

University of Lapland

KTK - Education - Courses in English 21-22

Code	Name	Credits
Opintotarjonta vain vaihto-opiskelijoille		0
IEDU0001	<i>Early Childhood Education and Care professional experience</i>	0
IEDU0002	<i>The comparative essay on the ECEC professional experience</i>	0
IEDU0003	<i>Primary school professional experience</i>	0
IEDU0004	<i>The comparative essay on the primary school professional experience</i>	0
IEDU0005	<i>Special and Inclusive Education: school experience</i>	0
IEDU0008	<i>Teaching English as a foreign language (EFL)</i>	0
IEDU0011	<i>Finnish System of Education</i>	0
IEDU0012	<i>English: Observation Period Leading to the Teaching Experience</i>	0
IEDU0013	<i>English: Teaching Experience</i>	0
IEDU0014	<i>English: The Teaching Experience Reflective Report (TERR)</i>	0
Opintotarjonta vaihto-opiskelijoille ja perusopiskelijoille		0
LAPE1623	<i>Pedagogy of English and Swedish languages</i>	0
LAPE1630	<i>Pedagogy of English and Swedish languages– project part</i>	0
LKAS2201	<i>CLIL for primary teachers</i>	0
MKAS3107	<i>Global Media Education</i>	0
Arctic inclusive education		0
AIED0001A	Arctic Inclusive Education: Educational Challenges in the Arctic – Education for All	0
AIED0001B	Arctic Inclusive Education: Inclusive Education and Pedagogy	0
AIED0001C	Arctic Inclusive Education: Sámi Presence in Educational Settings	0
KAPS0100-1008	Basic Studies in Educational Psychology	25
KAPS0102	<i>The development and agency of a human being</i>	0
KAPS0113	<i>Crises of growth and development</i>	0
KAPS0114	<i>Positive psychological perspectives to educational psychology</i>	0
KAPS0115	<i>Love, relationships, and social development</i>	0
KAPS0116	<i>Learning and ways of supporting the learner's self-conception</i>	0
LAER0320-1008	English Language	25
LAER0341	<i>EFL: Oral communication and speech production</i>	0
LAER0342	<i>Introduction to Anglosphere studies: language, cultures and societies</i>	0
LAER0343	<i>TEFL materials as key tools in language learning</i>	0
LAER0344	<i>EFL: Writing for academic and professional purposes</i>	0
LAER0345	<i>Early English language teaching in grades 1-2</i>	0
LAER0346	<i>English Didactics Seminar</i>	0
GKAS3000-1008	Global Education	25

GKAS3411	<i>The Phenomenon of Globalization & Cultural Diversity</i>	0
GKAS3412	<i>Human Rights, Global Ethos and the Problem of Religion</i>	0
GKAS3413	<i>Civic Education, Good Governance & Active Citizenship</i>	0
GKAS3414	<i>Theory & Research of Global Education</i>	0
Gender Studies		0
WSTU1519	<i>Introduction to Gender Studies</i>	0
WSTU1515	<i>Gender, Society and the Arctic</i>	0
WSTU1518	<i>Gendered Education</i>	0
UNIPIDin verkko-opinnot		0

Opintotarjonta vain vaihto-opiskelijoille: 0 op

IEDU0001 Early Childhood Education and Care professional experience: 6 op

Objectives

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

Accomplishment methods

- Professional experience: ECEC placement for 4 weeks
 - o 1. week: observation and planning (at least 15h/week)
 - o 2.-4. week: teaching or conducting activities 10h/week
 - o Total 120 h work: 45 h observation and practice and 75 h planning and assessment
- Individual work: Report
 - o After the practice a student will write a reflective essay based on his/her experiences and literature.
 - o Total 40 h work (length of essay 20 pages).

Study methods

- Professional experience:
 - o Active participation in the planning and conducting of activities with children
 - o Discussions with the ECEC staff within the setting (e.g. local curriculum)
- A report, in which students address:
 - o The most important things learned during their ECEC placement
 - o 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)

Further information

The evaluation:

Pass/Fail

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

Evaluation scale

H-5

Assessment criteria

0-2

0

- no attending in practicing and/or the report is not submitted.
- the report content is very poorly organized; it's too difficult to follow the content. the content presentation is one-sided: it either contains a very personal "diary" or lists only course content items but not both;
- the report lists only the "learning events" (what happened during classes); there is no reflection or analysis included
- the report describes in detail what happened, quoting text from slides and handouts but there is no evidence of how that content influenced student's learning
- the self-evaluation aspects are mostly missing or are inadequate. The student lists a few strengths and areas to improve but there are no links to theory. The student's evaluation skills do not meet the minimum criteria for self-evaluation.

1-2

- attending in practicing
- the report is to the point but not well organized
- the report includes successful learning and difficulties (if any) the student encountered during the course but they are described in a personal or "diary" style rather than in an objective and constructive way
- the report includes both entries about what happened (a short list, or a brief description) and description of student's reaction and what they learned during the process; however, the entries are short or imbalanced (e.g. more description of what happened than reflection); those reflections include sporadic references to previous learning experiences and learning expectations, or none at all; the learning process of the student is not easy to follow
- the report includes a description rather than evaluation of teaching methods with regard to student's learning; no alternative solutions are proposed
- the learning process is not well analysed; immediate benefits of the course are mentioned sporadically but there is no reference as to how the learning experience can be used in the future by the student as an individual or an expert in the field
- the student is able to reflect on own teaching and evaluate the teaching experience sufficiently. Both strengths and areas to improve are considered but sometimes superficially. Some aspects of selfevaluation may be inadequate or missing. There are very few or no links to theory. The student demonstrates a satisfactory level of self-evaluation skills. It is not quite clear if the student can use the learning experience in future teaching.

3-4

3-4

- attending in practicing
- the learning report is well organized and to the point

- the report contains both successful learning and difficulties (if any) the student encountered during the course; those are presented in a constructive way
- the report includes both entries about what happened (a short list, or a brief description) and description of student's reaction and what they learned during the process; those reflections include references to previous learning experiences and learning expectations but not learning theories; the learning process of the student is not described quite clearly
- the report includes a description rather than evaluation of teaching methods with regard to student's learning: what helped and hindered learning; only a few alternative solutions are proposed
- the learning process is well analysed; the report includes immediate benefits of the course but does not indicate how the learning experience can be used in the future by the student as an individual or an expert in the field
- The student is able to reflect on own teaching and evaluate the teaching experience thoroughly. Both strengths and areas to improve are considered. The report includes accurate analysis of the teaching experience with frequent links to theory. The student demonstrates a good level of self-evaluation skills. It is evident that the student can use the learning experience in future teaching.

5

5

- attending in practicing
- the report is very well organized and to the point
- the report contains both successful learning and difficulties (if any) the student encountered during the course; those are presented in a constructive way
- the report includes both entries about what happened (a short list, or a brief description) and description of student's reaction and what they learned during the process; those reflections include references to learning theories, previous learning experiences and learning expectations; the learning process of the student is described explicitly
- the report includes evaluation of teaching methods with regard to student's learning: what helped and hindered learning; alternative solutions are proposed
- the learning process is very well analysed; the report includes immediate benefits of the course and what can be used later with regard to students as individuals and professionals in their fields of study
- The student is able to reflect on own teaching and evaluate the teaching experience in an excellent way. Both strengths and areas to improve are considered. The report includes in-depth analysis of the teaching experience with links to theory. The analysis follows, or extends, guidelines. The student demonstrates a high level of self-evaluation skills. It is evident that the student can use the learning experience in future teaching.

Pass / fail

Pass: see criteria 3-5

Fail: see criteria 0-2

IEDU0002 The comparative essay on the ECEC professional experience: 4 op

Objectives

- Student will learn to reflect his/her own actions and choices during their teaching
- Student can read, assess and produce academic text, that follows the style of academic writing
- Student can design and implement a small-scale empirical scientific study and conduct a small interview at their practice kindergarten
- Student learns more about their own interests in the field of education
- Student can choose appropriate data processing method

Contents

- Familiarization with the academic literature
- Structuring the topic of the student's choice
- Writing a small empirical study that is based on the student's professional experience

Accomplishment methods

The study course is interlinked to the IEDU0001 course:

After professional experience, a student can widen his/her excellence in ECEC by a small-scale empirical study.

Study methods

Individual work (106 hours)

During the professional experience:

- o Choose a topic for your reflective essay that you want to study and know more
- o Interview someone at your ECEC placement about the topic to get their perspective on it and write their thought down

After the professional experience write an essay about following items:

- o Short info about your practice place and your group
- o Your topic
 - The academic background of it: what does the previous academic studies say?
 - Why the topic is important to you?
- o Your study methods and how you started to approach and to structure your topic
- o The results
 - How was your topic present during your teaching practice?
 - What did you find out from the interview?
- o The conclusions
 - Your own thoughts and conclusions about the topic
 - The situation in Finland vs. your home country
 - Your own reflections on the topic: how does this knowledge help you to be a highly qualified early childhood educator?

Further information

The evaluation:

Pass/Fail

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

Evaluation scale

H-5

Assessment criteria

0-2

Fail / returned for revision (0):

The text is copied (and pasted) from the reference material. This is plagiarism and leads to further consequences.

The author only lists the ideas from the reference materials. The author's point of view is not revealed. The content does not relate to the assignment. The essay is poorly structured. The author uses only web sites and lecture notes as reference materials. Writing lacks coherence and logic. The language is incomprehensible. The in-text and end-of text references acknowledge less than 40% of the sources or are missing altogether. The format of the references is not consistent with a chosen referencing style. The essay is shorter than a minimum required length.

Sufficient (1):

The author only lists the ideas from the reference materials. The author's point of view is not revealed. The essay is poorly structured. The author uses only web sites and lecture notes, occasionally a book chapter or governmental documents but no research. Writing lacks coherence and logic. The in-text and end-of text references acknowledge only 40%-50% of the sources. Some references are not relevant or outdated. The format of the references is not consistent with a chosen referencing style.

Satisfactory (2):

The author occasionally summarizes but mostly only lists the ideas from the reference materials. The author's point of view can come out occasionally. The essay is poorly structured. The author uses only a few of the following materials: journal articles, book chapters, governmental documents, or uses predominantly only web sites or lecture notes. Writing lacks coherence. The author uses in-text and end-of-text references to acknowledge at least 50%- 60% of the sources (e.g. journal articles, governmental documents, Internet sites). The references are relevant and less relevant. Recent and less recent references are used. The format of the references is not consistent with a chosen referencing style.

3-4**Good (3):**

The points of comparison and the description of research show that the author understands the main issues of the topic. The author's point of view is presented. The author summarizes well the ideas of the reference materials but the writing lacks extensive analysis of the content in the reference materials. The structure of the essay is quite clear and understandable. The author uses some of the following materials: journal articles, book chapters, governmental documents. Writing is quite accurate. The author uses in-text and end-of-text references to acknowledge at least 80% of the sources (e.g. journal articles, governmental documents, Internet sites). The references are relevant and mostly recent. The format of the references is mostly consistent with a chosen referencing style.

Very good (4): The comparison of education systems and the description of research show that the author understands the topic. The author's point of view is well formulated from the reference materials. The author uses a variety of materials, e.g. journal articles, book chapters, governmental documents. Writing is accurate and ideas are well formulated. The structure of the essay is clear and understandable. The author uses in-text and end-of-text references to acknowledge at least 90% of the sources (e.g. journal articles, governmental documents, Internet sites). The references are relevant and recent. The format of the references is consistent with a chosen referencing style. The length of the essay is appropriate.

5**Excellent (5):**

The author has selected relevant and well-justified points of comparison and research for the essay. The author's point of view shows an excellent understanding of how education systems are constructed and how they work. The ideas from the reference materials have been critically and thoughtfully used for the author's thinking and reflection. The author uses a variety of materials, e.g. journal articles, book chapters, governmental documents. Writing is precise, logical and convincing. The structure of the essay is clear and understandable. The author uses in-text and end-of-text references to acknowledge ALL the sources (e.g. journal articles, governmental documents, Internet sites). The references are relevant and recent. The format of the references is consistent with a chosen referencing style. The length of the essay is appropriate.

Pass / fail

Pass: see criteria 3-5

Fail: see criteria 0-2

IEDU0003 Primary school professional experience: 6 op

Objectives

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:

- o Understand the foundation of primary school education in Finland
- o Be able to compare the differences and similarities between Finland and home country systems
- o Be able to plan and conduct teaching activities in a Finnish primary school according to a local curriculum
- o 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

Accomplishment methods

Professional experience: Primary school placement for 4 weeks

- o 1. week: observation and planning (at least 15h/week)
- o 2.-4. week: teaching or conducting activities 10h/week
- o Total 120 h work: 45 h observation and practice and 75 h planning and assessment

Individual work: Report

- o After the practice a student will write a reflective report based on his/her experiences and literature.
- o Total 40 h work (length of essay 20 pages).

Study methods

Professional experience:

- o Active participation in the planning and conducting of activities with children
- o Discussions with the ECEC staff within the setting (e.g. local curriculum)

Individual work: Report:

- Short info about student's practice place and his/her class(room)/group
- The most important things a student has learned during the professional experience
- Any aspect of Finnish primary school that a student finds most interesting or most different from the systems in his/her home country (e.g. the most positive features; elements of the Finnish system that student would like to change; questions that students would like to ask)
- Student's thoughts about the Finnish curriculum and how she/he implemented it during his/her professional experience and lessons
- Student can attach his/her teaching plans, pictures etc.in the report

Further information

The evaluation:

Pass/Fail

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

Evaluation scale

H-5

Assessment criteria**0-2**

0

- no attending in practicing
- the report content is very poorly organized; it's too difficult to follow the content. the content presentation is one-sided: it either contains a very personal "diary" or lists only course content items but not both;
- the report lists only the "learning events" (what happened during classes); there is no reflection or analysis included
- the report describes in detail what happened, quoting text from slides and handouts but there is no evidence of how that content influenced student's learning
- the self-evaluation aspects are mostly missing or are inadequate. The student lists a few strengths and areas to improve but there are no links to theory. The student's evaluation skills do not meet the minimum criteria for self-evaluation.

1-2

- attending in practicing
- the report is to the point but not well organized
- the report includes successful learning and difficulties (if any) the student encountered during the course but they are described in a personal or "diary" style rather than in an objective and constructive way
- the report includes both entries about what happened (a short list, or a brief description) and description of student's reaction and what they learned during the process; however, the entries are short or imbalanced (e.g. more description of what happened than reflection); those reflections include sporadic references to previous learning experiences and learning expectations, or none at all; the learning process of the student is not easy to follow
- the report includes a description rather than evaluation of teaching methods with regard to student's learning; no alternative solutions are proposed
- the learning process is not well analysed; immediate benefits of the course are mentioned sporadically but there is no reference as to how the learning experience can be used in the future by the student as an individual or an expert in the field
- the student is able to reflect on own teaching and evaluate the teaching experience sufficiently. Both strengths and areas to improve are considered but sometimes superficially. Some aspects of selfevaluation may be inadequate or missing. There are very few or no links to theory. The student demonstrates a satisfactory level of self-evaluation skills. It is not quite clear if the student can use the learning experience in future teaching.

3-4

3-4

- attending in practicing
- the learning report is well organized and to the point
- the report contains both successful learning and difficulties (if any) the student encountered during the course; those are presented in a constructive way
- the report includes both entries about what happened (a short list, or a brief description) and description of student's reaction and what they learned during the process; those reflections include references to previous learning experiences and learning expectations but not learning theories; the learning process of the student is not described quite clearly
- the report includes a description rather than evaluation of teaching methods with regard to student's learning: what helped and hindered learning; only a few alternative solutions are proposed
- the learning process is well analysed; the report includes immediate benefits of the course but does

not indicate how the learning experience can be used in the future by the student as an individual or an expert in the field

- The student is able to reflect on own teaching and evaluate the teaching experience thoroughly. Both strengths and areas to improve are considered. The report includes accurate analysis of the teaching experience with frequent links to theory. The student demonstrates a good level of self-evaluation skills. It is evident that the student can use the learning experience in future teaching.

5

5

- attending in practicing
- the report is very well organized and to the point
- the report contains both successful learning and difficulties (if any) the student encountered during the course; those are presented in a constructive way
- the report includes both entries about what happened (a short list, or a brief description) and description of student's reaction and what they learned during the process; those reflections include references to learning theories, previous learning experiences and learning expectations; the learning process of the student is described explicitly
- the report includes evaluation of teaching methods with regard to student's learning: what helped and hindered learning; alternative solutions are proposed
- the learning process is very well analysed; the report includes immediate benefits of the course and what can be used later with regard to students as individuals and professionals in their fields of study
- The student is able to reflect on own teaching and evaluate the teaching experience in an excellent way. Both strengths and areas to improve are considered. The report includes in-depth analysis of the teaching experience with links to theory. The analysis follows, or extends, guidelines. The student demonstrates a high level of self-evaluation skills. It is evident that the student can use the learning experience in future teaching.

Pass / fail

Pass: see criteria 3-5

Fail: see criteria 0-2

IEDU0004 The comparative essay on the primary school professional experience: 4 op

Objectives

- Students will learn to reflect their own actions and choices during their teaching
- Students can read, assess and produce academic text, that follows the style of academic writing
- Student can design and implement a small-scale empirical scientific study and conduct a small interview at their practice school
- Student learns more about their own interests in the field of education
- Student can choose appropriate data processing method

Contents

- Familiarization with the academic literature
- Structuring the topic of the student's choice
- Writing a small empirical study that is based on the student's teaching practice

Accomplishment methods

The study course is interlinked to the IEDU0003 course:

After professional experience, a student can widen his/her excellence in primary education by a

small-scale empirical study

Study methods

Individual work (106 hours)

During the professional experience:

- o Choose a topic for your reflective essay that you want to study and know more
- o Interview someone at your primary education placement about the topic to get their perspective on it and write their thought down

After the professional experience write an essay about following items:

- o Short info about your practice place and your group
- o Your topic
 - The academic background of it: what does the previous academic studies say?
 - Why the topic is important to you?
- o Your study methods and how you started to approach and to structure your topic
- o The results
 - How was your topic present during your teaching practice?
 - What did you find out from the interview?
- o The conclusions
 - Your own thoughts and conclusions about the topic
 - The situation in Finland vs. your home country
 - Your own reflections on the topic: how does this knowledge help you to be a highly qualified primary school teacher?

Further information

The evaluation:

Pass/Fail

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

Evaluation scale

H-5

Assessment criteria

0-2

Fail / returned for revision (0):

The text is copied (and pasted) from the reference material. This is plagiarism and leads to further consequences.

The author only lists the ideas from the reference materials. The author's point of view is not revealed. The content does not relate to the assignment. The essay is poorly structured. The author uses only web sites and lecture notes as reference materials. Writing lacks coherence and logic. The language is incomprehensible. The in-text and end-of text references acknowledge less than 40% of the sources or are missing altogether. The format of the references is not consistent with a chosen referencing style. The essay is shorter than a minimum required length.

Sufficient (1):

The author only lists the ideas from the reference materials. The author's point of view is not revealed. The essay is poorly structured. The author uses only web sites and lecture notes, occasionally a book chapter or governmental documents but no research. Writing lacks coherence and logic. The in-text and end-of text references acknowledge only 40%-50% of the sources. Some references are not relevant or outdated. The format of the references is not consistent with a chosen referencing style.

Satisfactory (2):

The author occasionally summarizes but mostly only lists the ideas from the reference materials. The author's point of view can come out occasionally. The essay is poorly structured. The author uses only a few of the following materials: journal articles, book chapters, governmental documents, or uses predominantly only web sites or lecture notes. Writing lacks coherence. The author uses in-text and end-of-text references to acknowledge at least 50%- 60% of the sources (e.g. journal articles, governmental documents, Internet sites). The references are relevant and less relevant. Recent and less recent references are used. The format of the references is not consistent with a chosen referencing style.

3-4**Good (3):**

The points of comparison and the description of research show that the author understands the main issues of the topic. The author's point of view is presented. The author summarizes well the ideas of the reference materials but the writing lacks extensive analysis of the content in the reference materials. The structure of the essay is quite clear and understandable. The author uses some of the following materials: journal articles, book chapters, governmental documents. Writing is quite accurate. The author uses in-text and end-of-text references to acknowledge at least 80% of the sources (e.g. journal articles, governmental documents, Internet sites). The references are relevant and mostly recent. The format of the references is mostly consistent with a chosen referencing style.

Very good (4): The comparison of education systems and the description of research show that the author understands the topic. The author's point of view is well formulated from the reference materials. The author uses a variety of materials, e.g. journal articles, book chapters, governmental documents. Writing is accurate and ideas are well formulated. The structure of the essay is clear and understandable. The author uses in-text and end-of-text references to acknowledge at least 90% of the sources (e.g. journal articles, governmental documents, Internet sites). The references are relevant and recent. The format of the references is consistent with a chosen referencing style. The length of the essay is appropriate.

5**Excellent (5):**

The author has selected relevant and well-justified points of comparison and research for the essay. The author's point of view shows an excellent understanding of how education systems are constructed and how they work. The ideas from the reference materials have been critically and thoughtfully used for the author's thinking and reflection. The author uses a variety of materials, e.g. journal articles, book chapters, governmental documents. Writing is precise, logical and convincing. The structure of the essay is clear and understandable. The author uses in-text and end-of-text references to acknowledge ALL the sources (e.g. journal articles, governmental documents, Internet sites). The references are relevant and recent. The format of the references is consistent with a chosen referencing style. The length of the essay is appropriate.

Pass / fail

Pass: see criteria 3-5

Fail: see criteria 0-2

IEDU0005 Special and Inclusive Education: school experience: 4 op**Objectives**

To familiarize international students with the Finnish system of special and inclusive education. After course completion students should be able to demonstrate knowledge about similarities and differences regarding the Finnish and students' native system with reference to special and inclusive education.

Contents

During the school visits:

Observation

- the teaching methods
- the school/classroom atmosphere
- the pupils working methods
- how "the special pupils" are regarded by "the ordinary pupils"

Participation in class working (guiding) if possible.

After the school visits:

Writing a report:

- reading the literature before writing
- a scientific report (4-6 pages) about student's feelings and experiences, and reflection on how a student has perceived inclusion and exclusion in Finnish school system.
- comparison of the Finnish special needs education system and the system of student's own country

Accomplishment methods

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 have to be based on the inclusive education literature (given by the tutor or self-chosen).

Study methods

Orientation lecture (2 hours)

Individual work:

- Observation: school visits to 3-4 different classrooms/schools (one school day at a school) (20 hours)
- Reflective report based on the school experiences and literature (85 hours)

Further information

The evaluation:

Pass/Fail

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

Evaluation scale

H-5

Assessment criteria

0-2

0

- the report content is very poorly organized; it's too difficult to follow the content. the content presentation is one-sided: it either contains a very personal "diary" or lists only course content items but not both;
- the report lists only the "learning events" (what happened during classes); there is no reflection or analysis included
- the report describes in detail what happened, quoting text from slides and handouts but there is no evidence of how that content influenced student's learning



1-2

- the report is to the point but not well organized
- the report includes successful learning and difficulties (if any) the student encountered during the course but they are described in a personal or "diary" style rather than in an objective and constructive way
- the report includes both entries about what happened (a short list, or a brief description) and description of student's reaction and what they learned during the process; however, the entries are short or imbalanced (e.g. more description of what happened than reflection); those reflections include sporadic references to previous learning experiences and learning expectations, or none at all; the learning process of the student is not easy to follow
- the report includes a description rather than evaluation of teaching methods with regard to student's learning; no alternative solutions are proposed
- the learning process is not well analysed; immediate benefits of the course are mentioned sporadically but there is no reference as to how the learning experience can be used in the future by the student as an individual or an expert in the field

3-4

3-4

- the learning report is well organized and to the point
- the report contains both successful learning and difficulties (if any) the student encountered during the course; those are presented in a constructive way
- the report includes both entries about what happened (a short list, or a brief description) and description of student's reaction and what they learned during the process; those reflections include references to previous learning experiences and learning expectations but not learning theories; the learning process of the student is not described quite clearly
- the report includes a description rather than evaluation of teaching methods with regard to student's learning: what helped and hindered learning; only a few alternative solutions are proposed
- the learning process is well analysed; the report includes immediate benefits of the course but does not indicate how the learning experience can be used in the future by the student as an individual or an expert in the field

5

5

- the report is very well organized and to the point
- the report contains both successful learning and difficulties (if any) the student encountered during the course; those are presented in a constructive way
- the report includes both entries about what happened (a short list, or a brief description) and description of student's reaction and what they learned during the process; those reflections include references to learning theories, previous learning experiences and learning expectations; the learning process of the student is described explicitly
- the report includes evaluation of teaching methods with regard to student's learning: what helped and hindered learning; alternative solutions are proposed
- the learning process is very well analysed; the report includes immediate benefits of the course and what can be used later with regard to students as individuals and professionals in their fields of study

Pass / fail

Pass: see criteria 3-5

Fail: see criteria 0-2

IEDU0008 Teaching English as a foreign language (EFL): 2 op

Objectives

Upon completion of the course students should be able to demonstrate basic knowledge of the selected approaches to teaching English as a foreign/other/additional/second language: 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, 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. They should be able to evaluate teaching materials, and assess pupils' learning.

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: current concepts in foreign / additional language education; different methods and approaches to teaching foreign / additional languages, including ICT; structures and types of foreign language lessons; teaching language skills and areas; planning instructional sequences for the presentation and practice of the new language; evaluating teaching materials; approaches to correction; assessment and evaluation of pupils' learning. 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).

Accomplishment methods

Active participation and successful delivery of course assignments fulfilling the requirements regarding content, presentations and microteaching.

The following is a breakdown of credits students earn for the course, for administrative purposes only. So, please note that the course is for 2ects/op. Therefore one cannot just attend the course for 1 ect or only deliver microteaching for 1 ect.

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.

Active participation in seminars 1 ect Pass/fail
Microteaching 1 ect 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 ect Pass/fail
Micro-teaching 0.5 ect 5-1/fail
Reflective learning journal 0.5 ect 5-1/fail

If a grade is required by the home university, additional assignments (e.g. a learning journal) will be requested.

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

Study methods

20 contact teaching hours and 33 hours of independent work.

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

Methods and approaches underpinning course implementation: Integrating Content and Language in Higher Education (ICLHE) / English-medium instruction (EMI).

Further information

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

Lecturer: Elizabeth Alssen

Time: spring semester

The course corresponds to lape1623 Pedagogy of English and Swedish languages (the English part, 2ects/op), so international students who complete lape1623 in autumn cannot take IEDU0007 in spring.

Learning material

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. National Core Curriculum for Basic Education 2014. Helsinki: National Board of Education. pp.135-136, and 236-244. The University of Lapland Teacher Training School curriculum for teaching English as A1 language, based on the Finnish National Core Curriculum (2014) Documents about language teaching and learning issued by the Council of Europe and UNESCO

Course literature

ISBN number	Literature information
0-582-44776-3	Brewster, Jean Primary English teacher s guide 2002
0521774349	Cameron, Lynne Teaching languages to young learners 2001
0194372812	Ioannou-Giorgiou, Sophie. Assessing young learners 2003
	Larsen-Freeman, D. Teaching Techniques and Principles in Language Teaching 2000
	Moon Children Learning English: A guidebook for English language teachers 2005
978-1-2050-9907-3	Read, Carol 500 activities for the primary classroom 2007
	Ur A course in English language teaching. 2012
0-521-42015-6	Vale, D. & Feunteun, A. Teaching children English a training course for teachers of English to children 1995
	Woodward Planning lessons and courses. Designing sequences of work for the language classroom.
	OPS 2016 Perusopetuksen opetussuunnitelman perusteet 2014. The Finnish National Core Curriculum for Basic Education 2014 . (2014). Helsinki: National Board of Education. 2014

Prerequisites

No previous studies are required but at least CEFR level B2 of English is required to follow the course and deliver microteaching. A very general assessment of one's CEFR level can be found at <http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html>

Evaluation scale

H-5

Assessment criteria

0-2

International students who need a grade: Fail (0)

REFLECTIVE LEARNING JOURNALS

- the journal content is very poorly organized; it's too difficult to follow the content. the content presentation is one-sided: it either contains a very personal "diary" or lists only course content items but not both;
- the journal lists only the "learning events" (what happened during classes); there is no reflection or analysis included
- the journal describes in detail what happened, quoting text from slides and handouts but there is no evidence of how that content influenced student's learning

MICROTEACHING

The methods, techniques and materials are not adequate. Materials copy models of activities from resources but they are not adapted to the teaching situation, age and language learning level of the pupils. Instructions are mostly or always unclear.

There is no differentiation in teaching. Activities are predominantly teacher-centred.

International students who need a grade: Satisfactory (2) and Sufficient (1)

REFLECTIVE LEARNING JOURNALS

- the learning journal is to the point but not well organized
- the journal includes successful learning and difficulties (if any) the student encountered during the course but they are described in a personal or "diary" style rather than in an objective and constructive way
- the journal includes both entries about what happened (a short list, or a brief description) and description of student's reaction and what they learned during the process; however, the entries are short or imbalanced (e.g. more description of what happened than reflection); those reflections include sporadic references to previous learning experiences and learning expectations, or none at all; the learning process of the student is not easy to follow
- the journal includes a description rather than evaluation of teaching methods with regard to student's learning; no alternative solutions are proposed
- the learning process is not well analysed; immediate benefits of the course are mentioned sporadically but there is no reference as to how the learning experience can be used in the future by the student as an individual or an expert in the field

MICROTEACHING

The methods, techniques and materials are sometimes not adequate enough.

Some but not all materials are interesting, motivating and related to real life and pupils' interests. Some of the instructions are clear, some too verbose or complicated. Differentiation and different learning styles are not always taken into consideration. Activities are mostly teacher-centred.

3-4

International students who need a grade: Very good (4) and Good (3)

REFLECTIVE LEARNING JOURNALS

- the learning journal is well organized and to the point
- the journal contains both successful learning and difficulties (if any) the student encountered during the course; those are presented in a constructive way
- the journal includes both entries about what happened (a short list, or a brief description) and description of student's reaction and what they learned during the process; those reflections include

references to previous learning experiences and learning expectations but not learning theories; the learning process of the student is not described quite clearly

-- the journal includes a description rather than evaluation of teaching methods with regard to student's learning: what helped and hindered learning; only a few alternative solutions are proposed
-- the learning process is well analysed; the journal includes immediate benefits of the course but does not indicate how the learning experience can be used in the future by the student as an individual or an expert in the field

MICROTEACHING

Mostly appropriate methods, techniques and materials are used.

Materials are interesting, motivating and related to real life and pupils' interests. Instructions are mostly clear. Teaching engages pupils in the learning process. Differentiation and different learning styles are taken into consideration.

Some activities are pupil-centred but others can be teacher-centred.

5

International students who need a grade: Excellent (5):

REFLECTIVE LEARNING JOURNALS

-- the learning journal is very well organized and to the point

-- the journal contains both successful learning and difficulties (if any) the student encountered during the course; those are presented in a constructive way

-- the journal includes both entries about what happened (a short list, or a brief description) and description of student's reaction and what they learned during the process; those reflections include references to learning theories, previous learning experiences and learning expectations; the learning process of the student is described explicitly

-- the journal includes evaluation of teaching methods with regard to student's learning: what helped and hindered learning; alternative solutions are proposed

-- the learning process is very well analysed; the journal includes immediate benefits of the course and what can be used later with regard to students as individuals and professionals in their fields of study

MICROTEACHING

Appropriate methods, techniques and materials are used.

Materials are interesting, motivating and related to real life and pupils' interests. Instructions are clear. Teaching engages pupils in the learning process. Differentiation and different learning styles are taken into consideration.

Pass / fail

International students who DO NOT need a grade:

pass / approved

Active participation: the student shows required attendance, demonstrates cognitive involvement, asks questions, gives comments, feedback, and participates in group discussions and pair work.

Microteaching: the student participates actively in group microteaching; teaching materials are well prepared and executed

Fail (0)

Active participation: the student attends less than required hours of contact teaching, does not engage in learning, does not participate in group discussions or pair work; the student is predominantly occupied by some other activities than course work.

Microteaching: the student does not participate actively in group microteaching, merely observes what the other group members are doing; teaching materials are not to the point or have very little or no educational value

IEDU0011 Finnish System of Education: 2 op

Objectives

After course completion students should be able to demonstrate knowledge about similarities and differences regarding the Finnish and students' native system with reference to the general structure of education and specific aspects. The specific aspects include special education, early years education, adult education and media education. Students should be able to understand how societal and cultural factors relate to the specific national educational systems under investigation.

Contents

Students will be familiarized with the Finnish system of education in general and some aspects of special education, early years education, adult education and media education in particular. They will carry out a comparative study focusing on the Finnish and the students' native systems and possible professional applications.

Accomplishment methods

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

Assessment: 5-1/fail.

The following is a breakdown of credits students earn for the course, for administrative purposes only. So, please note that the course is for 2ects/op. Therefore one cannot just attend the course for 0.5 ects or only write an essay for 1.5 ects.

Active participation in lectures and seminars 0.5 ects Pass/fail

An essay 1.5 ects 5-1/fail

Study methods

The course is based on lectures, seminars, and self-conducted research.

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

Further information

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

Lecturers: Elizabeth Alssen and contributing lecturers at the Faculty of Education.

Time: the same course is organized twice in an academic year: in the autumn semester and in the spring semester, so students cannot attend the same course twice.

Attendance at the first lecture is important because it provides a basis to understand specific aspects of education, which are addressed later during the course.

Learning material

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

suggestions will be provided by the contributing lecturers

Prerequisites

No previous studies are required but 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 at <http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html>

Evaluation scale

H-5

Assessment criteria**0-2**

Fail / returned for revision (0):

The text is copied (and pasted) from the reference material. This is plagiarism and leads to further consequences.

The author only lists the ideas from the reference materials. The author's point of view is not revealed. The content does not relate to the assignment. The essay is poorly structured. The author uses only web sites and lecture notes as reference materials. Writing lacks coherence and logic. The language is incomprehensible. The in-text and end-of text references acknowledge less than 40% of the sources or are missing altogether. The format of the references is not consistent with a chosen referencing style. The essay is shorter than a minimum required length (1800 words).

Sufficient (1): The author only lists the ideas from the reference materials. The author's point of view is not revealed. The essay is poorly structured. The author uses only web sites and lecture notes, occasionally a book chapter or governmental documents but no research. Writing lacks coherence and logic. The in-text and end-of text references acknowledge only 40%-50% of the sources. Some references are not relevant or outdated. The format of the references is not consistent with a chosen referencing style. The length of the essay is 1800 - 2000 words.

Satisfactory (2): The author occasionally summarizes but mostly only lists the ideas from the reference materials. The author's point of view can come out occasionally. The essay is poorly structured. The author uses only a few of the following materials: journal articles, book chapters, governmental documents, or uses predominantly only web sites or lecture notes. Writing lacks coherence. The author uses in-text and end-of-text references to acknowledge at least 50%- 60% of the sources (e.g. journal articles, governmental documents, Internet sites). The references are relevant and less relevant. Recent and less recent references are used. The format of the references is not consistent with a chosen referencing style. The length of the essay is 2000 - 2500 words.

3-4

Good (3): The points of comparison show that the author understands the main issues of the topic. The author's point of view is presented. The author summarizes well the ideas of the reference materials but the writing lacks extensive analysis of the content in the reference materials. The structure of the essay is quite clear and understandable. The author uses some of the following materials: journal articles, book chapters, governmental documents. Writing is quite accurate. The author uses in-text and end-of-text references to acknowledge at least 80% of the sources (e.g. journal articles, governmental documents, Internet sites). The references are relevant and mostly recent. The format of the references is mostly consistent with a chosen referencing style. The length of the essay is appropriate (2500 - 3000 words; maximum 3500 words)

Very good (4): The comparison of education systems shows that the author understands the topic. The author's point of view is well formulated from the reference materials. The author uses a variety of materials, e.g. journal articles, book chapters, governmental documents. Writing is accurate and ideas are well formulated. The structure of the essay is clear and understandable. The author uses in-text and end-of-text references to acknowledge at least 90% of the sources (e.g. journal articles, governmental documents, Internet sites). The references are relevant and recent. The format of the references is consistent with a chosen referencing style. The length of the essay is appropriate (3000 words; maximum 3500 words)

5

Excellent (5): The author has selected relevant and well-justified points of comparison for the essay. The author's point of view shows an excellent understanding of how education systems are constructed and how they work. The ideas from the reference materials have been critically and thoughtfully used for the author's thinking and reflection. The author uses a variety of materials, e.g. journal articles, book chapters, governmental documents. Writing is precise, logical and convincing. The structure of the essay is clear and understandable. The author uses in-text and end-of-text references to acknowledge ALL the sources (e.g. journal articles, governmental documents, Internet sites). The references are relevant and recent. The format of the references is consistent with a chosen referencing style. The length of the essay is appropriate (3000 words; maximum 3500 words)

Pass / fail

approved / pass

Active participation: the student attends at least 8 h of contact teaching (out of 12 h), demonstrates cognitive involvement, asks questions, gives comments and participates in group discussions.

fail

Active participation: the student attends less than 8 h of contact teaching (out of 12 h), does not engage in learning, does not participate in group discussions.

IEDU0012 English: Observation Period Leading to the Teaching Experience: 2 - 4 op**Objectives**

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.

Accomplishment methods

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

SO,

Observation of 10 English lessons and completion of written observation tasks 2 ect

Pass/fail

OR

Observation of 20 English lessons and completion of written observation tasks

4 ects 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 ects 5-1/fail

Observation of 20 English lessons and completion of written observation tasks
4 ects 5-1/fail

Study methods

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

Further 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. IEDU0013 must be followed by the The Teaching Experience Reflective Report (IEDU0014). Participation in this module is arranged individually with E. Alssen

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.

Prerequisites

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 IEDU0013), the same recommended courses become compulsory: LAPE 1623 Pedagogy of English and Swedish languages (the English part) 2 ects in the autumn semester, or IEDU0008 Teaching English as a Foreign Language (EFL) 2 ects 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>

Evaluation scale

Approved/Rejected

Assessment criteria

0-2

Fail (0)

Details about the content of the observations and evaluation criteria will be distributed before observations start. The content of the observations demonstrates student's insufficient understanding of foreign language teaching and learning pedagogies. Observations include inaccurate or insufficient analysis of the teaching-learning situations or no analysis at all. There are no links to theory. Observations are incomplete or don't follow the guidelines so the person reading the content cannot have an idea about what happened in the lesson, what teaching methods were used and how pupils responded to teaching. The teaching-learning processes are analysed insufficiently and do not meet even minimal criteria. Only very few aspects of teaching and learning are considered in focused observations. Observations (either general or focused) are missing.

Satisfactory (2) and Sufficient (1)

Details about the content of the observations and evaluation criteria will be distributed before observations start. The content of the observations demonstrates student's adequate understanding of foreign language teaching and learning pedagogies. Observations include quite accurate analysis of the teaching-learning situations but without or very superficial links to theory. Descriptions of some aspects of the observation may be missing. Observations are incomplete, superficial or unclear so the person reading the content cannot have a good and clear picture of what happened in the lesson, what teaching methods were used and how pupils responded to teaching. The teaching-learning processes are analysed insufficiently but still meet minimal criteria. Only some aspects of teaching and learning are considered in focused observations. Alternative ways of teaching are not included or present only in very few observations. Learning situations can be described but not analysed.

3-4

Very good (4) and Good (3)

Details about the content of the observations and evaluation criteria will be distributed before observations start. The content of the observations demonstrates student's sound knowledge of foreign language teaching and learning pedagogies. Observations include thorough analysis of the teaching-learning situations with links to theory. Descriptions of all required observation aspects are completed. Observations are mostly detailed enough and clear so the person reading the content can have a good and clear picture of what happened in the lesson, what teaching methods were used and how pupils responded to teaching. The teaching-learning processes are well analysed. In focused observations, again all aspects of teaching and learning are considered, following guidelines. Alternative ways of teaching are included in most observations and demonstrate student's ability to analyse the learning situations observed and learn from those observations.

5

Excellent (5)

Details about the content of the observations and evaluation criteria will be distributed before observations start. The content of the observations demonstrates student's excellent understanding of foreign language teaching and learning pedagogies. Observations include in-depth analysis of the teaching-learning situations with links to theory. Descriptions of all required observation aspects are completed. Observations are detailed and clear so the person reading the content can have a very good and clear picture of what happened in the lesson, what teaching methods were used and how pupils responded to teaching. The teaching-learning processes are analysed in-depth. In focused observations, again all aspects of teaching and learning are considered, following guidelines. Alternative ways of teaching are included and demonstrate student's ability to analyse the learning situations observed and learn from those observations.

Pass / fail

Fail (0)

fail corresponds to "fail" (0) on the numerical scale

Details about the content of the observations and evaluation criteria will be distributed before observations start. The content of the observations demonstrates student's insufficient understanding of foreign language teaching and learning pedagogies. Observations include inaccurate or insufficient analysis of the teaching-learning situations or no analysis at all. There are no links to theory. Observations are incomplete or don't follow the guidelines so the person reading the content cannot have an idea about what happened in the lesson, what teaching methods were

used and how pupils responded to teaching. The teaching-learning processes are analysed insufficiently and do not meet even minimal criteria. Only very few aspects of teaching and learning are considered in focused observations. Observations (either general or focused) are missing.

pass / approved

“pass” corresponds to AT LEAST grade 3-4 on the numerical scale

Details about the content of the observations and evaluation criteria will be distributed before observations start. The content of the observations demonstrates student's sound knowledge of foreign language teaching and learning pedagogies. Observations include thorough analysis of the teaching-learning situations with links to theory. Descriptions of all required observation aspects are completed. Observations are mostly detailed enough and clear so the person reading the content can have a good and clear picture of what happened in the lesson, what teaching methods were used and how pupils responded to teaching. The teaching-learning processes are well analysed. In focused observations, again all aspects of teaching and learning are considered, following guidelines. Alternative ways of teaching are included in most observations and demonstrate student's ability to analyse the learning situations observed and learn from those observations.

IEDU0013 English: Teaching Experience: 4 - 8 op

Objectives

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.

Accomplishment methods

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.

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.

Study methods

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

Further information

Participation in IEDU0013 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. IEDU0013 must be followed by the The Teaching Experience Reflective Report (IEDU0014). Participation in this module is arranged individually with E. Alssen

Learning material

Materials and teaching methods and techniques covered during LAPE1623 Pedagogy of English and Swedish languages (the English part) 2 ects in the autumn semester, or IEDU0008 Teaching English as a Foreign Language (EFL) 2 ects in the spring semester, English school books, period plan forms, lesson plan forms, other materials recommended by teachers.

Prerequisites

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 (IEDU0012), and followed by the Teaching Experience Reflective Report (IEDU0014). Therefore the following must be completed before teaching:-- LAPE1623 Pedagogy of English and Swedish languages (the English part) 2 ects in the autumn semester, or IEDU0008 Teaching English as a Foreign Language (EFL) 2 ects in the spring semester, or equivalent (certified).--IEDU0012 – 20 English lessons observed, documented, and approved by the supervising university lecturer. CEFR level B2 of English. A very general assessment of one's CEFR level can be found at <http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html>

Evaluation scale

H-5

Assessment criteria

0-2

if a grade is needed

0 - hylätty /fail

Language competence and communicative skills: the level of language skills is inadequate for teaching; CEFR level B1, A2 or A1

Planning and preparation: Aims of the lessons are either inappropriate or very unclear. The student prepares some materials but they are not pupil age and language level appropriate. Deadlines for submitting period and lesson plans and materials to the tutor teacher are regularly missed or plans and materials are not submitted at all. The student teaches lessons without lesson plans and is improvising.

Teaching: The methods used for individual, pair and group work are not adequate. The student does not properly reflect on teaching and cannot adjust teaching to the pupils' age and language level. Instructions are mostly or always unclear.

There is no differentiation in the lessons. Lessons are predominantly teacher-centred. Pupils' learning needs are not taken into consideration.

Class management: The student is not concerned with class management at all or does not demonstrate a level of management skills favourable for learning. The student cannot handle challenging situations in the classroom.

Interaction with pupils and personal attitude: The student does not seem to be interested in teaching and pupils' learning and regularly forgets to give feedback. Rapport with pupils is less than

adequate.

1 - välttävä / sufficient and 2 - tyydyttävä / satisfactory

Language competence and communicative skills: mostly competent and confident use of the English language; CEFR level low B2 or high B1

Planning and preparation: Aims of the lessons are mostly appropriate but sometimes not clear enough. Teaching material preparation is adequate. The materials do not enhance communication so much. Deadlines for submitting period and lesson plans and materials to the tutor teacher are sometimes missed

Teaching: The methods used for individual, pair and group work are sometimes not adequate enough. The student reflects on teaching but implementation of the reflection into teaching is lacking. The student cannot recognize the levels of pupils well so the lessons are too difficult or not challenging enough. Some of the instruction are clear, some too verbose or complicated. Differentiation and different learning styles are not always taken into consideration. Lessons are mostly teacher-centred.

Class management: The student finds it quite difficult to maintain a disciplined learning environment, which supports learning and good working atmosphere for all learners. The student finds it difficult to handle challenging classroom situations.

Interaction with pupils and personal attitude: The student is positively minded towards teaching and the pupils, but sometimes forgets to give supportive and constructive feedback. The student is moderately interested in teaching and pupils' learning, and demonstrates adequate rapport with pupils.

3-4

Suomeksi
if a grade is needed

3 - hyvä / good and 4 - kiitettävä / very good

Language competence and communicative skills: competent and confident use of the English language; CEFR level B2

Planning and preparation: Aims of the lessons are mostly clear and pupil age and language level appropriate. Teaching materials are well prepared. They are mostly attractive and motivating. Pupils' interests are not always taken into consideration and some materials may be not so communicative or meaningful. Deadlines for submitting period and lesson plans and materials to the tutor teacher are observed.

Teaching: Appropriate methods and techniques are mostly used for individual, pair and group work. The student reflects on teaching to improve methods and techniques. The student tries to recognize pupils' levels and adjust teaching accordingly by using scaffolding. The instructions are mostly clear. Differentiation and different learning styles are mostly taken into consideration. Some lessons are pupil-centred but others can be teacher-centred.

Class management: The student maintains a disciplined learning environment, which supports learning and good working atmosphere for all learners. The student can handle challenging classroom situations most of the times.

Interaction with pupils and personal attitude: The student is positively minded towards teaching and the pupils, and gives supportive and constructive feedback most of the times. The student is interested in teaching and pupils' learning, and demonstrates good rapport with pupils.

5

if a grade is needed

5 - erinomainen /excellent

Language competence and communicative skills: very competent and confident use of the English language; CEFR level C2, C1 or a high level of B2

Planning and preparation: Aims of the lessons are very clear, well thought over and pupil age and language level appropriate. Teaching materials take into consideration pupils' interests. The materials are attractive and enhance motivation and communication in a foreign language. It is evident that the student invested time and effort into creating them. Deadlines for submitting period and lesson plans and materials to the tutor teacher are observed.

Teaching: Appropriate methods and techniques are always used for individual, pair and group work. The student invests effort into reflecting on teaching after each lesson and improving teaching. Also, the student learns to recognize pupils' levels and adjusts teaching to make it not too difficult but also challenging enough for the pupils to reach the next learning level. The student uses scaffolding and clear instructions. Differentiation and different learning styles are taken into consideration. The lessons are mostly pupil-centred.

Class management: The student always maintains a disciplined learning environment, which supports learning and good working atmosphere for all learners. The student can handle well challenging classroom situations.

Interaction with pupils and personal attitude: The student is positively minded towards teaching and the pupils, even enthusiastic about teaching. The student always gives supportive and constructive feedback. The student is interested in teaching and pupils' learning, and shows initiative. The student demonstrates excellent rapport with pupils.

Pass / fail

Suomeksi

if a grade is not needed

pass / approved

"pass" corresponds to AT LEAST grade 3-4 on the numerical scale; If a student's performance is below level "3", he or she will be required to teach more lessons (1- 2 lessons), so that the level of the grade "pass" can be achieved.

Language competence and communicative skills: competent and confident use of the English language; CEFR level B2

Planning and preparation: Aims of the lessons are mostly clear and pupil age and language level appropriate. Teaching materials are well prepared. They are mostly attractive and motivating. Pupils' interests are not always taken into consideration and some materials may be not so communicative or meaningful. Deadlines for submitting period and lesson plans and materials to the tutor teacher are observed.

Teaching: Appropriate methods and techniques are mostly used for individual, pair and group work. The student reflects on teaching to improve methods and techniques. The student tries to recognize pupils' levels and adjust teaching accordingly by using scaffolding. The instructions are mostly clear. Differentiation and different learning styles are mostly taken into consideration.

Some lessons are pupil-centred but others can be teacher-centred.

Class management: The student maintains a disciplined learning environment, which supports learning and good working atmosphere for all learners. The student can handle challenging classroom situations most of the times.

Interaction with pupils and personal attitude: The student is positively minded towards teaching and the pupils, and gives supportive and constructive feedback most of the times. The student is interested in teaching and pupils' learning, and demonstrates good rapport with pupils.

Fail (0)

fail corresponds to "fail" (0) on the numerical scale

Language competence and communicative skills: the level of language skills is inadequate for teaching; CEFR level B1, A2 or A1

Planning and preparation: Aims of the lessons are either inappropriate or very unclear. The student prepares some materials but they are not pupil age and language level appropriate. Deadlines for submitting period and lesson plans and materials to the tutor teacher are regularly missed or plans and materials are not submitted at all. The student teaches a lesson without a lesson plan and is improvising.

Teaching: The methods used for individual, pair and group work are not adequate. The student does not properly reflect on teaching and cannot adjust teaching to the pupils' age and language level. Instructions are mostly or always unclear.

There is no differentiation in the lessons. Lessons are predominantly teacher-centred. Pupils' learning needs are not taken into consideration.

Class management: The student is not concerned with class management at all or does not demonstrate a level of management skills favourable for learning. The student cannot handle challenging situations in the classroom.

Interaction with pupils and personal attitude: The student does not seem to be interested in teaching and pupils' learning and regularly forgets to give supportive and constructive feedback. Rapport with pupils is less than adequate.

IEDU0014 English: The Teaching Experience Reflective Report (TERR): 1 op

Objectives

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.

Accomplishment methods

A successfully completed guided written report.

A guided written report 1 ect5 Pass/fail

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

A guided written report 1 ect5 5-1/fail

If grading is needed, the supervising lecturer should be informed by a deadline.

Study methods

Self-reflective writing

Prerequisites

TERR must follow the Teaching Experience (IEDU0013).CEFR level B2 of English. A very general assessment of one's CEFR level can be found at

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

Evaluation scale

Approved/Rejected

Assessment criteria

0-2

Fail (0)

Details about the content of the report and evaluation criteria will be distributed before the teaching experience (IEDU0013).

The self-evaluation aspects are mostly missing or are inadequate. The guidelines for self-evaluation are not followed. The student lists a few strengths and areas to improve but there are no links to theory. The student's evaluation skills do not meet the minimum criteria for self-evaluation.

The report is not submitted.

Satisfactory (2) and Sufficient (1)

Details about the content of the report and evaluation criteria will be distributed before the teaching experience (IEDU0013).

The student is able to reflect on own teaching and evaluate the teaching experience sufficiently. Both strengths and areas to improve are considered but sometimes superficially. Some aspects of self-evaluation may be inadequate or missing. There are very few or no links to theory. The student demonstrates a satisfactory level of self-evaluation skills. It is not quite clear if the student can use the learning experience in future teaching.

3-4

Very good (4) and Good (3)

Details about the content of the report and evaluation criteria will be distributed before the teaching experience (IEDU0013). The student is able to reflect on own teaching and evaluate the teaching experience thoroughly. Both strengths and areas to improve are considered. The report includes

accurate analysis of the teaching experience with frequent links to theory. The student demonstrates a good level of self-evaluation skills. It is evident that the student can use the learning experience in future teaching.

5

Excellent (5)

Details about the content of the report and evaluation criteria will be distributed before the teaching experience (IEDU0013).

The student is able to reflect on own teaching and evaluate the teaching experience in an excellent way. Both strengths and areas to improve are considered. The report includes in-depth analysis of the teaching experience with links to theory. The analysis follows, or extends, guidelines. The student demonstrates a high level of self-evaluation skills. It is evident that the student can use the learning experience in future teaching.

Pass / fail

Fail (0)

fail corresponds to "fail" (0) on the numerical scale

Fail (0)

Details about the content of the report and evaluation criteria will be distributed before the teaching experience (IEDU0013).

The self-evaluation aspects are mostly missing or are inadequate. The guidelines for self-evaluation are not followed. The student lists a few strengths and areas to improve but there are no links to theory. The student's evaluation skills do not meet the minimum criteria for self-evaluation.

The report is not submitted.

pass / approved

"pass" corresponds to AT LEAST grade 3-4 on the numerical scale

Very good (4) and Good (3)

Details about the content of the report and evaluation criteria will be distributed before the teaching experience (IEDU0013). The student is able to reflect on own teaching and evaluate the teaching experience thoroughly. Both strengths and areas to improve are considered. The report includes accurate analysis of the teaching experience with frequent links to theory. The student demonstrates a good level of self-evaluation skills. It is evident that the student can use the learning experience in future teaching.

Excellent (5)

Details about the content of the report and evaluation criteria will be distributed before the teaching experience (IEDU0013).

The student is able to reflect on own teaching and evaluate the teaching experience in an excellent way. Both strengths and areas to improve are considered. The report includes in-depth analysis of the teaching experience with links to theory. The analysis follows, or extends, guidelines. The student demonstrates a high level of self-evaluation skills. It is evident that the student can use the learning experience in future teaching.

Opintotarjonta vaihto-opiskelijoille ja perusopiskelijoille: 0 op

LAPE1623 Pedagogy of English and Swedish languages: 3 op

Objectives

Upon completion of the course students should be able to demonstrate basic knowledge of the selected approaches to teaching English as a foreign/other/additional/second language and teaching Swedish as the second official language: 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, 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. They should be able to evaluate teaching materials, and assess pupils' learning.

Contents

The course consists of two parts:

2 erts / op the English part and 1 erts/op the Swedish part. Both parts are complementary. The international students attend the English part only , 2 erts/op.

The 2 erts/op (English) part of the course covers in a brief but comprehensive way the major aspects of foreign/other/additional/second language teaching. The examples are based mostly on the English language but not only. The content includes characteristics of teaching English but the methods and techniques pertain to teaching a number of different languages, not only English.

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, including ICT; 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 instructional sequences for the presentation and practice of the new language; approaches to correction; evaluating teaching materials; motivating young learners; assessment and evaluation;

In addition, the 1 op Swedish part will include characteristics of teaching Swedish as a second official language.

Students will prepare and deliver micro-teaching sessions focusing on the content of the Swedish curriculum for grade six.

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).

Accomplishment methods

Finnish students:

Active participation and successful delivery of course assignments fulfilling the requirements regarding content, presentations and microteaching.

The following is a breakdown of credits students earn for the course, for administrative purposes only. So, please note that the course constitutes a whole for 3erts/op. Therefore one cannot just, say participate actively for 1 erts/op

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.

Active participation in seminars	1 erts/op	Pass/fail
Microteaching (English and Swedish)	2 erts /op	Pass/fail

International students:

Active participation and successful delivery of course assignments fulfilling the requirements regarding content, presentations and microteaching.

The following is a breakdown of credits students earn for the course, for administrative purposes only. So, please note that the course is for 2ects/op. Therefore one cannot just attend the course for 1 ects or only deliver microteaching for 1 ects.

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.

Active participation in seminars	1 ects	Pass/fail
Microteaching	1 ects	Pass/fail

However, if the home university of a student requires a grade, it can be granted on request. If a grade is required by the home university, additional assignments (e.g. a learning journal) will be requested.

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

Active participation in lectures and seminars	1 ects	Pass/fail
Microteaching	0.5 ects	5-1/fail
Reflective learning journal	0.5 ects	5-1/fail

Study methods

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

Methods and approaches underpinning course implementation: Integrating Content and Language in Higher Education (ICLHE) / English-medium instruction (EMI).

Finnish students: 30 h contact teaching and 50 h of independent work (individually and in groups).

International students: 20 h contact teaching and 33 h of independent work.

Further information

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

Lecturers: Elizabeth Alssen, Suvi Puolakka
Time: autumn semester

Finnish students:

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

International students:

The course corresponds to IEDU 0007 Teaching English as a foreign language (EFL), 2 ects/op, so international students who complete lape1623 in autumn cannot take IEDU0007 in spring.

Learning material

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.

National Core Curriculum for Basic Education 2014. Helsinki: National Board of Education. pp.135-136, and 236-244.

The University of Lapland Teacher Training School curriculum for teaching English as A1 language, based on the Finnish National Core Curriculum (2014)

Documents about language teaching and learning issued by the Council of Europe and UNESCO

Course literature

ISBN number	Literature information
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- | | |
|--|---|
| | Brewster, J., Ellis, G., & Girard, D. (2002) . The Primary English Teacher's Guide. Penguin English Guides. |
| | Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press. |
| | Ioannou-Georgiou, S., & Pavlou, P. (2003). Assessing Young Learners. Oxford University Press. |
| | Larsen-Freeman, D. (2000). Teaching Techniques and Principles in Language Teaching. Oxford University Press. |
| | Moon, J. (2005) . Children Learning English: A guidebook for English language teachers. 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. Macmillan. |
| | Ur, P. (2012). A course in English language teaching. Cambridge University Press. |
| | Vale D., & Feunteun A. (1995). Teaching Children English - A Training Course for Teachers of English to Children. Cambridge University Press. 10th printing 2003. |
| | Woodward, T. (2001). Planning lessons and courses. Designing sequences of work for the language classroom. Cambridge University Press. |

Prerequisites

Finnish students: no previous studies are required

International students: No previous studies are required but at least CEFR level B2 of English is required to follow the course and deliver microteaching. A very general assessment of one's CEFR level can be found at <http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html>

Evaluation scale

H-5

Assessment criteria**0-2**

International students who need a grade: Fail (0)

REFLECTIVE LEARNING JOURNALS

-- the journal content is very poorly organized; it's too difficult to follow the content. the content presentation is one-sided: it either contains a very personal "diary" or lists only course content items but not both;

-- the journal lists only the "learning events" (what happened during classes); there is no reflection or analysis included

-- the journal describes in detail what happened, quoting text from slides and handouts but there is no evidence of how that content influenced student's learning

MICROTEACHING

The methods, techniques and materials are not adequate. Materials copy models of activities from resources but they are not adapted to the teaching situation, age and language learning level of the pupils. Instructions are mostly or always unclear.

There is no differentiation in teaching. Activities are predominantly teacher-centred.

International students who need a grade: Satisfactory (2) and Sufficient (1)

REFLECTIVE LEARNING JOURNALS

-- the learning journal is to the point but not well organized

-- the journal includes successful learning and difficulties (if any) the student encountered during the course but they are described in a personal or "diary" style rather than in an objective and constructive way

-- the journal includes both entries about what happened (a short list, or a brief description) and description of student's reaction and what they learned during the process; however, the entries are short or imbalanced (e.g. more description of what happened than reflection); those reflections include sporadic references to previous learning experiences and learning expectations, or none at all; the learning process of the student is not easy to follow

-- the journal includes a description rather than evaluation of teaching methods with regard to student's learning; no alternative solutions are proposed

-- the learning process is not well analysed; immediate benefits of the course are mentioned sporadically but there is no reference as to how the learning experience can be used in the future by the student as an individual or an expert in the field

MICROTEACHING

The methods, techniques and materials are sometimes not adequate enough.

Some but not all materials are interesting, motivating and related to real life and pupils' interests. Some of the instructions are clear, some too verbose or complicated. Differentiation and different learning styles are not always taken into consideration. Activities are mostly teacher-centred.

3-4

International students who need a grade: Very good (4) and Good (3)

REFLECTIVE LEARNING JOURNALS

-- the learning journal is well organized and to the point

-- the journal contains both successful learning and difficulties (if any) the student encountered during the course; those are presented in a constructive way

- the journal includes both entries about what happened (a short list, or a brief description) and description of student's reaction and what they learned during the process; those reflections include references to previous learning experiences and learning expectations but not learning theories; the learning process of the student is not described quite clearly
- the journal includes a description rather than evaluation of teaching methods with regard to student's learning: what helped and hindered learning; only very few alternative solutions are proposed
- the learning process is well analysed; the journal includes immediate benefits of the course but does not indicate how the learning experience can be used in the future by the student as an individual or an expert in the field

MICROTEACHING

Mostly appropriate methods, techniques and materials are used.

Materials are interesting, motivating and related to real life and pupils' interests. Instructions are mostly clear. Teaching engages pupils in the learning process. Differentiation and different learning styles are taken into consideration.

Some activities are pupil-centred but others can be teacher-centred.

5

International students who need a grade: Excellent (5):

REFLECTIVE LEARNING JOURNALS

- the learning journal is very well organized and to the point
- the journal contains both successful learning and difficulties (if any) the student encountered during the course; those are presented in a constructive way
- the journal includes both entries about what happened (a short list, or a brief description) and description of student's reaction and what they learned during the process; those reflections include references to learning theories, previous learning experiences and learning expectations; the learning process of the student is described explicitly
- the journal includes evaluation of teaching methods with regard to student's learning: what helped and hindered learning; alternative solutions are proposed
- the learning process is very well analysed; the journal includes immediate benefits of the course and what can be used later with regard to students as individuals and professionals in their fields of study

MICROTEACHING

Appropriate methods, techniques and materials are used.

Materials are interesting, motivating and related to real life and pupils' interests. Instructions are clear. Teaching engages pupils in the learning process. Differentiation and different learning styles are taken into consideration.

Pass / fail

Finnish students and international students who DO NOT need a grade:

pass / approved/Hyväsytty

Active participation: the student shows required attendance, demonstrates cognitive involvement, asks questions, gives comments, feedback, and participates in group discussions and pair work.

Microteaching: the student participates actively in group microteaching; teaching materials are well prepared and executed

Fail / Hylätty

Active participation: the student attends less than required hours of contact teaching, does not engage in learning, does not participate in group discussions or pair work; the student is predominantly occupied by some other activities than course work.

Microteaching: the student does not participate actively in group microteaching, merely observes what the other group members are doing; teaching materials are not to the point or have very little or no educational value

LAPE1630 Pedagogy of English and Swedish languages– project part: 1 op

Objectives

Upon completion of this module the student should:

- demonstrate understanding of a multidisciplinary approach to themes and phenomena studied in basic education and use that knowledge across the curriculum
- be able to understand how language and language teaching and learning is linked to many components of phenomenon-based learning (PhBL)
- be able to apply PhBL to topical and thematic learning of languages and other subjects
- be able to integrate approaches and contents from other subjects to language learning (English and Swedish)
- be able to apply teaching methods in different learning environments and contexts, taking into account the specific perspective of English and Swedish
- be able to plan and implement learning activities where pupils can study phenomena from the perspective of language and other subjects, including technology (ICT)-based methods
- be aware of possibilities of cooperation between school and home through PhBL
- be able to reflect on the performance to improve own learning and teaching

Contents

- basic principles of project work
- characteristics of phenomenon-based learning (PhBL)
- PhBL in language teaching combined with other subjects
- PhBL within language teaching and learning (e.g. theme and task based learning, problem-based learning, portfolio-based learning, content -based instruction)

Accomplishment methods

Active participation and successful completion of assignments

Study methods

10 h of contact teaching (teacher presentations, group work) and 17 h of independent work individually and in groups

Learning material

audio-visual and digital materials provided by the teacher, materials produced by students; articles, book chapters, digital resources about project work and PhBL

Evaluation scale

Approved/Rejected

Pass / fail

fail/hylätty

The performance is very incomplete, flawed, contains significant misunderstandings, or is poorly matched to the assignments. The assignments or project work are not completed / submitted

pass/approved/hyväsytty

The performance corresponds to the assignment, demonstrates at least solid knowledge and

understanding of the basic nature of the languages English and Swedish in PhBL. Active participation in lectures and seminars, and group work. All course assignments have been completed and submitted. The implementation of the project corresponds to the assignment.

LKAS2201 CLIL for primary teachers: 3 op

Objectives

After course completion 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

Accomplishment methods

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 assignment1 5-1/fail

Micro-teaching2 5-1/fail

Study 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.

Further 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.

The course is organized in the autumn semester. Lecturer: Elizabeth Alssen

Learning material

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

Course literature

ISBN **Literature information**
number

Baker, C. Foundations of Bilingual Education and Bilingualism. Clevedon: Multilingual



Matters 2011

Coyle, Do. CLIL : content and language integrated learning 2010

Dafouz-Milne, E., & Guerrini, M. CLIL across educational levels 2009

Dale, L., & Tanner, R. CLIL activities. A resource for subject and language teachers 2012

Gibbons, Pauline Scaffolding language, scaffolding learning : teaching second language learners in the mainstream classroom 2002

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

Mehisto, P., Marsh, D. & Frigols, M.J. Uncovering CLIL : content and language integrated learning in bilingual and multilingual education 2008

Tomlinson Materials Development in Language Teaching 2011

Prerequisites

Finnish students: completed lape1623 Englannin ja ruotsin kielen pedagogiikka, (Pedagogy of English and Swedish languages), 3 op/ects

International students: completed lape1623 Pedagogy of English and Swedish languages - the English part, 2 ects (Englannin ja ruotsin kielen pedagogiikka), or IEDU0007 Teaching English as a foreign language (EFL) (2 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 at

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

Evaluation scale

H-5

Assessment criteria

0-2

0 - hylätty /fail

The performance is very incomplete or incorrect, or contains significant misunderstandings. Compulsory assignments are incomplete or incorrect. A student demonstrates no or very poor knowledge of concepts related to CLIL and teaching through CLIL.

1 - välttävä / sufficient; 2 - tyydyttävä / satisfactory

The student demonstrates understanding of the basic concepts of CLIL and can apply them, also in a basic way, in microteaching. All compulsory assignments are submitted. However, the overall performance is limited, or superficial. The performance is limited to imitating models of CLIL teaching, CLIL materials preparation and production. Execution may contain errors or ambiguities. CLIL teaching may emphasize only the content part or only the language part. Peer evaluation is based only on a few selected criteria.

3-4

3 - hyvä / good; 4 - kiitettävä / very good

The student demonstrates good understanding of CLIL concepts and underlying theory, and can apply them in microteaching. All compulsory assignments are submitted. The overall performance

demonstrates the student's ability to analyse and justify. The performance is based on models of CLIL teaching but shows independence in methods and materials production. In CLIL teaching the student tries to balance subject and language teaching. The student is able to deliver justified self- and peer evaluation.

5

The student demonstrates full understanding of CLIL concepts and underlying theory, and can apply them very well in microteaching. All compulsory assignments are submitted. The overall performance demonstrates independence of thinking and insight. The student uses models of CLIL teaching and materials preparation but extends them to create a unique learning situation suitable for a specific subject. In CLIL teaching the student can balance well subject and language teaching. Peer evaluation is thorough and based on researched criteria. The student is able to reflect in-depth on own and peer teaching.

MKAS3107 Global Media Education: 5 op

Objectives

After completing the study module the student:

- is familiar with different research approaches and theoretical concepts of media education
- is able to give examples of current approaches to media education practices
- is able to give examples of current trends and challenges in media education in different cultural contexts

Contents

Students get acquainted with different research approaches and theoretical concepts of media education and media education practices in Finland and in different cultural contexts. The study module is organized in cooperation with Finnish and international media education scholars.

Accomplishment methods

Lectures/Online lectures and group learning 20 h

Individual and group assignments in the online learning environment 50 h

Individual studies 65 h

Study methods

Participation in lectures and accomplishing assignments. Learning diary.

Evaluation scale

H-5

Arctic inclusive education: 0 op

AIED0001A Arctic Inclusive Education: Educational Challenges in the Arctic – Education for All: 5 op

Objectives

Do you want to learn more about inclusion, diversity and intercultural issues in the Arctic? This

course module provides a platform for learning and awareness of significant inclusion-related issues in the Arctic, based on the participants' own experiences and contexts. The module offers insights into comparative analysis of inclusive education as a means and practice, including the value of different theoretical approaches and methods. This module enhances your knowledge and strengthens your ability to reflect on diversity and national variations and similarities in different perspectives and policies on education for all in the Arctic.

Module 1: Curriculum

Study methods

Schedule

18 January - 25 February 2021

Lectures and seminars every Monday and Thursday at 12-15 Swedish and Norwegian time / 13-16 Finnish time.

22 February: Deadline for the written assignments.

Further information

Coordinating teacher: Gregor Maxwell (gregor.maxwell(at)uit.no)

Tutors:

Luleå University of Technology: Eva Alerby (eva.alerby(at)ltu.se)

Umeå University: Ahmad Hussein (ahmad.hussein(at)umu.se)

UiT The Arctic University of Norway: Gregor Maxwell (gregor.maxwell(at)uit.no)

University of Lapland: Outi Kyrö-Ämmälä (outi.kyro-ammala(at)ulapland.fi)

University of Oulu: Marko Kielinen (marko.kielinen(at)oulu.fi)

AIED0001B Arctic Inclusive Education: Inclusive Education and Pedagogy: 2.5 op

Objectives

Why does inclusive education work in some classes but not in others? Do you want to learn how to create inclusive learning environments? This course module elaborates the elements of inclusive education and pedagogy. It offers insights into culturally sensitive approaches in pedagogical practices, as well as providing knowledge of professional cooperation in educational settings. Through practical examples, you will create action plans for diverse classes and practice communication with parents together with your study mates.

Module 2: Curriculum

Study methods

Schedule

1 March - 14 April 2021. Some of the sessions will be held synchronously, some asynchronously.

1 March at 9-12 SWE/NOR, 10-13 FIN

3 March (video, available asynchronously)

15 March at 14-16 SWE/NOR, 15-17 FIN

17 March at 8.30-11 SWE/NOR, 9.30-12 FIN

18 March (video, available asynchronously)

14 April at 12-15 SWE/NOR, 13-16 FIN

Further information

Coordinating teacher: Suvi Lakkala (suvi.lakkala(at)ulapland.fi)

Tutors:

Luleå University of Technology: Eva Alerby (eva.alerby(at)ltu.se)

Umeå University: Björn Norlin (bjorn.norlin(at)umu.se)

UiT The Arctic University of Norway: Gregor Maxwell (gregor.maxwell(at)uit.no)

University of Lapland: Suvi Lakkala (suvi.lakkala(at)ulapland.fi)

University of Oulu: Marko Kielinen (marko.kielinen(at)oulu.fi)

AIED0001C Arctic Inclusive Education: Sámi Presence in Educational Settings: 2.5 op

Objectives

Do you want to develop your competences in indigenous education in the Sámi school context? In this study module, you will expand your expertise in educational themes related to Sámi people as an indigenous group. You will have the chance to learn comparative Sámi perspectives in education. The study module includes three parts. The first part concerns Sámi school history in Sweden, Finland and Norway. The second part emphasises Sámi identity and self-image in contemporary Sámi society. The third part focuses on language awareness and language revitalisation. After completing this module, you will have knowledge and understanding of how to strengthen the Sámi language and Sámi pupils in the contemporary school world.

Module 3: Curriculum

Study methods

Schedule

15-16 April 2021: working with prematerials

Week 16-17: Comparative Sámi educational history

Week 18: World of experience and self-images in contemporary society

Week 19: Sociolinguistic perspectives in education.

Further information

Coordinating teacher: Erika Sarivaara (erika.sarivaara(at)ulapland.fi)

Tutors:

Luleå University of Technology: Eva Alerby (eva.alerby(at)ltu.se)

Umeå University: Björn Norlin (bjorn.norlin(at)umu.se)

UiT The Arctic University of Norway: Gregor Maxwell (gregor.maxwell(at)uit.no)

University of Lapland: Erika Sarivaara (erika.sarivaara(at)ulapland.fi)

University of Oulu: Marko Kielinen (marko.kielinen(at)oulu.fi)

KAPS0100-1008 Basic Studies in Educational Psychology: 0 op

KAPS0102 The development and agency of a human being: 5 op

Objectives

Having completed the course, the student

- is familiar with and recognises the basic phenomena of human development as a whole in the

course of life

- understands the contextualism of development in the course of life (including media activities)
- can apply development theories and research in examining phenomena within the frame of educational psychology

Contents

- Getting familiar with a human's life cycle as a whole and development theories on its various phases.
- Acquiring basic knowledge of human development, its general features, and individual variation in light of salient development theories and research in various spheres of life.

Accomplishment methods

Getting familiar with the research and performing the literature part by writing an essay.

Study methods

Flexible implementation online.

Getting familiar with the research (select two articles from the Article Bank) and performing the mandatory literature (select three publications from entities 1, 2 and 3) by writing an essay based on the research articles and literature.

Independent work: 133 hours.

Further information

Time: First period.

You may also perform the course as summer studies.

Responsible teacher: Sanna Hyvärinen

Person responsible for minor studies: Professor Satu Uusiautti.

Evaluation and credits: Essay 5 cr., grading 5–1 or fail.

Learning material

Getting familiar with the research (select two articles from the Article Bank) and performing the mandatory literature (select three publications from entities 1, 2 and 3) by writing an essay based on the research articles and literature.

Article Bank:

The perspective of growth, development and support

Love and relationships

Positive pedagogy and learning

Well-being and success at work

Drawing from the Arctic

Sustainability in Educational Psychology

Literature: Select three works from entities 1, 2 and 3. You may also choose a Finnish work if you are familiar with Finnish.

Course literature

ISBN **Literature information**
number

Kirjallisuus: 3 teosta valitaan kokonaisuuksista 1, 2 ja 3

1 a) Nurmiraanta, H., Leppämäki, P. & Horppu, S. (2009). Kehityopsykologiaa lapsuudesta vanhuuteen. Helsinki: Kirjapaja. tai 1 b) Goleman, D. (1997). Tunneäly: Lahjakkuuden koko kuva. Helsinki: Otava. tai 1 c) Miller, P. H. (2016). Theories of developmental psychology (Sixth edition). New York: Worth Publishers.



- 2 a) Köngäs, M. (2018). "Eihän lapsil ees oo hermoja": Etnografinen tutkimus lasten tunneälystä päiväkotiarjessa. Rovaniemi: Lapin yliopisto.
<https://luc.finna.fi/ulapland/Record/juolukka.456558> tai 2 b) Pekkala, L., Salomaa, S. & Spišák, S. (toim.) (2016). Monimuotoinen mediakasvatus. Kansallisen audiovisuaalisen instituutin julkaisuja, 1/2016.
https://www.mediataitokoulu.fi/monimuotoinen_mediakasvatus.pdf tai 2 c) Kosola, S., Moisala, M. & Ruokoniemi, P. (toim.) (2019). Lapset, nuoret ja älylaitteet: Taiten tasapainoon (1. painos.). Helsinki: Duodecim. tai 2 d) Seligman, M. E. P. (2016). Homo prospectus. Oxford, England: Oxford University Press.
- 3 a) Metsäpelto, R.-L. & Feldt, T. (toim.) (2009). Meitä on moneksi: Persoonallisuuden psykologiset perusteet. Jyväskylä: PS-kustannus.
<https://luc.finna.fi/ulapland/Record/juolukka.434807> tai 3 b) Sinkkonen, J. (2020). Onnellinen lapsi. Helsinki: Werner Söderström Osakeyhtiö. tai 3 c) Lerner, R. M., Easterbrooks, M. A., Mistry, J. & Weiner, I. B. (2013). Developmental psychology (2nd ed.). Hoboken, N.J.: John Wiley & Sons, Inc.

Evaluation scale

H-5

Assessment criteria

0-2

Scale (essay):

Satisfactory (1-2)

0. The student is not familiar with the core concepts of human development as they relate to the life span, or the characteristics of research within the subject area. The student's educational psychological understanding of the contextuality of development phenomena that occur during the course of life and the student's ability to apply educational psychological knowledge are weak. The essay demonstrates serious weaknesses or mistakes, or includes considerable misunderstandings.

1. The study attainment demonstrates that the student is familiar with the core concepts of human development as they relate to the life span and theory construction within theories of development, and identifies the educational psychological perspective on the contextuality of development phenomena that occur during the course of life. The essay is overly concise, superficial, or responds poorly to the assignment specifications. The essay presents items of information in a list-like manner or the items presented remain unconnected from each other, or phenomena are addressed in an overly one-sided manner, and the essay includes no reasoned applications or conclusions.

2. The study attainment demonstrates that the student has the ability to apply the core concepts of human development to the context of the life span and the ability to apply the characteristics of theory construction within theories of development. The student understands the educational psychological perspective on the contextuality of development phenomena that occur during the course of life. The essay demonstrates the student's ability to apply knowledge and to draw conclusions.

3-4

Good (3-4)

3. The study attainment demonstrates that the student has the ability to identify the set of concepts of human development that relates to the life span and the related structures and models of theory construction in educational psychology. The student is able to organise and reason about research on the contextuality of development phenomena that occur during the course of life as well as characteristics of theories of development as part of the discussion within educational psychology and educational sciences. The student identifies causal relations, distinguishes between relevant and irrelevant information, and compares and contrasts information. The essay responds well to the

assignment specifications and demonstrates comprehension of the subject as well as analysis and reasoning skills.

4. The study attainment demonstrates that the student has the ability to combine ideas and sets of concepts and to gain new insights. The student is able to move from the specific to the general and to examine social and ethical phenomena of education and training in the framework of educational sciences. The student is able to make generalisations and summarise the relevant information and to create hypotheses and new openings.

5

Excellent (5)

5. The study attainment demonstrates that the student has the ability to make assessments based on reasoned arguments. The student is able to present arguments pro and contra positions, and to create criteria as well as to assess and test them. The student is able to analyse the key characteristics of concept formation in educational psychology in the context of the life span on the basis of research on development and theories of development. The essay grasps the big picture of the topic and knowledge is applied multidimensionally or situated in different contexts. The essay demonstrates an independent approach and insight. The essay forms a coherent whole and demonstrates capacities for reasoned, independent thought or critical reflection. The essay is well written or well executed.

KAPS0113 Crises of growth and development: 5 op

Objectives

Having completed the course, the student

- is familiar with and recognises the critical phases of development in youth and related developmental disorders in terms of their causes, consequences and prevention
- understands the fragileness of development in youth and the phenomenon of marginalisation as a challenge in terms of educational psychology, and can apply the acquired knowledge
- has acquired skills and tools to support and guide the balanced mental education and development of a youth through educational psychology by considering both the individual and the community and by identifying multidisciplinary perspectives

Contents

The course focuses on the strongest manifestations of a young person's disorder and the ways to deal with them. It brings out the most painful paths leading to a vicious circle of marginalisation and presents ways to prevent distorted development. The course also seeks answers to how young people can be provided with a positive environment for peaceful growth and development and what is important in terms of a young person's balanced growth.

Accomplishment methods

Getting familiar with the research and performing the literature part by writing an essay.

Study methods

Flexible implementation online.

Getting familiar with the research (select two articles from the Article Bank) and performing the mandatory literature (select three publications from entities 1, 2 and 3) by writing an essay based on the research articles and literature.

Independent work: 133 hours.

Further information

Time: Second period.

You may also perform the course as summer studies.

Persons in charge: Professor Satu Uusiautti and University Lecturer Tanja Äärelä.

Evaluation and credits: Essay 5 cr., grading 5–1 or fail.

Learning material

Getting familiar with the research (select two articles from the Article Bank) and performing the mandatory literature (select three publications from entities 1, 2 and 3) by writing an essay based on the research articles and literature.

Article Bank:

The perspective of growth, development and support

Love and relationships

Positive pedagogy and learning

Well-being and success at work

Drawing from the Arctic

Sustainability in Educational Psychology

Literature: Select three works from entities 1, 2 and 3. You may also choose a Finnish work if you are familiar with Finnish.

Course literature

ISBN number **Literature information**

Kirjallisuus (3 teosta valitaan kokonaisuuksista 1, 2 ja 3)

1. Yksi kirja seuraavista: 1 a) Lipponen, K. (2020). Resilienssi arjessa. Duodecim. 1 b) Sandt & Leskisenoja, E. (2019). Positiivinen pedagogiikka ja nuorten hyvinvointi. PS-Kustannus. 1 c) Myllyniemi, S. (toim.) Arjen jäljillä. Nuorisobarometri 2015. https://tietoanuorista.fi/wp-content/uploads/2016/01/Nuorisobarometri_2015_ISSUU.pdf 1 d) Reivinen, J. & Vähäkylä, L. Ketä kiinnostaa? Lasten ja nuorten hyvinvointi ja syrjäytyminen. Gaudeamus. 1 e) Määttä, K. (2007). Helposti särkyvää. Nuoren kasvun turvaaminen. Kirjapaja. 1 f) Doll, B., Pfohl, W. & Ylitalo, M. (2010). Handbook of youth prevention science. New York: Routledge.

2. Yksi kirja seuraavista: 2 a) Holmila, M., Raitasalo, K. & Tigerstedt, C. (toim.) (2016). Sukupolvet ja kasvamisen karikot. Vanhemmat, lapset ja alkoholi. Terveyden ja hyvinvoinnin laitos. http://www.julkari.fi/bitstream/handle/10024/131418/URN_ISBN_978-952-302-738-1.pdf?seq=2 2 b) Pruuki, H. & Sinkkonen, J. (2017). Lapsi ja ero. Eväitä eteenpäin. Kirjapaja. 2 c) Forsberg, Ritala-Koskinen, A. (toim.) (2018). Monen kodin lapset. Gaudeamus. 2 d) Laitinen, M. (2004). Häväistyt ruumiit, rikotut mielet. Tutkimus lapsina läheissuhteissa seksuaalisesti hyväksikäytettyjen naisten ja miesten elämästä. Vastapaino. 2 e) Äärelä, T. (2012). Aika paljion vaikuttaa minkä ilme opettajalla on naamalla - nuoret vangit kertovat peruskouluajoistaan. Rovaniemi: Lapin yliopisto. 2 f) Kivivuori, J., Aaltonen, M., Näsi, M., Suonpää, K. & Danielsson, P. (2020). Kriminologia. Rikollisuus ja kontrolli muuttuvassa yhteiskunnassa. Gaudeamus. 2 g) Alapulli, H., Kivitie-Kalviainen, S. & Söderholm, A. (toim.) (2012). Lapsen kaltoinkohtelu. Duodecim. 2 h) Poijula, S. (2015). Lapsi selviytymisen tukeminen. Kirjapaja. 2 i) Brotherton, G. & Cronin, T. M. (2013). Working with vulnerable children, young people and families. Oxfordshire, England; New York: Routledge.

3. Yksi kirja seuraavista: 3 a) Olsson, P. (2018). Kaikki vähä erilaisii. Yläkoulun sosiaaliset suhteet. Gaudeamus. 3 b) Junttila, N. (2019). Kavereita nolla. Lasten ja nuorten yksinäisyys. Tammi. 3 c) Mahkonen, S. (2016). Konfliktit koulussa. Edita. 3 d) Viljamaa, J. (2017). Mitä minä teen tämän kanssa? Minerva Kustannus. 3 e) Hamarus, P., Holmberg, T. & Salmi, S. (2015). Opas kiusaamisen jälkihoitoon. PS-Kustannus. 3 f) Sajaniemi, N., Suhonen, E. Nislin, M. & Mäkelä, J. E. (2015). Stressin säätely. PS-Kustannus. 3 g) Jahnuainen, M., Kalalahti, M. & Kivirauma, J. (toim.) (2018). Stressin säätely. PS-Kustannus.



Oma paikka haussa. Maahanmuuttotaustaiset nuoret ja koulutus. Gaudeamus. 3 h) Mönkkör Kekoni, T. & Pehkonen, A. (toim.) (2019). Moniammatillinen yhteistyö. Vaikuttava vuorovaiku sosiaali- ja terveysalalla. Gaudeamus. 3 i) Mennuti, R. B., Freeman, A. & Christner, R. W. (2013). Cognitive-behavioral interventions in educational settings: A handbook for practice (2nd ed.). York: Routledge. 3 j) Goetz, T. & Hall, N. C. (2013). Emotion, motivation, and self-regulation: handbook for teachers. Bradford: Emerald Group Publishing Limited.

Evaluation scale

H-5

Assessment criteria

0-2

Scale (essay):

Satisfactory (1-2)

0. The student is not familiar with the core concepts of growth and developmental crises in adolescence or the characteristics of research within the subject area. The student's educational psychological understanding of the promotion of the adolescent's balanced psychological education and development and the student's ability to apply educational psychological knowledge are weak. The essay demonstrates serious weaknesses or mistakes, or includes considerable misunderstandings.

1. The study attainment demonstrates that the student is familiar with the core concepts of growth and developmental crises in adolescence; the critical developmental phases of adolescence; and reasons and causes for disturbances in development as well as possibilities for preventing them; and identifies the educational psychological perspective on examining the promotion of the adolescent's balanced psychological education and development. The essay is overly concise, superficial, or responds poorly to the assignment specifications. The essay presents items of information in a list-like manner or the items presented remain unconnected from each other, or phenomena are addressed in an overly one-sided manner, and the essay includes no reasoned applications or conclusions.

2. The study attainment demonstrates that the student has the ability to apply the core concepts of growth and developmental crises in adolescence and the ability to apply the characteristics of theory construction related to the critical development phases of adolescence; reasons and causes for disturbances in development; as well as possibilities for preventing them. The student understands the educational psychological perspective on examining the promotion of the adolescent's balanced psychological education and development. The essay demonstrates the student's ability to apply knowledge and to draw conclusions.

3-4

Good (3-4)

3. The study attainment demonstrates that the student has the ability to identify the set of concepts of growth and developmental crises in adolescence and the related structures and models of theory construction within educational psychology. The student is able to organise and reason about research related to the critical developmental phases in adolescence; reasons and causes for disturbances in development; and possibilities for preventing them; as well as the characteristics of such research as part of the discussion within educational psychology and educational sciences. The student identifies causal relations, distinguishes between relevant and irrelevant information, and compares and contrasts information. The essay responds well to the assignment specifications and demonstrates comprehension of the subject as well as analysis and reasoning skills.

4. The study attainment demonstrates that the student has the ability to combine ideas and sets of concepts and to gain new insights. The student is able to move from the specific to the general and

to examine social and ethical phenomena of education in the framework of educational sciences. The student is able to make generalisations and summarise the relevant information and to create hypotheses and new openings.

5

Excellent (5)

5. The study attainment demonstrates that the student has the ability to make assessments based on reasoned arguments. The student is able to present arguments pro and contra positions, and to create criteria as well as to assess and test them. The student is able to analyse the key characteristics of concept formation in educational psychology on the basis of research on growth and developmental crises in adolescence. The essay grasps the big picture of the topic and knowledge is applied multidimensionally or situated in different contexts. The essay demonstrates an independent approach and insight. The essay forms a coherent whole and demonstrates capacities for reasoned, independent thought or critical reflection. The essay is well written or well executed.

KAPS0114 Positive psychological perspectives to educational psychology: 5 op

Objectives

Having completed the course, the student

- is familiar with and recognises human resources and underpinnings of wellbeing in various life situations and phases of life.
- understands the most salient problem settings of positive psychology and the opportunities and strengths of human development as individual and communal processes
- can apply the research knowledge of positive psychology in supporting education and development

Contents

The course addresses the human resources brought out by positive psychology as well as its core concepts, such as happiness, wellbeing and optimism. The main focus of the course is on the educational psychology of human wellbeing. Through theoretical and research examples, students examine the strengths and choices that help people to quickly adapt to the changing world without forgetting the significance of negative experiences.

Accomplishment methods

Getting familiar with the research and performing the literature part by writing an essay.

Study methods

Flexible implementation online.

Getting familiar with the research (select two articles from the Article Bank) and performing the mandatory literature (select three publications from entities 1, 2 and 3) by writing an essay based on the research articles and literature.

Independent work: 133 hours.

Further information

Time: Second period

You may also perform the course as summer studies.

Responsible teacher: Sanna Hyvärinen

Person responsible for minor studies: Professor Satu Uusiautti

Evaluation and credits: Essay 5 cr., grading 5–1 or fail.

Learning material



Getting familiar with the research (select two articles from the Article Bank) and performing the mandatory literature (select three publications from entities 1, 2 and 3) by writing an essay based on the research articles and literature.

Article Bank:

The perspective of growth, development and support
Love and relationships
Positive pedagogy and learning
Well-being and success at work
Drawing from the Arctic
Sustainability in Educational Psychology

Literature: Select three works from entities 1, 2 and 3. You may also choose a Finnish work if you are familiar with Finnish.

Course literature

ISBN Literature information number

Kirjallisuus: 3 teosta valitaan kokonaisuuksista 1, 2 ja 3

1 a) Hyvärinen, S., Äärelä, T. & Uusiautti, S. (Eds.) (2021). *Less Struggling, More Flourishing – Introduction to the Multidisciplinary Research on Positive Education*. Cambridge Scholars Publishing Limited. tai 1 b) Uusitalo-Malmivaara L. (toim.) (2014). *Positiivisen psykologian voima*. Jyväskylä: PS-kustannus.

<https://luc.finna.fi/ulapland/Record/juolukka.435033> tai 1 c) Land, K. C., Michalos, A. C. & Sirgy, M. J. (Eds.) (2012). *Handbook of Social Indicators and Quality of Life Research* (1st ed. 2012.). Dordrecht: Springer Netherlands.

2 a) Quinn, R. E. (2015). *The Positive Organization: Breaking Free from Conventional Cultures, Constraints, and Beliefs*. Oakland, CA: Berrett-Koehler Publishers. tai 2 b) Seligman, M. (2011). *Flourish: A new understanding of happiness and well-being - and how to achieve them*. London: Nicholas Brealey Publishing.

<https://luc.finna.fi/ulapland/Record/nelli05.410000007436065> tai 2 c) Uusiautti, S. (2019). *Tunnista vahvuutesi ja menesty*. Helsinki: Kirjapaja.

<https://luc.finna.fi/ulapland/Record/juolukka.461581>

3 a) Leskisenoja, E. (2016). *Vuosi koulua, vuosi iloa: PERMA-teoriaan pohjautuvat luokkakäytänteet kouluiloin edistäjinä*. Rovaniemi: Lapin yliopisto.

https://luc.finna.fi/ulapland/Record/lauda.10024_62568 tai 3 b) Hyvärinen, S. (2016). *Monta polkua johtajuuteen – naisjohtajien urakertomuksia*. Rovaniemi: Lapin yliopisto.

<https://lauda.ulapland.fi/handle/10024/62353> tai 3 c) Wenström, S. (2020). *Enthusiasm as a driving force in vocational education and training (VET) teachers' work. – Defining positive organization and positive leadership in VET*. Rovaniemi: Lapin yliopisto.

<https://lauda.ulapland.fi/handle/10024/64034>

Evaluation scale

H-5

Assessment criteria

0-2

Scale (essay):

Satisfactory (1-2)

0. The student is not familiar with the core concepts of positive psychology or the characteristics of research within the subject area. The student's educational psychological understanding of positive

psychology and the student's ability to apply educational psychological knowledge to promotion of education and development are weak. The essay demonstrates serious weaknesses or mistakes, or includes considerable misunderstandings.

1. The study attainment demonstrates that the student is familiar with the core concepts of positive psychology and theory construction within research on the subject and identifies the educational psychological perspective on human resources and prerequisites for well-being during different life events and phases. The essay is overly concise, superficial, or responds poorly to the assignment specifications. The essay presents items of information in a list-like manner or the items presented remain unconnected from each other, or phenomena are addressed in an overly one-sided manner, and the essay includes no reasoned applications or conclusions.

2. The study attainment demonstrates that the student has the ability to apply the core concepts of positive psychology and the ability to apply the characteristics of theory construction related to research on education and development. The student understands the educational psychological perspective on human resources and prerequisites for well-being during different life events and phases. The essay demonstrates the student's ability to apply knowledge and to draw conclusions.

3-4

Good (3-4)

3. The study attainment demonstrates that the student has the ability to identify the set of concepts of positive psychology, human resources and well-being and the related structures and models of theory construction within educational psychology. The student is able to organise and reason about research related to positive psychology as well as the characteristics of such research as part of the discussion within educational psychology and educational sciences. The student identifies causal relations, distinguishes between relevant and irrelevant information, and compares and contrasts information. The essay responds well to the assignment specifications and demonstrates comprehension of the subject as well as analysis and reasoning skills.

4. The study attainment demonstrates that the student has the ability to combine ideas and sets of concepts and to gain new insights. The student is able to move from the specific to the general and to examine social and ethical phenomena of education and training in the framework of educational sciences. The student is able to make generalisations and summarise the relevant information and to create hypotheses and new openings.

5

Excellent (5)

5. The study attainment demonstrates that the student has the ability to make assessments based on reasoned arguments. The student is able to present arguments pro and contra positions, and to create criteria as well as to assess and test them. The student is able to analyse the key characteristics of concept formation in educational psychology on the basis of research on positive psychology, human resources, and well-being. The essay grasps the big picture of the topic and knowledge is applied multidimensionally or situated in different contexts. The essay demonstrates an independent approach and insight. The essay forms a coherent whole and demonstrates capacities for reasoned, independent thought or critical reflection. The essay is well written or well executed.

KAPS0115 Love, relationships, and social development: 5 op

Objectives

Having completed the course, the student

- is familiar with and recognises the principles of social action and interaction
- understands the multidimensionality of love and affection as a phenomenon of educational

psychology

- can apply educational psychology to the development of social and emotional skills

Contents

The course contents include the research-based analyses of love and affection from the viewpoint of educational psychology, especially questions of romantic love, its phases of development, its crises, and the origins and prevention of the crises. In addition, the course provides basic knowledge about the social adjustment of human activity, the factors affecting individual and group behaviour, and the core phenomena of social psychology.

Accomplishment methods

Getting familiar with the research and performing the literature part by writing an essay.

Study methods

Flexible implementation online.

Getting familiar with the research (select two articles from the Article Bank) and performing the mandatory literature (select three publications from entities 1, 2 and 3) by writing an essay based on the research articles and literature.

Independent work: 133 hours.

Further information

Time: Second period.

You may also take the course as summer studies.

Person in charge: Professor Satu Uusiautti.

Evaluation and credits: Essay 5 cr., grading 5–1 or fail.

Learning material

Getting familiar with the research (select two articles from the Article Bank) and performing the mandatory literature (select three publications from entities 1, 2 and 3) by writing an essay based on the research articles and literature.

Article Bank:

The perspective of growth, development and support

Love and relationships

Positive pedagogy and learning

Well-being and success at work

Drawing from the Arctic

Sustainability in Educational Psychology

Literature: Select three works from entities 1, 2 and 3. You may also choose a Finnish work if you are familiar with Finnish.

Course literature

ISBN Literature information number

Kirjallisuus: 3 teosta valitaan kokonaisuuksista 1, 2 ja 3

1 a) Hankonen, ym. (2015). Johdatus sosiaalipsykologiaan. Helsinki: Edita. Saatavilla verkossa: <https://www.ellibslibrary.com/book/978-951-37-6625-2> tai 1 b) Hänninen V., Partanen J. & Ylijoki O.-H. (toim.) (2001 tai uudempi). Sosiaalipsykologian suunnannäyttäjiä. Tampere: Vastapaino. Saatavilla verkossa:

<https://www.ellibslibrary.com/book/951-768-086-4> tai 1 c) Taskinen, S. (2017). "Ne voi opita toisilta" Kasvatustieteellinen design-tutkimus maahanmuuttajaoppilaiden osallisuutta



edistävistä luokkakäytänteistä. Rovaniemi: Lapin yliopisto.
<http://lauda.ulapland.fi/handle/10024/63013> tai 1 d) DeLamater, J. D., Myers, D. J. & Collett, J. L. (2015). *Social psychology* (8th ed.). Boulder, Colorado: Westview Press.
https://luc.finna.fi/ulapland/Record/luc_electronic_yo.994690579106246
2 a) Salovaara, R. & Honkonen, T. (2011). *Rakenna hyvä luokkahenki*. Jyväskylä: PS-kustannus. tai 2 b) Sinkkonen, J. (2018). *Kiintymyssuhteet elämänkaareissa*. Helsinki: Duodecim. <https://luc.finna.fi/ulapland/Record/juolukka.460100> tai 2 c) Lähteenmäki S. (2013). *Miten elämä kantaa - narratiivinen tutkimus puhevammaisten nuorten elämän tarinoista*. Rovaniemi: Lapin yliopisto. <https://lauda.ulapland.fi/handle/10024/61690> tai 2 d) Uusiautti, S. & Määttä, K. (Eds.) (2013). *How to study children?: Methodological solutions of childhood research*. Rovaniemi: Lapland University Press.
3 a) Määttä, K. & Uusiautti, S. (Eds.) (2018). *Love around us. The role of love in education, parenting, and romantic relationships*. Frankfurt am Main: Peter Lang. tai 3 b) *Kaksi kansainvälistä empiiristä tutkimusartikkelia ihmissuhteisiin liittyvästä tutkimuksesta esseeseen valittua aihepiiriä tukevasti*

Evaluation scale

H-5

Assessment criteria

0-2

Scale (essay):

Satisfactory (1-2)

0. The student is not familiar with the core concepts of human social activity and interaction or the characteristics of research within the subject area. The student's educational psychological understanding of human social development and the student's ability to apply educational psychological knowledge are weak. The essay demonstrates serious weaknesses or mistakes, or includes considerable misunderstandings.

1. The study attainment demonstrates that the student is familiar with the core concepts of human social activity and interaction and theory construction within research on love and attachment phenomena, and identifies the educational psychological perspective on research on human social development. The essay is overly concise, superficial, or responds poorly to the assignment specifications. The essay presents items of information in a list-like manner or the items presented remain unconnected from each other, or phenomena are addressed in an overly one-sided manner, and the essay includes no reasoned applications or conclusions.

2. The study attainment demonstrates that the student has the ability to apply the core concepts of human social activity and interaction and the ability to apply the basic characteristics of theory construction related to research on love and attachment phenomena. The student understands the educational psychological perspective of research on human social development. The essay demonstrates the student's ability to apply knowledge and to draw conclusions.

3-4

Good (3-4)

3. The study attainment demonstrates that the student has the ability to identify the set of concepts of human social activity and interaction and the related structures and models of theory construction within educational psychology. The student is able to organise and reason about research on love and attachment phenomena as well as the characteristics of such research as part of the discussion within educational psychology and educational sciences. The student identifies causal relations, distinguishes between relevant and irrelevant information, and compares and contrasts information. The essay responds well to the assignment specifications and demonstrates comprehension of the

subject as well as analysis and reasoning skills.

4. The study attainment demonstrates that the student has the ability to combine ideas and sets of concepts and to gain new insights. The student is able to move from the specific to the general and to examine social and ethical phenomena of education and training in the framework of educational sciences. The student is able to make generalisations and summarise the relevant information and to create hypotheses and new openings.

5

Excellent (5)

5. The study attainment demonstrates that the student has the ability to make assessments based on reasoned arguments. The student is able to present arguments pro and contra positions, and to create criteria as well as to assess and test them. The student is able to analyse the key characteristics of concept formation in educational psychology on the basis of research on human social activity and interaction, and love and attachment phenomena. The essay grasps the big picture of the topic and knowledge is applied multidimensionally or situated in different contexts. The essay demonstrates an independent approach and insight. The essay forms a coherent whole and demonstrates capacities for reasoned, independent thought or critical reflection. The essay is well written or well executed.

KAPS0116 Learning and ways of supporting the learner's self-conception: 5 op

Objectives

Having completed the course, the student

- is familiar with and recognises the salient theories and aspects of educational and learning psychology research and its latest trends.
- understands the meaning of the principles of learning and individual and communal factors
- can apply knowledge of educational psychology to supporting positive learning

Contents

On this research-oriented course, students learn about the salient individual and communal factors that account for human learning. They also become familiar with learning, its principles, crises in the various phases of life. In addition, the course includes familiarization with the possibilities and methods of advancing positive learning and development, and the educational psychological foundation of positive pedagogy.

Accomplishment methods

Getting familiar with the research and performing the literature part by writing an essay.

Study methods

Flexible implementation online.

Getting familiar with the research (select two articles from the Article Bank) and performing the mandatory literature (select three publications from entities 1, 2 and 3) by writing an essay based on the research articles and literature.

Independent work: 133 hours.

Further information

Time: First period.

You may also take the course as summer studies.

Responsible teacher: Sanna Hyvärinen

Person responsible for minor studies: Professor Satu Uusiautti

Evaluation and credits: Essay 5 cr., grading 5–1 or fail.

Learning material

Getting familiar with the research (select two articles from the Article Bank) and performing the mandatory literature (select three publications from entities 1, 2 and 3) by writing an essay based on the research articles and literature.

Article Bank:

The perspective of growth, development and support
Love and relationships
Positive pedagogy and learning
Well-being and success at work
Drawing from the Arctic
Sustainability in Educational Psychology

Literature: Select three works from entities 1, 2 and 3. You may also choose a Finnish work if you are familiar with Finnish.

Course literature

ISBN number **Literature information**

Kirjallisuus: 3 teosta valitaan kokonaisuuksista 1, 2 ja 3

1 a) Nurmi, J.-E., Ahonen, T., Lyytinen, H., Lyytinen, P., Pulkkinen, L. & Ruoppila, I. (2014). Ihmisen psykologinen kehitys. Jyväskylä: PS-kustannus.

<https://luc.finna.fi/ulapland/Record/juolukka.434867> tai 1 b) Lonka, K. (2015). Oivaltava oppiminen. Helsinki: Otava. tai 1 c) Huotilainen, M. (2019). Näin aivot oppivat. Jyväskylä: PS-kustannus. tai 1 d) Uusiautti, S. & Määttä, K. (Eds.) (2016). The basics of caring research. Rotterdam: Sense publishers.

2 a) Ranta, S. (2020). Positiivinen pedagogiikka suomalaisessa varhaiskasvatuksessa ja esiopetuksessa. Rovaniemi: Lapin yliopisto. <https://lauda.ulapland.fi/handle/10024/64412> tai 2 b) Leskisenoja, E. (2017). Positiivisen pedagogiikan työkalupakki. Jyväskylä: PS-kustannus. tai 2 c) Määttä, K. & Uusiautti, S. (2018). The psychology of study success in universities. New York: Routledge. <https://helda.helsinki.fi/handle/10138/312049>

3 a) Ansala, L. (2017). "Niin monta rautaa tullessa": Aktiivinen kansalaisuus järjestöaktiivien yliopisto-opiskelijoiden kertomana. Rovaniemi: Lapin yliopisto. <https://lauda.ulapland.fi/handle/10024/62727> tai 3 b) Duckworth, A. (2016). Grit: The power of passion and perseverance. New York: Scribner. tai 3 c) Salmela, M. (2016). Tie ylioppilastutkinnon huippuarvosanoihin laudaturylioppilaiden kertomana. Rovaniemi: Lapin yliopisto. <https://lauda.ulapland.fi/handle/10024/62305>

Evaluation scale

H-5

Assessment criteria

0-2

Scale (essay):

Satisfactory (1-2)

0. The student is not familiar with the core concepts of research in educational psychology and psychology of learning or the characteristics of such research. The student's educational psychological understanding of promoting favourable learning and the student's ability to apply educational psychological knowledge are weak. The essay demonstrates serious weaknesses or

mistakes, or includes considerable misunderstandings.

1. The study attainment demonstrates that the student is familiar with the core concepts, emphases and the latest developments of research in educational psychology and psychology of learning, and theory construction within research on learning, and identifies the educational psychological perspective on promoting favourable learning. The essay is overly concise, superficial, or responds poorly to the assignment specifications. The essay presents items of information in a list-like manner or the items presented remain unconnected from each other, or phenomena are addressed in an overly one-sided manner, and the essay includes no reasoned applications or conclusions.
2. The study attainment demonstrates that the student has the ability to apply the core concepts of research in educational psychology and psychology of learning and the ability to apply the basic characteristics of theory construction related to research on learning. The student understands the educational psychological perspective on promoting favourable learning. The essay demonstrates the student's ability to apply knowledge and to draw conclusions.

3-4

Good (3-4)

3. The study attainment demonstrates that the student has the ability to identify the set of concepts of educational psychology and psychology of learning, and the related structures and models of theory construction. The student is able to organise and reason about research on learning as well as the characteristics of such research as part of the discussion within educational psychology and educational sciences. The student identifies causal relations, distinguishes between relevant and irrelevant information, and compares and contrasts information. The essay responds well to the assignment specifications and demonstrates comprehension of the subject as well as analysis and reasoning skills.
4. The study attainment demonstrates that the student has the ability to combine ideas and sets of concepts and to gain new insights. The student is able to move from the specific to the general and to examine social and ethical phenomena of education and training in the framework of educational sciences. The student is able to make generalisations and summarise the relevant information and to create hypotheses and new openings.

5

Excellent (5)

5. The study attainment demonstrates that the student has the ability to make assessments based on reasoned arguments. The student is able to present arguments pro and contra positions, and to create criteria as well as to assess and test them. The student is able to analyse the key characteristics of concept formation in educational psychology on the basis of research on learning. The essay grasps the big picture of the topic and knowledge is applied multidimensionally or situated in different contexts. The essay demonstrates an independent approach and insight. The essay forms a coherent whole and demonstrates capacities for reasoned, independent thought or critical reflection. The essay is well written or well executed.

LAER0320-1008 English Language: 0 op

Objectives

The English Minor (laer 0320 sivuaine) builds on the foundation of the basic courses LAPE 1622 or IEDU 0008 and allows students to improve all language skills and areas. Students will also learn how to help pupils develop their language skills and interest young learners in continual language learning. Students will deepen their understanding of the English language and culture and refine teaching skills. They will learn how to evaluate and produce teaching materials, especially those

necessitating speaking and enhancing meaningful communication. A broad aim of the English Minor is to prepare students for their professional tasks related to teaching English in the world of globalization and internationalization. Specific learning outcomes are indicated in each component course.

Prerequisites

- FINNISH STUDENTS LAPE1622 Teaching other languages: English, Swedish 4 ects
- INTERNATIONAL STUDENTS LAPE1622 Teaching other languages: English, Swedish 3 ects in the autumn semester, or IEDU0008 Teaching English as a Foreign Language (EFL) 3 ects in the spring semester, or equivalent (certified). 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> Specific prerequisites may apply to individual courses.

Further information

EFL = English as a Foreign Language

TEFL = Teaching English as a Foreign Language

LAER0341 EFL: Oral communication and speech production: 5 op

Objectives

By the end of the course students should be able to

- demonstrate knowledge of the English phonological system and sound production
- demonstrate familiarity with stress and intonation patterns
- demonstrate awareness of the influence of the native language on English sound patterns
- use the International Phonetic Alphabet to transcribe words and sentences
- demonstrate understanding of sound changes in connected speech
- understand pronunciation problems
- improve their own pronunciation
- expand their vocabulary
- increase self-confidence when speaking
- improve speaking fluency and communication skills in a range of contexts (e.g. presentations, talks, discussions)
- improve cultural awareness of the English language
- apply what they have learnt during the course to their studies and future work as teachers of English

Contents

Essentials of the English phonetics and phonology, International Phonetic Alphabet (IPA) for English and transcription. Communicative activities, discussions, presentations on topics related to English as a Foreign Language (EFL), teaching EFL, culture, and education.

Accomplishment methods

Required attendance, active participation, progress in pronunciation, completing pronunciation assignments, passing the pronunciation exam, completing oral assignments (talks, discussions, presentations).

The following is a breakdown of credits students earn for the course, for administrative purposes only. So, please note that the course is for 5ects/op. Therefore one cannot attend the speech production part only (2 ects/op), or the oral skills part only (2ects/op), or just take and pass the pronunciation exam (1 ects/op).

The speech production part 2 ects/op 5-1/fail

The pronunciation exam 1 ects/op 5-1/fail

The oral skills part 2 ects /op 5-1/fail

Study methods

Teacher and student presentations, group- and pair work, discussions, pronunciation exercises (including individual or a small-group practice with the teacher)

Contact teaching 50h and 83 h of independent work

Further 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.

Lecturer: Elizabeth Alssen

Time: autumn semester

Learning material

Teacher presentations, handouts and other material provided by the teacher, Internet resources, materials selected by the students

Course literature

ISBN number	Literature information
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Baker, A. (1981) Ship or Sheep? Cambridge University Press.

Morris-Wilson, I., (2004). English Segmental Phonetics for Finns. Oulu University Press.

Trim, J. (1997) English Pronunciation Illustrated. Cambridge University Press.

Vaughan-Rees, M. (2002) Test Your Pronunciation. Pearson Education Limited.

Prerequisites

CEFR level B2 of English is recommended to follow the course. A very general assessment of one's CEFR level can be found at

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

Evaluation scale

H-5

Assessment criteria

0-2

0 - hylätty /fail

Detailed criteria for evaluation of the oral communication part and the speech production part will be presented during the course. All assignments must be submitted to earn at least grade 1.

Very limited achievement of the tasks with major difficulties, limited flexibility and effectiveness.

The pronunciation exam - fail

1 - välttävä / sufficient and 2 - tyydyttävä / satisfactory

Detailed criteria for evaluation of the oral communication part and the speech production part will be presented during the course. All assignments must be submitted to earn at least grade 1.

Adequate achievement of the task but with obvious difficulties, a lack of flexibility and effectiveness.

The pronunciation exam - passed at least at level "sufficient"

3-4

3 - hyvä / good and 4 - kiitettävä / very good

Detailed criteria for evaluation of the oral communication part and the speech production part will be presented during the course. All assignments must be submitted to earn at least grade 1.

Successful achievement of the tasks but with less ease, flexibility and effectiveness

The pronunciation exam - passed at least at level "good"

5

5 - erinomainen /excellent

Detailed criteria for evaluation of the oral communication part and the speech production part will be presented during the course. All assignments must be submitted to earn at least grade 1.

Sophisticated achievement of the tasks with relative ease, flexibility, and effectiveness

The pronunciation exam - passed at level "excellent"

LAER0342 Introduction to Anglosphere studies: language, cultures and societies: 5 op

Objectives

The course presents students with selected aspects of the geography, history, culture and society of the core Anglosphere countries

Students successfully completing the course should be able to

- demonstrate knowledge of the highlights in history, politics, and culture of those countries
- demonstrate knowledge of the social institutions and governments in those countries
- demonstrate understanding of how historical collective identities were influenced by historical circumstances
- demonstrate awareness of the issues in the globalization of English and implications for teaching English
- teach those aspects of language, culture, customs and traditions of selected Englishes which are included in the curriculum

Contents

The course will cover the following areas:

- highlights of history of the core Anglosphere countries including four countries making up the United Kingdom (England, Scotland, Wales, Northern Ireland), for example the British Empire and the Commonwealth, Colonial America
- national identities, literature, religion, education, music, art, media
- selected social and political issues, for example racial and ethnic issues, political parties
- language(s), customs and traditions related to English and its selected global varieties, e.g. British, American, Australian, Canadian English; English as a lingua franca
- a brief history of the English language – its origins and how it became a global language.

Accomplishment methods

Required attendance, active participation, successful delivery of presentations, completion of projects and course assignments

The following is a breakdown of credits students earn for the course, for administrative purposes only. So, please note that the course is for 5ects/op. Therefore one cannot attend only, say, 20 h for 2ects /op, or select only, for example, the British studies part, or the North American studies part.

Active participation 2 ects pass/fail

Projects, presentations, student-led seminars

3 ects 5-1/fail

Study methods

Teacher and student presentations (or projects), group- and pair work, discussions, student-led seminars

Contact teaching 50h and 83 h of independent work

Further 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.

Lecturer: Elizabeth Alssen

Time: spring semester

Learning material

Course materials prepared by the lecturer, handouts, slides, audio-visual materials, journal articles and other reading material, Internet resources, posters and presentations prepared by the students, materials selected by students.

Course literature

ISBN number	Literature information
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Atkinson, N., Green, D., Phipps, G., Watters, S., & New Zealand Ministry for Culture and Heritage. (2020). *Today in New Zealand History*. Van Haren Publishing.

Hennessey, T. (2000). *A History of Northern Ireland*. Palgrave MacMillan

Kearney, H. (2006). *The British Isles: A History of Four Nations* (2nd ed.). Cambridge University Press.

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

Mauk, D., & Oakland, J. (2017). *American Civilization: An Introduction* (7th ed.). Routledge.

Morton, D. (2017). *A Short History of Canada: Seventh Edition* (Reprint ed.). McClelland & Stewart.

Oakland, J. (2019). *British Civilization: An Introduction* (9th ed.). Routledge.

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

Peel, M., & Twomey, C. (2018). *A History of Australia* (Macmillan Essential Histories) (2nd ed. 2018 ed.). Red Globe Press.

Storry, M., & Childs, P. (2016). *British Cultural Identities* (5th ed.). Routledge.

Wellings, B., & Mycock, A. (2020). *The Anglosphere: Continuity, Dissonance and Location* (Proceedings of the British Academy). Oxford University Press.

Prerequisites

CEFR level B2 of English is recommended to follow the classes and complete assignments. A very general assessment of one's CEFR level can be found at <http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html>

Assessment criteria

0-2

0 - hylätty /fail

Projects, presentations, student-led seminars

Detailed criteria for evaluation of presentations and student-led seminars will be presented during the course. All assignments must be submitted and the student-led seminar taught to earn at least grade 1.

The performance does not fulfil criteria for passing the course

1 - välttävä / sufficient

Projects, presentations, student-led seminars

Detailed criteria for evaluation of presentations and student-led seminars will be presented during the course. All assignments must be submitted and the student-led seminar taught to earn at least grade 1.

The performance and course work have shortcomings but meet the minimum criteria

2 - tyydyttävä / satisfactory

Projects, presentations, student-led seminars

Detailed criteria for evaluation of presentations and student-led seminars will be presented during the course. All assignments must be submitted and the student-led seminar taught to earn at least grade 1.

The performance and course work have shortcomings but the overall level is satisfactory

3-4

3 - hyvä / good

Projects, presentations, student-led seminars

Detailed criteria for evaluation of presentations and student-led seminars will be presented during the course. All assignments must be submitted and the student-led seminar taught to earn at least grade 1.

The performance is at a good level and meets criteria for delivering presentations and leading seminars. The student demonstrates solid understanding of the course contents.

4 - kiitettävä / very good

Projects, presentations, student-led seminars

Detailed criteria for evaluation of presentations and student-led seminars will be presented during the course. All assignments must be submitted and the student-led seminar taught to earn at least grade 1.

The performance is at a very good level and meets criteria for delivering presentations and leading seminars. The student demonstrates a very good grasp of the course contents.

5

5 - erinomainen /excellent

Projects, presentations, student-led seminars

Detailed criteria for evaluation of presentations and student-led seminars will be presented during the course. All assignments must be submitted and the student-led seminar taught to earn at least grade 1.

The performance is excellent and meets criteria for delivering presentations and leading seminars. The student demonstrates deep understanding of the course contents, is innovative and can think

independently.

Pass / fail

Evaluation criteria, approved/failed/ Hyväksytty/ Hylätty
approved / pass

Active participation: the student fulfills the attendance requirement, demonstrates cognitive involvement, asks questions, gives comments and peer feedback, and participates in pair work and group discussions.

fail

Active participation: the student does not fulfill the attendance requirement, does not engage in learning, does not participate in group discussions and other course work, does not complete course assignments or completes them only partially

LAER0343 TEFL materials as key tools in language learning: 5 op**Objectives**

Upon completion of the course students should be able to:

- demonstrate knowledge of communicative theories and their implementation in teaching foreign languages
- critically evaluate examples of the various communicative techniques implemented in the TEFL materials
- implement principles of designing TEFL materials
- plan, produce and execute age and curriculum appropriate teaching materials based on authentic sources
- use ICT and simple robotics and programming software in materials design and preparation (apps, learning platforms and environments, bee-bots, Scratch)
- design and present a TEFL age and curriculum appropriate project

Contents

- communicative theories reflected in teaching materials
- principles of designing and adapting TEFL materials
- 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
- planning, producing and executing teaching materials based on authentic sources
- planning, producing and executing ICT-based materials (apps, learning platforms and environments, bee-bots, Scratch)
- designing and presenting a TEFL age and curriculum appropriate project

Accomplishment methods

Required attendance, active participation and successful completion of all assignments related to planning, designing and execution of age and curriculum appropriate TEFL materials.

The following is a breakdown of credits students earn for the course, for administrative purposes only. So, please note that the course is for 5 ects/op. Therefore one cannot just produce selected materials for a reduced amount of credits. All course assignments must be submitted.

Active participation, peer evaluation of materials 1.5 ects pass/fail

Planning, designing and execution of age and curriculum appropriate TEFL materials 3.5 ects / 5-1/fail

Study methods

Teacher presentations and demonstrations, individual and group work, practical exercises, discussions, homework in the form of teaching materials preparation, peer-testing and evaluation of prepared and executed TEFL materials

Contact teaching 50h and 83 h of independent work

Further 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.

Lecturer: Elizabeth Alssen

Time: spring semester

Learning material

Course materials prepared by the lecturer, student-made materials, Internet resources, ICT materials, authentic materials (e.g. magazines, ICT and audio-visual materials), other materials and sources recommended by the lecturer (for example relevant articles from ELT journals, such as: ELT Journal, TESOL Quarterly, TESOL Journal, The Modern Language Journal, open access journals).

Course literature

ISBN number	Literature information
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Klippel, F. (2012). Keep Talking. Cambridge University Press.

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

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

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

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

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

Prerequisites

Finnish students: completed lape1623 Englannin ja ruotsin kielen pedagogiikka (Pedagogy of English and Swedish languages), 3 op

International students: recommended completion of lape 1623 Pedagogy of English and Swedish languages (only the English part for 2ects/op) in the autumn semester, or IEDU0007 Teaching English as a foreign language (EFL), 2 ects/op in the spring semester, or courses with the corresponding content

CEFR level B2 of English is recommended to follow the classes and complete written assignments.

A very general assessment of one's CEFR level can be found at

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

Evaluation scale

H-5

Assessment criteria**0-2**

0 - hylätty /fail

Detailed criteria for evaluation of various types of TEFL materials will be presented during the course. All course assignments must be submitted to earn at least grade 1.

The prepared and presented materials are not language level, or age or curriculum appropriate. One or more assignments have not been submitted. The student does not participate in group work on materials design, production and presentation.

1 - välttävä / sufficient

Detailed criteria for evaluation of various types of TEFL materials will be presented during the course. All course assignments must be submitted to earn at least grade 1.

Most of the TEFL materials are not age or curriculum appropriate but they meet the minimum criteria. The student demonstrates a low level of understanding of communicative theories and principles of materials design. The materials are based on ready models, without any adaptation. There are significant shortcomings in the presentation and execution of materials.

2 - tyydyttävä / satisfactory

Detailed criteria for evaluation of various types of TEFL materials will be presented during the course. All course assignments must be submitted to earn at least grade 1.

Some TEFL materials are age and curriculum appropriate but not all. The student demonstrates a satisfactory level of understanding of communicative theories and principles of materials design. The materials are mostly based on ready models, without adaptation. There are shortcomings in the presentation and execution of materials.

3-4

3 - hyvä / good

Detailed criteria for evaluation of various types of TEFL materials will be presented during the course. All course assignments must be submitted to earn at least grade 1.

TEFL materials are mostly age and curriculum appropriate. The student demonstrates a solid understanding of communicative theories and principles of materials design and displays a degree of creativity. The student is able to implement that knowledge into producing interesting materials. The presentation and execution of materials is performed well. However, some materials may not be exactly language level, or age, or curriculum appropriate. Some materials may be based on ready models without a good degree of adaptation. The presentation and execution of materials is performed well.

4 - kiitettävä / very good

Detailed criteria for evaluation of various types of TEFL materials will be presented during the course. All course assignments must be submitted to earn at least grade 1.

TEFL materials are age and curriculum appropriate. The student demonstrates a very good grasp of communicative theories and principles of materials design and displays a very good degree of creativity and innovation. The student is able to implement that knowledge into producing interesting, motivating and meaningful materials. The presentation and execution of materials is performed very well.

5

5 - erinomainen /excellent

Detailed criteria for evaluation of various types of TEFL materials will be presented during the course. All course assignments must be submitted to earn at least grade 1.

TEFL materials are not only age and curriculum appropriate. The student demonstrates deep understanding of communicative theories and principles of materials design and displays creativity, is innovative and can think independently and in an original way. The student is able to implement that knowledge into producing interesting, motivating and meaningful materials. The presentation and execution of materials is outstanding.

Pass / fail

approved / pass

Active participation: the student fulfills the attendance requirement, demonstrates cognitive involvement, asks questions, gives comments and peer feedback, and participates in pair work and group discussions.

fail

Active participation: the student does not fulfill the attendance requirement, does not engage in learning, does not participate in group discussions and other course work, does not complete course assignments or completes them only partially

LAER0344 EFL: Writing for academic and professional purposes: 5 op

Objectives

Students successfully completing this course should be able to

- demonstrate improved knowledge of the structure and usage in English
- demonstrate extended vocabulary range
- apply the principles of normative grammar to writing
- write a properly structured paragraph, coherent arguments, descriptions, a short story, a summary, a(n) argumentative, comparative, reaction essay
- demonstrate understanding of academic writing, including the characteristics of the formal writing style, and principles of academic texts organisation, referencing and citation
- differentiate between formal and informal writing styles
- apply the principles of academic writing in English in a research essay
- read critically ELT expository academic texts and respond to such texts by producing a research essay
- evaluate critically other students' writing and give peer feedback

Contents

the first part of the course:

- analysis of selected types of texts and guidelines for writing them (e.g. comparative essays,

argumentative essays, reaction essays, summaries)

- formal and informal writing style
- selected aspects of rhetoric and etymology, cultural aspects in writing
- how cohesion markers help clarify expression of ideas and guide a reader through one's writing
- how to improve sentence structure and organize information according to a genre
- exercises extending vocabulary range
- general punctuation principles

the second part of the course:

- strategies for reading expository academic texts
- principles of academic writing in English
- research writing in EFL, teaching EFL, education (in journal articles, conference proceedings and academic books)

Accomplishment methods

Active participation and successful completion of all written assignments (a comparative essay).

The following is a breakdown of credits students earn for the course, for administrative purposes only. So, please note that the course is for 5ects/op. Therefore one cannot write only an essay or a summary or a research essay. All written assignments must be completed and submitted

Active participation and peer review 1 ect

pass/fail

Written assignments: e.g. essays, a summary, a story

2.5 ect

5-1/fail

Research essay 1.5 ect / 5-1/fail

Study methods

Teacher's presentations, analysing examples of various genres, individual writing, collaborative writing, peer correction, redrafting, group work, grammar and vocabulary exercises, independent work. Some writing will be based on readings selected by the teacher and students.

Contact teaching 50h and 83 h of independent work

Further 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.

Lecturer: Elizabeth Alssen

Time: spring semester

Learning material

Course materials prepared by the lecturer, English corpora, Internet resources, assignments written by students, reading material, resources on EFL writing selected by the lecturer, EFL journal articles (ELT journals, for example: ELT Journal, TESOL Quarterly, TESOL Journal, The Modern Language Journal, open access journals).

Course literature

ISBN **Literature information**
number

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

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



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

Prerequisites

CEFR level B2 of English is recommended to follow the classes and complete written assignments.

A very general assessment of one's CEFR level can be found at

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

Assessment criteria

0-2

0 - hylätty /fail

Detailed criteria for evaluation of writing different genres will be presented during the course. All writing assignments must be submitted to earn at least grade 1.

Written assignments do not fulfill criteria for writing different genres. One or more written assignments have not been submitted.

1 - välttävä / sufficient

Detailed criteria for evaluation of writing different genres will be presented during the course. All writing assignments must be submitted to earn at least grade 1.

The content and level of writing is sufficient, there are shortcomings but writing meets the minimum criteria.

2 - tyydyttävä / satisfactory

Detailed criteria for evaluation of writing different genres will be presented during the course. All writing assignments must be submitted to earn at least grade 1.

The content and level of writing is satisfactory, there are some shortcomings.

3-4

3 - hyvä / good

Detailed criteria for evaluation of writing different genres will be presented during the course. All writing assignments must be submitted to earn at least grade 1. The content and level of writing is good.

4 - kiitettävä / very good

Detailed criteria for evaluation of writing different genres will be presented during the course. All writing assignments must be submitted to earn at least grade 1. The content and level of writing is very good.

5

5 - erinomainen /excellent

Detailed criteria for evaluation of writing different genres will be presented during the course. All writing assignments must be submitted to earn at least grade 1. The content and level of writing is

outstanding.

Pass / fail

approved / pass

Active participation: the student demonstrates cognitive involvement, asks questions, gives relevant comments and peer feedback, and participates in pair work and group discussions.

fail

Active participation: the student does not engage in learning, does not participate in peer feedback, or the feedback does not demonstrate understanding of genre-specific characteristics or the knowledge of the structure and usage of English

LAER0345 Early English language teaching in grades 1-2: 2 op**Objectives**

By the end of the course students should:

- know the characteristics of young children as foreign language learners
- gain knowledge on how to teach foreign languages in early primary school years (grades 1-2)
- apply knowledge and practical guidance to teaching
- demonstrate understanding FL learning from the perspective of young learners
- be able to analyse and critically evaluate methods, techniques and teaching materials (including ICT) intended for young learners
- demonstrate familiarity with a range of assessment methods for young learners (e.g. the European Language Portfolio)
- be able to plan and execute learning sequences for young FL learners

Contents

- a brief overview of brain plasticity and brain development at ages (6)/ 7 -8 and application to FL learning at that age
- current theories and approaches to foreign language teaching, teaching different aspects of language and culture as applied to young learners, activities and practical ideas suitable for young children, supporting speaking and interaction
- enhancing confidence and motivation in young FL learners
- creating language-rich classroom environment conducive to FL learning at that age
- promoting children's creativity and imagination
- creating natural and holistic environment for FL learning at that age, applying cross-disciplinarity
- age-appropriate methods and techniques for introducing / meeting new language and establishing new language (practice, recycling), including ICT
- differentiation and special needs pupils at that age, implications for FL learning
- assessment of young learners (e.g. the European Language Portfolio)
- evaluating course book packages (CBPs); books and accompanying materials (e.g. digi materials) in grades 1-2. For example, Come with Me 1, Come with Me 2 (SanomaPro), High Five 1-2 (Otava)
- microteaching English for pupils in grades 1-2

Accomplishment methods

Required attendance, active participation, successful delivery of microteaching

The following is a breakdown of credits students earn for the course, for administrative purposes only. So, please note that the course is for 2ects/op. Therefore one cannot just attend the course for 1 ects/op and not participate in microteaching.

Active participation 1 ecta / op pass/fail

Microteaching 1 ecta /op 5-1/fail

Study methods

Teacher presentations, group- and pair work, discussions, micro-teaching prepared by the participants out-of-class and its implementation in-class followed by evaluation and discussion

Contact teaching 20h and 33 h of independent work

Further 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.

Lecturer: Elizabeth Alssen

Time: spring semester

Learning material

Course materials prepared by the lecturer and other resources recommended during the course, coursebook packages (CBPs), Internet resources, other materials selected by the lecturer and distributed during contact teaching

Materials available on the webpages of the European Language Portfolio, Council of Europe (<https://www.coe.int/fr/web/portfolio>).

Perusopetuksen opetussuunnitelman perusteiden 2014 muutokset ja täydennykset koskien A1-kielen opetusta vuosiluokilla 1–2 [Amendments and additions to the National Core Curriculum for Basic Education 2014 regarding the instruction of the A1 language in grades 1-2]. (2020). Helsinki: Opetushallitus [Finnish National Agency for Education (EDUFI)].

pp. 25-30

https://www.oph.fi/sites/default/files/documents/perusopetuksen_vuosiluokkien_1-2_a1-kielen_opetussuunnitelman_perusteet.pdf

Course literature

ISBN number	Literature information
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Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press.

Cave, S. (2006). 100+ Fun ideas for practising modern foreign languages in the primary classroom. Brilliant Publications

Enever, J., & Lindgren, J. (Eds.). (2017). Mixed methods in early language learning research. Multilingual Matters

García Mayo, M.P. (Ed.). (2017). Learning foreign languages in primary school: Research insights. Multilingual Matters.

Halliwell, S. (1992). Teaching English in the primary classroom. Longman

House, S. (1997). An introduction to teaching English to children. Richmond Publishing

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

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

Muñoz, C. (Ed.). (2006). Age and the rate of foreign language learning. Multilingual

Matters.

Singleton, D. M., & Ryan, L. (2004). Language acquisition: The age factor. Multilingual Matters

Prerequisites

Finnish students: completed lape1623 Englannin ja ruotsin kielen pedagogiikka (Pedagogy of English and Swedish languages), 3 op

International students: recommended completion of lape 1623 Pedagogy of English and Swedish languages (only the English part for 2ects/op) in the autumn semester, or IEDU0007 Teaching English as a foreign language (EFL), 2 ects/op in the spring semester, or courses with the corresponding content

CEFR level B2 of English is recommended to follow the classes and complete course assignments, e.g. preparation and delivery of microteaching. A very general assessment of one's CEFR level can be found at

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

Evaluation scale

H-5

Assessment criteria

0-2

Fail (0)

MICROTEACHING

The methods, techniques and materials are not adequate. Materials copy models of activities from resources but they are not adapted to the teaching situation, age and language learning level of the pupils. Instructions are mostly or always unclear.

There is no differentiation in teaching. Activities are predominantly teacher-centred.

Satisfactory (2) and Sufficient (1)

MICROTEACHING

The methods, techniques and materials are sometimes not adequate enough.

Some but not all materials are interesting, motivating and related to real life and pupils' interests. Some of the instructions are clear, some too verbose or complicated. Differentiation and different learning styles are not always taken into consideration. Activities are mostly teacher-centred.

3-4

Very good (4) and Good (3)

MICROTEACHING

Mostly appropriate methods, techniques and materials are used.

Materials are interesting, motivating and related to real life and pupils' interests. Instructions are mostly clear. Teaching engages pupils in the learning process. Differentiation and different learning styles are taken into consideration.

Some activities are pupil-centred but others can be teacher-centred.

5

Excellent (5)

MICROTEACHING

Appropriate methods, techniques and materials are used.

Materials are interesting, motivating and related to real life and pupils' interests. Instructions are clear. Teaching engages pupils in the learning process. Differentiation and different learning styles are taken into consideration.

Pass / fail

pass / approved

Active participation: the student shows required attendance, demonstrates cognitive involvement, asks questions, gives comments, feedback, and participates in group discussions and pair work.

Fail (0)

Active participation: the student attends less than required hours of contact teaching, does not engage in learning, does not participate in group discussions or pair work; the student is predominantly occupied by some other activities than course work.

LAER0346 English Didactics Seminar: 3 op

Objectives

By the end of the course students should be able to demonstrate theoretical and practical knowledge of various approaches to TEFL so that they can make informed choices in their teaching of English. They 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 use them for preparing and delivering the presentation. They should be able to incorporate the presentation into the student-led seminar, peer evaluate presentations and give feedback. 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 content expands on concepts and issues covered in the foundation course. It provides theoretical framework to language learning.

- Language acquisition theories and teaching methodologies.
- Innovation in language learning and teaching.
- Cognitive neuroscience perspectives on foreign language education.
- 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 the primary classroom.
- Assessment methods including the European Language Portfolio (ELP).
- Strategies for reading expository academic texts and preparing presentations, the meta-language of presentations.

Accomplishment methods

Active participation, successful teaching a student-led seminar including an individual presentation and leading a post-presentation discussion, written course work

The following is a breakdown of credits students earn for the course, for administrative purposes only. So, please note that the course is for 3ects/op. Therefore one cannot only attend the course for

1 ect/op or only deliver a presentation for 2 ect/op

Active participation in seminars	1 ect	Pass/fail
Preparation and delivery of a student-led seminar	2 ect	5-1/fail

Study methods

Teacher presentations, individual and group work, student presentations, student-led seminars, written course work

30 contact teaching hours and 50 hours of independent work.

Further 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.

Lecturer: Elizabeth Alssen

Time: spring semester

Learning material

Course materials prepared by the lecturer, reading material, resources on TEFL selected by the lecturer, EFL journal articles (ELT journals, for example: ELT Journal, TESOL Quarterly, TESOL Journal, The Modern Language Journal, open access journals). 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), Internet resources, other materials recommended by the lecturer.

Course literature

ISBN number	Literature information
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- | | |
|--|---|
| | Brewster, J., Ellis, G., & Girard, D. (2002). <i>The Primary English Teacher's Guide</i> . Penguin English Guides. |
| | Cameron, L. (2001). <i>Teaching Languages to Young Learners</i> . Cambridge University Press. |
| | Coyle, D., Hood, P., & Marsh, D. (2010). <i>CLIL: Content and Language Integrated Learning</i> . Cambridge University Press. |
| | Gairns, R., & Redman, S. (1989). <i>Working with Words. A Guide to Teaching and Learning Vocabulary</i> . Cambridge University Press. |
| | Gibbons, P. (2002). <i>Scaffolding language, scaffolding learning. Teaching second language learners in the mainstream classroom</i> . Heinemann. |
| | Grellet, F. (2012). <i>Developing Reading Skills</i> . Cambridge University Press. |
| | Harmer, J. (2001). <i>The Practice of English Language Teaching</i> . Longman. |
| | Ioannou-Georgiou, S., & Pavlou, P. (2003). <i>Assessing Young Learners</i> . Oxford University Press. |
| | Johnson, K. (2001). <i>An Introduction to Foreign Language Learning and Teaching</i> . Longman. |
| | Kaikkonen, P. (2000). <i>Kulttuuri ja vieran kielen oppiminen</i> . WSOY. |
| | Kristiansen, I. (1998). <i>Tehokkaita oppimisstrategioita</i> . WSOY. |
| | Larsen-Freeman, D. (2000). <i>Teaching Techniques and Principles in Language Teaching</i> . Oxford University Press. |
| | Mehisto, P., Marsh, D., & Frigols, M.J. (2008). <i>Uncovering CLIL: Content and Language</i> |



Integrated Learning in Bilingual and Multilingual Education. Macmillan.
Moilanen, K. (2002.) Yli esteiden: Oppimisvaikeudet ja vieraat kielet. Tammi.
Moon, J. (2005). Children Learning English: A guidebook for English language teachers. 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. Macmillan
Richards, J., & Rodgers, T. (2001). Approaches and Methods in Language Teaching. Cambridge University Press.
Ur, P. (2012). A course in English language teaching. Cambridge University Press.
Ur, P. (2014). Discussions and more: Oral fluency practice in the classroom. Cambridge University Press.
Ur, P. (2009). Grammar Practice Activities. Cambridge University Press.
Ur, P. (2012). Vocabulary activities. Cambridge University Press.
Vale D., & Feunteun A. (1995). Teaching Children English - A Training Course for Teachers of English to Children. Cambridge University Press. 10th printing 2003.

Prerequisites

Finnish students: completed lape1623 Englannin ja ruotsin kielen pedagogiikka (Pedagogy of English and Swedish languages), 3 op and all other courses in the English Minor (sivuaine) except courses running in parallel

International students: completed lape 1623 Pedagogy of English and Swedish languages (only the English part for 2ects/op) in the autumn semester, or IEDU0007 Teaching English as a foreign language (EFL), 2 ects/op in the spring semester, or courses with the corresponding content; also recommended: completion of LAER 0343 TEFL materials as key tools in language learning, 5 ects/op

CEFR level B2 of English is recommended to follow the classes, deliver an individual presentation and lead a seminar. A very general assessment of one's CEFR level can be found at <http://kaares.ulapland.fi/home/hkunta/ealssen/exss/CEFR.html>

Evaluation scale

H-5

Assessment criteria

0-2

0 - hylätty /fail

Detailed criteria for evaluation of presentations and student-led seminars will be presented during the course. All assignments must be submitted and the student-led seminar taught to earn at least grade 1.

The performance does not fulfil criteria for passing the course

1 - välttävä / sufficient

Detailed criteria for evaluation of presentations and student-led seminars will be presented during the course. All assignments must be submitted and the student-led seminar taught to earn at least grade 1.

The performance and course work has shortcomings but meets the minimum criteria

2 - tyydyttävä / satisfactory

Detailed criteria for evaluation of presentations and student-led seminars will be presented during the course. All assignments must be submitted and the student-led seminar taught to earn at least grade 1.

The performance and course work has shortcomings but the overall level is satisfactory

3-4

3 - hyvä / good

Detailed criteria for evaluation of presentations and student-led seminars will be presented during the course. All assignments must be submitted and the student-led seminar taught to earn at least grade 1.

The performance is at a good level and meets criteria for delivering presentations and leading seminars. The student demonstrates solid understanding of language learning theories

4 - kiitettävä / very good

Detailed criteria for evaluation of presentations and student-led seminars will be presented during the course. All assignments must be submitted and the student-led seminar taught to earn at least grade 1.

The performance is at a very good level and meets criteria for delivering presentations and leading seminars. The student demonstrates a very good grasp of language learning theories.

5

5 - erinomainen /excellent

Detailed criteria for evaluation of presentations and student-led seminars will be presented during the course. All assignments must be submitted and the student-led seminar taught to earn at least grade 1.

The performance is excellent and meets criteria for delivering presentations and leading seminars. The student demonstrates deep understanding of language learning theories, is innovative and can think independently.

Pass / fail

approved / pass

Active participation: the student demonstrates cognitive involvement, asks questions, gives relevant comments and peer feedback, and participates in pair work and group discussions.

fail

Active participation: the student does not engage in learning, does not participate in peer feedback, or the feedback does not demonstrate understanding of genre-specific characteristics or the knowledge of the structure and usage of English

GKAS3000-1008 Global Education: 0 op

Objectives

Global Education (GE) is offered as a minor subject (25 cr.). Its aim is to help teacher trainees, teachers and other educators, working in increasingly multicultural environments, to apply education as a change agent in their work for positive social transformation. As an academic discipline, Global Education postulates that we live in a critical point of history, a turning-point in human evolution, and that education must empower world citizens to contribute to positive transformations in the society. Such world citizenship requires for its aid a set of ethical values and civic skills that are applicable to a sustainable and inclusive global future. GE studies form a coherent sequence of 4 courses which contribute towards the aforementioned objectives. Although all GE courses are conducted in both Finnish and English, the course materials are all in English and, therefore, students are expected to have a relatively good command of the English language. Nonetheless, additional assistance in Finnish is available during all courses. Main sequence of courses: GKAS3411 The Phenomenon of Globalization & Cultural Diversity, 7 cr. GKAS3412 Human Rights, Global Ethos and the Problem of Religion, 6 cr. GKAS3413 Civic Education, Good Governance & Active Citizenship, 7 cr. GKAS3414 Theory & Research of Global Education, 5 cr.

GKAS3411 The Phenomenon of Globalization & Cultural Diversity: 7 op

Objectives

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.

Accomplishment methods

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).

Study methods

- Lectures: 24 h
- group discussions: 6 h
- independent work: 155 h.

Course literature

ISBN number	Literature information
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- 0-415-00142-0 R. Bennett & R. Estall Global change and challenge geography for the 1990s 1991
- 1-4129-1442-6 Jandt, Fred E. Introduction to intercultural communication identities in a global community -1
- 0-930031-55-5 Meadows, Donella H. Beyond the limits 1992
- 978-952-485-337-8 Ministry of Education Global education 2010 2007
- Raskin P. & al. Great Transition: the Promise and Lure of the Times Ahead 2002
- 0-394-71980-8 A. Toffler Learning for tomorrow the role of the future in education 1974

Prerequisites

General and basic studies in education.

Evaluation scale

H-5

Assessment criteria

0-2

Fail (0): The assignment is highly incomplete or erroneous, or it includes significant misunderstandings.

Adequate or satisfactory (grades 1-2): The assignment is very limited, shallow or it corresponds poorly to the given task; it discusses topics incoherently and one-sidedly; it includes errors and ambiguities.

3-4

Good or commendable (grades 3-4): The assignment corresponds with the given task, and it shows understanding and a skill to analyse and give arguments; it forms an overall picture, but it may include some flaws.

5

Excellent (5): The assignment is a coherent and comprehensive whole, which applies matters in a versatile manner or sets them in various contexts; it shows critical thinking and independent insights; the text is well written.

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

Objectives

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.

Accomplishment methods

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)

Study methods

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

Course literature

ISBN number	Literature information
0-00-686359-0	Etzioni, Amitai Spirit of community rights, responsibilities and the communitarian agenda 1995
978-952-485-430-6	Kaivola, Taina & Meleñon-Paaso, Monica, toim. Education for global responsibility Finnish perspectives 2007
0-312-17361-X	Rotblat, J. ed. World citizenship allegiance to humanity 1997

Prerequisites

course GKAS3411 (exceptions negotiable).

Evaluation scale

H-5

Assessment criteria

0-2

Fail (0): The assignment is highly incomplete or erroneous, or it includes significant misunderstandings.

Adequate or satisfactory (grades 1-2): The assignment is very limited, shallow or it corresponds poorly to the given task; it discusses topics incoherently and one-sidedly; it includes errors and ambiguities.

3-4

Good or commendable (grades 3-4): The assignment corresponds with the given task, and it shows understanding and a skill to analyse and give arguments; it forms an overall picture, but it may include some flaws.

5

Excellent (5): The assignment is a coherent and comprehensive whole, which applies matters in a versatile manner or sets them in various contexts; it shows critical thinking and independent insights; the text is well written.

GKAS3413 Civic Education, Good Governance & Active Citizenship: 7 op

Objectives

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.

Accomplishment methods

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).

Study methods

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

Course literature

ISBN number Literature information

- Botkin, J., Elmandjra, M. & Malitza, M. No Limits to Learning 1978
- 0-19-827997-3 I. Carlsson & S. Ramphal Our global neighbourhood the report of the Commission on Global Governance -1
- Fischer, J.M. & Mazurkiewicz, G. Designing Authentic Education for Democracy 2009
- Izadi, Partow Education for Global Responsibility: A Challenge to Humanity s Collective coming of Age 2008
- 0-933662-85-8 Storti, C. Art of Crossing Cultures 1990
- chairman J. P. de Cuéllar Our Creative Diversity, World Commission on Culture and Development 1995

Prerequisites

courses GKAS3411-GKAS3412 (exceptions negotiable).

Evaluation scale

H-5

Assessment criteria

0-2

Fail (0): The assignment is highly incomplete or erroneous, or it includes significant misunderstandings.

Adequate or satisfactory (grades 1-2): The assignment is very limited, shallow or it corresponds poorly to the given task; it discusses topics incoherently and one-sidedly; it includes errors and ambiguities.

3-4

Good or commendable (grades 3-4): The assignment corresponds with the given task, and it shows understanding and a skill to analyse and give arguments; it forms an overall picture, but it may include some flaws.

5

Excellent (5): The assignment is a coherent and comprehensive whole, which applies matters in a versatile manner or sets them in various contexts; it shows critical thinking and independent insights; the text is well written.

GKAS3414 Theory & Research of Global Education: 5 op

Objectives

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.

Accomplishment methods

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).

Study methods

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

Course literature

ISBN number Literature information

951-634-858-0 Izadi, Partow In quest of the science of education from reductionistic discourse to systemic theory 2003

Prerequisites

courses GKAS3411-GKAS4313 (exceptions negotiable).

Evaluation scale

H-5

Assessment criteria

0-2

Fail (0): The assignment is highly incomplete or erroneous, or it includes significant misunderstandings.

Adequate or satisfactory (grades 1-2): The assignment is very limited, shallow or it corresponds

poorly to the given task; it discusses topics incoherently and one-sidedly; it includes errors and ambiguities.

3-4

Good or commendable (grades 3-4): The assignment corresponds with the given task, and it shows understanding and a skill to analyse and give arguments; it forms an overall picture, but it may include some flaws.

5

Excellent (5): The assignment is a coherent and comprehensive whole, which applies matters in a versatile manner or sets them in various contexts; it shows critical thinking and independent insights; the text is well written.

Gender Studies: 0 op

WSTU1519 Introduction to Gender Studies: 5 op

Objectives

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.

Accomplishment methods

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

Study methods

Seminar (15h), exercises and active discussion.

Further information

Additional information

Minimum size of the seminar group: 8 persons

Learning material

More literature information and extra material

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

Course literature

ISBN number Literature information

0-7456-4567-4 Connell, Raewyn. Gender : in world perspective 2009

Evaluation scale

H-5

Assessment criteria

0-2

Grades 5-1/fail

WSTU1515 Gender, Society and the Arctic: 5 op

Objectives

After completion of the course the student is able to:

- Describe the connections between questions of gender and society
- Critically reflect current national and/or international debates on the role of gender in society
- Recognize the significance that question of gender have for Arctic societies

Contents

The course offers knowledge on the ways in which questions of gender define societies and contemporary debates around their (unequal) structures. In addition to providing an overview of the intertwined nature of gender and society, the course has a particular focus on questions of gender in Arctic societies.

Accomplishment methods

Active participation to the lectures and successful completion of the final assignment.

Study methods

The course includes lectures (10 h) and self-study in a form of writing a final assignment (essay).

Further information

Timing: Spring semester

Lecturer: University lecturer Heidi Sinevaara-Niskanen

Learning material

Supplementary reading:

- Ahmed, Sara (2012) On Being Included. Racism and Diversity in Institutional Life.
- Kappler, Karolin Eva (2009) Living with Paradoxes. Victims of Sexual Violence in Germany and the Conduct of Everyday Life.
- Kuhar, Roman & David Paternotte eds. (2017) Anti-gender Campaigns in Europe: Mobilising against equality.
- Kuokkanen, Rauna (2019) Restructuring Relations. Indigenous Self-Determination, Governance, and Gender

Evaluation scale

H-5

Assessment criteria

0-2

Grades 5-1/fail

Fail:

The course essay includes significant errors or misunderstandings.

1-2:

The course essay refers to the topics of the course, although briefly and in a detached manner. Essay may include misunderstandings or over simplifications of the topic of the course.

3-4

3-4:

The course essay is prepared according to the instructions. The essay demonstrates the ability of the student to understand and reflect course themes comprehensively, although some minor lacks may occur.

5

5:

The course essay demonstrates that the student has understood the contents of the course comprehensively and is able to apply the knowledge acquired to wider contexts. The essay shows strong independent thinking and critical reflection. The essay is well written.

WSTU1518 Gendered Education: 5 op

Objectives

The course offers students perspectives for examining gendered practices in upbringing and formal education, as well as conceptual tools 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.

Accomplishment methods

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

Study methods

Tutored study group: orientative lectures by tutor and presentations of each student (15 h)

Learning material

Literature: Queer social movements and outreach work in schools: a global perspective 2020. Francis, Dennis, Kjaran, Jon Ingvar & Lehtonen, Jukka (eds.) (E-book).

Further reading will be suggested and provided during the course by tutor.

Evaluation scale

H-5

Assessment criteria

0-2

Grades 5-1/fail

Failed:

The accomplishment is very insufficient, includes mistakes or considerable misunderstandings.

1-2

The requirements are answered sufficiently or in a satisfactory way but the essay consists of listing of issues or it deals with issues superficially. The accomplishment may include mistakes or obscurity.

3-4

Good and very good (3-4)

The requirements of the task are answered well, the accomplishment shows understanding and skills to analyse and argue. Student has formed a holistic picture that might include shortages.

5



Outstanding (5)

The accomplishment is a wide entity and shows knowledge of multidimensional treatise. It reveals independent thinking and ideas. The accomplishment is a whole entirety that includes well justified and argued, critical consideration. The essay is well written.

UNIPIDin verkko-opinnot: 0 op