methods:

Tutored study group: orientative lectures by tutor and presentations of each student (18 h)

Requirements:

Regular attendance, active participation, presentation and successful completing of the final assignment. The final assignment is a reflective essay.

More literature information and extra material:

Literature will be suggested and provided during the course by tutor.

Evaluation:

Grades 5-1/fail

Timing:

Next course will be arranged in fall semester 2018.

Tutor:

Tutor Kirsti Lempiäinen

Language of instruction:

English

WSTU1519 Introduction to Women's Studies, 5 ECTS**Aim:**

The aim of the course is to familiarize students with the field of feminist studies by offering working knowledge of feminist discussions and concepts, and their relationship to other fields of study.

Contents:

The introductions done throughout different concepts of feminist thinking by discussing the ways they link to the current and multidisciplinary materials assigned by the instructors.

Methods:

Seminar (15h), exercises and active discussion.

Requirements:

Regular attendance, active participation, required readings and successful completion of the final assignment. The final assignment is a reflective essay/learning journal.

More literature information and extra material:

Connell, Raewyn 2009. Gender. Short Introductions, 2 nd ed.

Evaluation:

Grades 5-1/fail

Timing:

In Fall semester

Tutor:

Leena-Maija Rossi & Kirsti Lempiäinen & Heidi Sinevaara-Niskanen

Language of instruction:

English

Additional information:

Minimum size of the seminar group: 8 persons

GKAS3411 The Phenomenon of Globalization & Cultural Diversity, 7 ECTS

Aim:

Upon completing the course, the student

- is able to analyse globalization and world events in the context of history, taking to account the risks and opportunities related to periods of transition.
- obtains an overview of the evolution of the forms of social cooperation and the various ways by which it is manifested from the local level to the global.
- achieves a critical understanding about the prerequisites of sustainable and inclusive globalization, considering both the collective needs of humankind and the requirements of diversity.
- is capable of reflecting on and analysing broadly the challenges and opportunities presented by multiculturalism and pluralism to the functioning of the society and to the concept of citizenship.
- recognizes and is able to view from different perspectives those civic and educational skills and capabilities that are needed for the realization of sustainable and inclusive globalization.
- is able to solve and implement the problematics of individual rights vs. societal obligations, of freedom vs. responsibility, to problems on global level.

Contents:

Social development and forms of cooperation as historical and evolutionary processes; reactive vs. proactive evolution and the role of education in defining the future state of society; discerning world events in the context of global transition; strengthening global solidarity in some of the key issues of humankind; consciousness of the Earth as a shared home the protecting of which is a collective concern; prerequisites for sustainable and inclusive globalization; the problematics of multiculturalism and the related pluralism; the challenge of diversity and the role of cultural sensitivity; schools as identity builders and as growing grounds for a sustainable and inclusive culture.

Previous studies:

General and basic studies in education.

Methods:

Lectures: 24 h, group discussions: 6 h, independent work: 155 h

Requirements:

Active participation in the lectures and group discussions; study of the literature; writing an essay (in pairs or in small groups); writing a learning journal (individually); for those students who have completed either the course KKAS2128 or the course LKAS2105, some compensation in how to complete the tasks can be made (negotiated on a case-to-case basis).

More literature information and extra material:

Global Change and Challenge, R. Bennett & R. Estall (eds.), 1991.

An Introduction to Intercultural Communication — Identities in a Global Community, F. E. Jandt, 2004.

Beyond the Limits: Global Collapse or a Sustainable Future, D. H. Meadows & D. L. Meadows & J. Randers, 1992.

Global Education 2010, Ministry of Education in Finland, 2007.

Great Transition: The Promise and Lure of the Times Ahead, P. Raskin & al., 2002.

Learning for Tomorrow, A. Toffler (ed.), 1974.

Evaluation:

5-1/fail

Timing:

3rd academic year, September (1st period, autumn term).

Target Group:

Students with special interest in the global and multicultural dimension of education.

Tutor:

Partow Izadi, senior lecturer. Language of instruction: English & Finnish Compulsory:

Required from students that have chosen Global Education as a minor subject; optional for others

GKAS3412 Human Rights, Global Ethos and the Problem of Religion, 6 ECTS

Aim:

Upon completing the course, the student

- understands and is able to analyse universal and ethical challenges presented by a multicultural and multiproblematic world, and to view the necessity of global standards (esp. human rights) in solving collective challenges.
- is able to problematize the reality of a pluralistic society and discerns its ethical-moral possibilities and limitations.
- is capable of viewing the global effects of the Western world view as well as its strengths and weaknesses in relation to global challenges and the diversity of world views prevailing amidst humankind.
- acknowledges the problem of religion: on the one hand, the roots of social conflicts often originating from religion, and on the other hand, the historical civilizing effect of world religions.
- has become acquainted with the ongoing interfaith dialogue and the related quest for a common ethical foundation as an attempt to break with the traditional deadlock of religions and proceed towards a more constructive realization of the phenomenon of religion in the society.

Contents:

The necessity of globally sustainable standards, such as the UN's Declaration of Human Rights, in the face of universal challenges, and applying these in the world's multicultural and the society's pluralistic reality; the Western civilization, its historical global influence and the opportunities and pitfalls it offers; the influence of religions on the life of society; religions both as dynamic and regenerative civilizational impulses and as engines driving conflicts and inequality; the ongoing interfaith dialogue with its possibilities and shortcomings.

Previous studies:

course GKAS3411 (exceptions negotiable).

Methods:

Lectures: 20 h; group discussions: 5 h; independent work: 135 h.

Requirements:

Active participation in the lectures and group discussions; study of the literature; writing an essay (in pairs or in small groups); writing a learning journal (individually)

More literature information and extra material:

The Spirit of Community: Rights, Responsibilities and the Communitarian Agenda, A. Etzioni, 1995.

Education for Global Responsibility, Ministry of Education in Finland (eds. T. Kaivola & M. Melén-Paaso), 2007.

World Citizenship: Allegiance to Humanity, J. Rotblat, (ed.), 1997.

In addition, the student selects other source books in consultation with the teacher.

Evaluation:

5-1/fail

Timing:

3rd academic year, November (2nd period, autumn term).

Target Group:

Students with special interest in the global and multicultural dimension of education.

Tutor:

Partow Izadi, senior lecturer. Language of instruction: English & Finnish.

Compulsory:

Required from students that have chosen Global Education as a minor subject; optional for others.

GKAS3413 Civic Education, Good Governance & Active Citizenship, 7 ECTS**Aim:**

Upon completing the course, the student

- has obtained a general understanding of the potential role of education, as a manageable change agent.
- has become acquainted with the principles related to working with a multicultural class, and he/she has the capability to promote, in the school or the class, the practice of multicultural and responsible citizenship.
- knows about the mutual interdependencies of the various components and structures of society.
- understands principles of good governance and is able to apply them to various levels of human society, including the school environment and the classroom.
- is capable of applying practices of good governance on the grassroots level, especially on the small local (village or neighbourhood) community level.
- is acquainted with the trends and emerging requirements of international law and order, i.e. global governance.

Contents:

Reactive vs. proactive education and its future-building role; the significance of universal participation to social existence and justice; exercise task: planning an experimental curriculum for 'global education'; participants of society: individuals, institutions and the community; cohesive forces of society: ethos and legislation; general principles of good governance; the problematic nature of power and pursuit of power; democracy as an attempt to harness the wielding of power for common good instead of the privilege of those in power; education as a tool for conflict prevention and post-conflict stabilization; the possibilities of global governance; simulation task: exercise in democratic and participatory problem-solving.

Previous studies:

courses GKAS3411-GKAS3412 (exceptions negotiable).

Methods:

Lectures: 24 h; group discussions: 6 h; exercises: 9 h; independent work: 146 h.

Requirements:

Active participation in the lectures, group discussions and exercises; performing the exercise and simulation assignments (in small groups); getting acquainted with the literature; writing a learning journal (individually).

More literature information and extra material:

No Limits to Learning, J. Botkin & M. Elmandjra & M. Malitza, 1978.

Our Global Neighbourhood, The Commission on Global Governance (co-chairmen I. Carlsson & S. Ramphal), 1995.

Designing Authentic Education for Democracy, J. M. Fischer & G. Mazurkiewicz (eds.), 2009.

Education for Global Responsibility: A Challenge to Humanity's Collective Coming of Age, P. Izadi, 2008.

The Art of Crossing Cultures, C. Storti, 1990.

Our Creative Diversity, World Commission on Culture and Development (chairman J. P. de Cuéllar), 1995.

Evaluation:

5-1/fail

Timing:

3 rd academic year, January (3 rd period, spring term).

Target Group:

Students with special interest in the global and multicultural dimension of education.

Tutor:

Partow Izadi, senior lecturer. Language of instruction: English & Finnish Compulsory:

Required from students that have chosen Global Education as a minor subject; optional for others.

GKAS3414 Theory & Research of Global Education, 5 ECTS**Aim:**

Upon completing the course, the student

- has become familiar with futures studies and systems theory from a point of view relevant to global education
- is capable of formulating and presenting practical and scientific questions and is able to exercise critical and independent thinking when studying the relevance of the science of education to sustainable and inclusive global development.
- is acquainted with the field of research in global education and multiculturalism and is aware of the ethical dilemmas involved in studying unfamiliar cultural contexts.
- is able to apply action research models and practices in order to perform research and development projects relevant to global education.

Contents:

Review of the field of research in global education; future studies as well as systems theory and its basic postulates; the role of education as a future-building societal force; the possibilities of the science of education to respond to the societal task of education; global education and ethical dilemma of research in multiculturalism; action research and the field of learning research as systematic tools for the development of education, schools and local communities.

Previous studies:

courses GKAS3411-GKAS4313 (exceptions negotiable).

Methods:

Lectures: 16 h; group discussions: 4 h; independent work: 110 h.

Requirements:

Active participation in the lectures and group discussions; study of the literature; writing an essay (in pairs or in small groups); writing a learning journal (individually).

More literature information and extra material:

In Quest of the Science of Education, P. Izadi, 2003.

In addition, the student selects other source books in consultation with the teacher.

Evaluation:

5-1/fail

Timing:

3 rd academic year, March (3 rd period, spring term).

Target Group:

Students with special interest in the global and multicultural dimension of education.

Tutor:

Partow Izadi, senior lecturer. Language of instruction: English & Finnish

Compulsory:

Required from students that have chosen Global Education as a minor subject; optional for others.