UNIVERSITY OF JYVÄSKYLÄ
FACULTY OF EDUCATION AND PSYCHOLOGY

MASTER’S DEGREE PROGRAMME
IN EDUCATIONAL SCIENCES

STUDY PROGRAMME 2019–2020
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## 1. MASTER’S DEGREE PROGRAMME IN EDUCATIONAL SCIENCES [120 ECTS credits]

### 1.1. PROGRAMME STRUCTURE

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<th>15 ECTS CR.</th>
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<td>EDUY1000 Orientation to Studies and Personal Study Plan (3 ECTS CR.)</td>
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<td>XSU0005 Finnish I (5 ECTS CR.)</td>
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<td>XENX009 Integrated Research Communication (4 ECTS CR.)</td>
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<td>KTKO104 Information and Communication Technology (3 ECTS CR.)</td>
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<th>Advanced Studies in Education</th>
<th>25 ECTS CR.</th>
<th>Compulsory Studies for 15 ECTS CR.</th>
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<td>EDUS1010 Intercultural Competence and Collaborative Learning (5 ECTS CR.)</td>
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<td>EDUS1020 Finnish Education in Practice (5 ECTS CR.)</td>
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<td>EDUS1030 International Education Policies and Practices (5 ECTS CR.)</td>
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<th>Elective Studies for 10 ECTS CR.</th>
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<td>Courses selected from Specialisation Studies (0–10 ECTS CR.)</td>
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<td>Courses selected from General Advanced Studies (0–10 ECTS CR.)</td>
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<tr>
<td>EDUS3010 International Internship / EDUS3020 Internship (5–10 ECTS CR.)</td>
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<tr>
<th>Advanced Studies in Research Methods, Seminars and Thesis</th>
<th>50 ECTS CR.</th>
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<td>EDUS2010 Research Methods I (5 ECTS CR.)</td>
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<td>EDUS2020 Special Method Course (5 ECTS CR.)</td>
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<td>EDUS511 Research Seminar I (5 ECTS CR.)</td>
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<td>EDUS512 Research Seminar II (5 ECTS CR.)</td>
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<td>EDUS520 Master’s Thesis (30 ECTS CR.)</td>
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<td>EDUS530 Maturity examination (0 ECTS CR.)</td>
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<tr>
<th>Specialisation Studies</th>
<th>25 ECTS CR.</th>
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<tbody>
<tr>
<td>Courses from the selected Specialisation Studies Module (20–25 ECTS CR.)</td>
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<tr>
<td>Course selected from the whole range of Specialisation Studies or General Advanced Studies (0–5 ECTS CR.)</td>
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<tr>
<th>Optional Studies</th>
<th>5 ECTS CR.</th>
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<tbody>
<tr>
<td>EDUS3010 An International Internship / EDUS3020 Internship (5–10 ECTS CR.) can be included in Optional Studies if not included in Elective Studies.</td>
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<tr>
<td>KTKS155 Educational Phenomena and Enhancement of Competences 5 ECTS CR.</td>
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Under Optional Studies, students can choose more studies from Specialisation Studies or General Advanced Studies. Students can also freely choose from courses offered in the University of Jyväskylä (please remember to check, in advance, e.g. possible requirements for preliminary knowledge or study rights in terms of courses offered outside of the Master’s degree programme!).
1.2. SPECIALISATION STUDIES

Students need to complete 25 ECTS CR. for Specialisation Studies. Students choose one of the six modules and complete a minimum of 20 ECTS CR. from that selected module. In addition, students may choose 5 CR. from another module or from the general advanced courses.

* not available in 2019–2020 (NB! Some of this information is still tentative!)

**Module 1: EARLY CHILDHOOD STUDIES**
- VKTS1019 Children and Childhood in Society 5 ECTS CR.
- VKTS1029 Children’s Social-emotional Development and Well-being in Early Childhood 5 ECTS CR.
- VKTS1039 Contemporary Perspectives on Play and Learning 5 ECTS CR.
- KLAS1609 Family and Upbringing – Key Concepts and Approaches 5 ECTS CR.

**Module 2: INCLUSIVE EDUCATION**
- ERIS318 International Perspectives on Special Education 5 ECTS CR.
- ERIS310 Co-teaching in School Community * 5 ECTS CR.
- ERIS301 Neuro-cognitive Interventions of Learning Disabilities 5 ECTS CR.
- ERIS303 Disability Studies in Education 5 ECTS CR.
- EDUS1050 Teaching in Multilingual and Multicultural Settings 5 ECTS CR.
- ERIA3010 Special Education Learning Environments 5 ECTS CR.

**Module 3: GUIDANCE AND COUNSELLING**
- EDUS390 Introduction to Guidance and Counselling 5 ECTS CR.
- EDUS391 Guidance and Counselling Interaction 5 ECTS CR.
- EDUS392 Career Guidance and Counselling 5 ECTS CR.
- KLAS1309 Cultural Diversity in Education and Pedagogy 5 ECTS CR.
- EDUA290 Information Communication Technology in Guidance and Counselling (JYU Open University) 5 ECTS CR.

**Module 4: FOREIGN LANGUAGE PEDAGOGY**
- OJUP1030 Varieties of English 5 ECTS CR.
- OJUP1040 The Language of Education and Pedagogy 5 ECTS CR.
- OJUP1060 Foreign Language Pedagogy 5 ECTS CR.
- OJUP2010 Content and Language Integrated Learning 5 ECTS CR.
- OJUP2020 Issues in International and Intercultural Education 5 ECTS CR.
- OJUP2030 Language, Literature and Culture 5 ECTS CR.

**Module 5: EDUCATIONAL LEADERSHIP**
- EDLS550 Educational Change and School Reform 5 ECTS CR.
- KLAS1519 Educational Leadership 5 ECTS CR.
- EDLS350 Pedagogical Leadership and Leadership as Resource 5 ECTS CR.
- EDLS1010 Managing Finances and Administrative Practices 5 ECTS CR.
- EDLS1020 Creativity and Innovation in Education and Educational Leadership * 5 ECTS CR.
- KLAS1509 Identity and Agency in Professional Work 5 ECTS CR.

**Module 6: CURRENT ISSUES IN EDUCATION AND PSYCHOLOGY**
- KLAS1409 Learning and 21st Century Competencies: Collaboration, Creativity, and Technology 5 ECTS CR.
- KLAS1709 Let’s Talk Theory! Social Theory and Societal Perspective on Education and Educational Research * 5 ECTS CR.
- MCE0220 Issues in Education 5 ECTS CR.
- ERIS301 Neuro-cognitive Interventions for Learning Disabilities 5 ECTS CR.
2. COURSE DESCRIPTIONS

The Master’s Degree Programme in Educational Sciences comprises the following modules designed to yield 120 ECTS credits:
- Orientation, Communication and Language Studies, and Academic Skills (15 ECTS CR.)
- Advanced Studies in Education (25 ECTS CR.)
- Advanced Studies in Research Methods, Seminar and Thesis (50 ECTS CR.)
- Specialisation Studies (25 ECTS CR.)
- Optional Studies (5 ECTS CR.)

Each module consists of various courses, which, while forming independent entities, are also designed to be complementary. Course workloads may vary, but are designed to follow the general rule that:
1 ECTS credit equals 27 hours of work.
2 ECTS credits equals 54 hours of work.
3 ECTS credits equals 81 hours of work.
4 ECTS credits equals 108 hours of work.
5 ECTS credits equals 135 hours of work.

Individual workloads may vary from this guideline, depending on personal competences, qualifications and knowledge base. Modules and courses are presented in more detail below.

2.1. ORIENTATION, COMMUNICATION AND LANGUAGE STUDIES, AND ACADEMIC SKILLS [15 ECTS credits]

This module comprises the following courses:
- EDUY1000 Orientation to Studies and Personal Study Plan (3 ECTS CR.)
- XSU0005 Finnish I (5 ECTS CR.)
- XENX009 Integrated Research Communication (4 ECTS CR.)
EDUY1000 Orientation to Studies and Personal Study Plan
3 ECTS credits
Learning outcomes: Upon completion of the course, students will
- be able to register for courses and deal with practical matters
- be able to use the learning platforms and library data retrieval systems
- understand the importance of the personal study plan (PSP) for learning and learning strategies and be able to develop their own PSP
- be able to analyse and develop their own study and life skills
- be able to reflect on and analyse their own professional development
Contents: Academic study skills, personal study plan, professional development
Modes of study: Contact teaching ca 30 h, individual PSP discussions
Completion modes: Active participation in contact sessions, drawing up a PSP.
Assessment criteria: Active participation in teaching and drawing up a PSP.
Assessment: Pass/fail
Time of delivery: 1st–2nd academic year
Lecturer in charge: Salla Määttä and Panu Forsman

KTKO104 Information and Communication Technology
3 ECTS credits
Learning outcomes: Upon completion of the course, students should
- be able to use the university ICT services and tools
- be able to use cloud services both individually and in groups
- know how to use ICT ethically as a student and as an expert in the field of education
- have a good understanding of the role of ICT in the work of an expert in education
- be able to use different ICT applications
- be competent in the basics of information search
Contents: The most important tools (e.g. word processing, spreadsheets, software), cloud services, learning environments, the use and meaning of ICT, ethical principles, information search, video editing
Modes of study: Contact teaching and small group work ca. 26 h
Completion modes: Participation in contact teaching and independent study, learning assignments.
Learning materials: To be announced at the beginning of the course.
Assessment criteria: Active participation in teaching and completing and passing learning assignments.
Assessment: Pass/fail
Time of delivery: 1st Autumn, periods 1–2
Lecturer in charge: Marika Peltonen

XENX009 Integrated Research Communication
4–5 ECTS credits
Learning outcomes: Upon completion of the course, students will
- have understanding of the types of knowledge and information management needed for research writing
- have familiarity with the conventions, language, and principles of academic writing in their field
- have understanding of intercultural differences in research writing and presentation
- know how to report quantitative and qualitative research
- know how to use references and citation without plagiarism
have developed skills in synthesising and evaluating research information in various formats of written and oral academic communication and presentation
know how to assess and edit their own writing and how to do peer evaluation and provide constructive feedback

Contents: This course is integrated into and tailored for Master’s programmes. It provides support for research writing and the thesis-writing process, from defining the research focus to synthesising, writing and presenting a research plan in the thesis seminar. Alternatively, the course can be integrated into subject study assignments, in which case they follow the requirements of these subject studies and seminars. The main focuses are information management, the conventions of research reporting and academic writing in the discipline of interest, seminar and presentation skills, and academic skills for learning through English. Training is provided by English lecturers from the Centre for Multilingual Academic Communication (MOVI) of University of Jyväskylä.

Modes of study: The course is composed of some 32-36 hours of contact study in class, as along with individual and small group feedback sessions on the assignments. All assignments – including e.g. an annotated bibliography, a research plan, a literature review, and a seminar abstract and presentation – are integrated with the subject studies and follow their requirements. Active participation and successful completion of all assignments is required. Modes of study include lectures, workshops, simulations, and academic writing and oral presentation assignments. The modules usually include collaborative and individual work on the Moodle platform, as well as individual supervision and feedback.

Completion modes: Active participation in teaching and completing and passing learning assignments

Assessment: 0–5

Time of delivery: 1st academic year, periods 2–4

Lecturer in charge: Lisa Lahtela

XSU0005 Finnish I (foreign students only)

5 ECTS credits

Learning outcomes: Upon completion of the course, students should be
- at level A1 in all/most of the language skill areas
- able to cope in everyday, routine situations
- able to talk about themselves, ask questions, describe people and objects, and be able to talk about time and place
- familiar with the basics of the Finnish communication culture and able to recognize the basic differences between spoken and standard Finnish
- aware of the language learning strategies suited to them personally and will be able to make use of the language environment around them to develop their language skills

Contents: The aim of the course is to provide students with basic-level language skills that enable them to cope in simple everyday situations – using basic phrases and vocabulary – and talk about themselves and their surroundings.

Modes of Study: The 70 contact hours comprising the course are used to teach Finnish with the help of various tasks/exercises, which are done in groups, pairs, and independently. Different language skill areas will be practised on the course: speaking, listening and reading comprehension, and writing. Grammar and vocabulary studies are integrated with the work on these skills. The course material is a learning package specifically designed for the needs of basic-level students. The package can be collected from the course teacher for a fee. In addition to the class exercises, homework assignments are an important part of the course. The support language for the course is English.
Completion modes: Completion of the course requires active participation and an acceptable rate of attendance as well as returning the given tasks/exercises within the agreed schedule. At the end of the course, an exam will be held (skill areas: speaking, listening comprehension, reading comprehension, writing, and structures and vocabulary). The grade that students receive will be based on performance in the different components of the exam.

Assessment: 0–5

Time of delivery: 1st Autumn, periods 1–2

Lecturer in charge: To be announced (TBA). Please ensure you choose a group that has the following timings: Monday at 10–12, Tuesday at 14–16 and Friday at 10–12.

2.2. ADVANCED STUDIES IN EDUCATION [25 ECTS credits]

This module comprises compulsory (15 CR.) and elective courses (10 CR.):

COMPULSORY STUDIES 15 ECTS CR.
- EDUS1010 Intercultural Competence and Collaborative Learning (5 ECTS CR.)
- EDUS1020 Finnish Education in Practice (5 ECTS CR.)
- EDUS1030 International Education Policies and Practices (5 ECTS CR.)

EDUS1010 Intercultural Competence and Collaborative Learning
5 ECTS credits

Learning outcomes: Upon completion of the course, students will be able to
- analyse different aspects of intercultural communication and be aware of the cultural issues affecting communication
- view the existing approaches to intercultural competence critically and in light of new challenges and insights from both theory and practice, including the ethical dimension
- apply the theories in question in educational practice
- collaborate efficiently with people from different cultural backgrounds

Contents: Intercultural communication, intercultural competence, intercultural dialogue.

Modes of study: Contact teaching ca. 26 h.

Completion modes: Participation in contact teaching and independent study, learning assignments.

Learning materials: To be announced at the beginning of the course.

Assessment criteria: Active participation in teaching and completing and passing learning assignments.

Assessment: 0–5

Time of delivery: 1st Autumn, periods 1–2

Lecturer in charge: Salla Määttä

EDUS1020 Finnish Education in Practice
5 ECTS credits

Learning outcomes: Upon completion of the course, students will
- have a broad perspective on Finnish educational practices and their foundations
- be able to use theoretical knowledge acquired in other courses, and critically analyse Finnish educational practices
- be able to synthesise theory and practice into reports on good practices

Contents: Education system in Finland, educational practices in Finland

Modes of study: Contact teaching ca. 28 h, observing and assisting in primary school, visiting local educational institutions.

Completion modes: Participation in contact teaching and independent study, learning assignments.

Learning materials: To be announced at the beginning of the course.
**Assessment criteria:** Active participation in teaching and completing and passing learning assignments.

**Assessment:** 0–5

**Time of delivery:** 1st academic year, Autumn–Spring

**Lecturer in charge:** Salla Määttä and Panu Forsman

**EDUS1030 International Education Policies and Practices**

**5 ECTS Credits**

**Learning outcomes:** Upon completion of the course, students will have
- knowledge about international organisations promoting global education cooperation and about the main global processes and reports
- understanding of the complexities, priorities and gaps in the development of global education
- competence in utilising global and thematic education reports, critically analysing their content and connecting local/national education processes with global development
- understanding of different educational topics on the global level

**Contents:** International education cooperation, global education policies and programmes

**Modes of study:** Seminar sessions 40 h (including a two-day international participatory seminar).

**Completion modes:** Participation in contact teaching and independent study, learning assignments.

**Learning materials:** Thematic reports of international organisations (available online) and related academic articles, to be announced at the beginning of the course.

**Assessment criteria:** Active participation in teaching and completing and passing learning assignments.

**Assessment:** 0–5

**Time of delivery:** 1st Autumn, periods 1–2

**Lecturer in charge:** Hanna Posti-Ahokas

**ELECTIVE STUDIES 10 ECTS CR.**

Elective studies are selected freely from those listed under Specialisation Studies or General Advanced Studies.

EDUS3010 International Internship / EDUS3020 Internship can also be included in elective studies. See page 30.

**2.3. RESEARCH METHODS, SEMINARS, AND THESIS [50 ECTS credits]**

**This module consists from the following courses:**
- EDUS2010 Research Methods I (5 ECTS CR.)
- EDUS2020 Special Method Course (5 ECTS CR.)
- EDUS511 Research Seminar I (5 ECTS CR.)
- EDUS512 Research Seminar II (5 ECTS CR.)
- EDUS520 Master’s Thesis (30 ECTS CR.)
- EDUS530 Maturity examination (0 ECTS CR.)

**RESEARCH METHODS**

**Overview:** The aim of the module is to clarify the purpose of doing research in the education sciences and to elaborate the use of research results. The goal is to give students an understanding of the research process and research methods needed to complete the Master’s thesis. In addition, students are enabled to make informed decisions in planning and
conducting research. This is achieved by introducing quantitative and qualitative research methods in relation to key concepts and approaches in education and the human sciences.

**EDUS2010 Research Methods I (5 ECTS CR.)**

**Learning outcomes:** Upon completion of the course, students will
- have an overview of education research at JYU and be knowledgeable about the broad array of education research
- be able to participate in professional discussion on education research
- be able to situate their own MA thesis research in the broader context of education research
- understand the central ontological and epistemological theories and points of view in educational research
- understand the research process from the perspectives of quantitative, qualitative and mixed methods research

**Contents:** Introduction to the education research conducted at JYU and the use of and different approaches to quantitative and qualitative research methods, including data collection, analysis, and how to review research.

**Modes of study:** Lectures ca. 10 h and demos ca. 20 h

**Completion modes:** Participation in contact teaching and independent study, learning assignments.

**Learning materials:** JYU’s education research strategy (internet), materials and reading list of recommended articles provided by the presenters


Further reading to be announced.

**Assessment criteria:** Active participation in teaching and completing and passing learning assignments.

**Assessment:** 0–5

**Time of delivery:** 1st academic year, periods 2–3

**Lecturer in charge:** Qualitative part (Autumn): Leena Halttunen and Riikka Alanen.
Quantitative part (Spring): Akie Yada and Takumi Yada

*This course can be substituted by YFIA205 Basics of Research Methodology in Social Sciences offered by the Department of Social Sciences and Philosophy.*

**EDUS2020 Special Method Course (qualitative methods: code KTKS2010)**

5 ECTS credits:
The choice should support the student’s research and be based on the student’s thesis methodology.

**Learning outcomes (KTKS2010):** Upon completion of the course, students will
- present the principles and the basic presumptions of the chosen qualitative research method (for example, ethnography, phenomenology, grounded theory, discourse analysis)
- place the chosen method to the field of research methodology and evaluate its applicability and reliability in one’s own research
- apply the chosen method in data collection, analysis and reporting of the results
- consider the questions related to research ethics and reliability in qualitative research when planning, carrying out and reporting the study

**Contents:**
- Familiarising oneself with the selected method chosen based on the approach of the thesis

**Modes of study:** Contact teaching ca. 10–15 hours (qualitative methods). Independent study (quantitative methods).
Completion modes: Participation in contact teaching and independent study, learning assignments.

Learning materials: To be announced at the beginning of the course.

Assessment criteria: Active participation in teaching and completing and passing learning assignments (qualitative methods). Completing a reading package (quantitative methods).

Assessment: 0–5

Time of delivery: 2nd academic year


Research Seminars

Overview: The Master’s thesis and the related research seminars are essential elements in the programme. The seminars provide students with varied insights into academic enquiry in education and practical experience in the research field, knowledge of projects being conducted by fellow students and collegiate cooperation. The capacity to conduct research arises through students reading and discussing each other’s work and receiving feedback from peers and facilitators.

The Master’s thesis involves participation in research seminars, which provide the core guidance and support, as well as independent work. The Master’s thesis is estimated to require 810 hours of work and Research Seminar 270 hours of work.

EDUS511 Research Seminar I

Credits: 5 ECTS CR.

Learning outcomes: Upon completion of the course, students will be able to
- assess educational phenomena and identify researchable problems
- formulate appropriate research questions for their Master’s thesis
- define the main concepts for their own research
- use academic references and various other sources of knowledge
- build the research instrument to be used for their data collection
- conduct the data collection

Contents:
- formulating research questions
- content of the theoretical framework and literature review
- defining the main concepts
- content of the research proposal
- procedure of data collection
- research ethics

Modes of study: Research seminar sessions

Completion modes: Active participation, research proposal

Learning materials: Selected articles

Assessment criteria: Active participation, research proposal

Assessment: Pass/fail

Time of delivery: 1st Spring

Lecturer in charge: Several lecturers

EDUS512 Research Seminar II (NB! Not on Sisu. Some thesis supervisors use their codes, e.g. OKLS4020, please consult your supervisor. The credits for seminar II will be granted, at the latest, when the thesis is finished)

5 ECTS credits
Learning outcomes: Upon completion of the course, students will be able to
- conduct the analysis process
- design and conduct an independent research project from proposal to final report
- collaborate in a research group, share information, and develop a supportive academic culture
- demonstrate skills in giving presentations and/or presenting posters at international conferences
- demonstrate both oral and written academic communication skills

Contents:
- content of research report
- procedure of data analysis
- oral and written presentations, giving academic critique/engaging in academic interaction in response to presentations

Modes of study: Research seminar sessions and/or independent work

Completion modes: Chapters of thesis manuscript

Learning materials: Selected articles, individual thesis work stages

Assessment criteria: Active participation and chapters of thesis manuscript

Assessment: Pass/fail

Time of delivery: 2nd academic year

Lecturer in charge: Thesis supervisors

MASTER’S THESIS AND MATURITY EXAMINATION

EDUS520 Master’s Thesis

30 ECTS credits

Learning outcomes: Upon completion of the course, students will be able to
- conduct research in the educational field and report the results
- think scientifically, apply research methods in practice and participate in academic discussion

Contents: Educational research, Master’s thesis

Modes of study: Independent work

Completion modes: Master’s thesis

Assessment criteria: Will be defined in the assessment criteria approved by the Faculty Council.

Assessment: 0–5

Time of delivery: 1st – 2nd academic year

Lecturer in charge: Thesis supervisors

EDUS530 Maturity Examination (NBI not on Sisu)

The Maturity examination is linked to the Master’s thesis, and can be taken around the time of the completion of the thesis. Please consult your thesis supervisor as to when you can take the maturity exam. The maturity exam’s purpose is to assess students’ abilities and knowledge in the areas of the thesis, and their academic English writing skills. The examination covers both theoretical and empirical aspects of the thesis study as well as English writing skills.

Modes of study: Independent work

Completion modes: eExam at University of Jyväskylä (eExam guide). Practical advice for writing your e-maturity exam can be found here.

Assessment criteria: Passing the exam

Assessment: Pass/fail (both content and language have to be passed)

Time of delivery: 2nd Spring, around the time of the thesis being finished
Lecturer in charge: Thesis supervisors (technical arrangements in eExam: Sanna Herranen)

2.4. SPECIALISATION STUDIES [25 ECTS credits]
Specialisation Studies are offered in six different study modules: Early Childhood Studies, Inclusive Education, Guidance and Counselling, Foreign Language Pedagogy, Educational Leadership, and Current Issues in Education and Psychology. Students choose a minimum of 20 ECTS credits from one specialisation study module. 5 ECTS credits can be chosen freely from different modules or from courses listed under General Advanced Studies offered by the faculty.

EARLY CHILDHOOD STUDIES
Students need to take the following 20 ECTS credits:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>ECTS CR.</th>
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<tbody>
<tr>
<td>VKTS1019</td>
<td>Children and Childhood in Society</td>
<td>5</td>
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<tr>
<td>VKTS1029</td>
<td>Children’s Social-emotional Development and Well-being in Early Childhood</td>
<td>5</td>
</tr>
<tr>
<td>VKTS1039</td>
<td>Contemporary Perspectives on Play and Learning</td>
<td>5</td>
</tr>
<tr>
<td>KLAS1609</td>
<td>Family and Upbringing – Key Concepts and Approaches</td>
<td>5</td>
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VKTS1019 Children and Childhood in Society
5 ECTS credits
Learning outcomes:
Upon completion of the course, students will have knowledge of
- the theoretical concepts related to children’s social worlds and childhood in society
- the variety of features related to childhood and the connections between them
- the relevance of children’s action and agency in the forming childhood
- the current research in the field and be able to apply it as part of his/her expertise in education

Contents: The course focus is on diverse perspectives, concepts and methods in childhood studies. The focus ranges from children’s structural positions in society to agency and participation in institutions. Childhood is explored as relationally constructed within its cultural and historical context.

Modes of study: Independent study and learning assignments (Autumn), contact teaching ca. 14 h (Spring).
Completion modes: Learning assignments and/or participation in contact teaching.

Learning materials:

Further reading to be announced.

Assessment criteria: Completing and passing learning assignments.
Assessment: 0–5
Time of delivery: Choose either Autumn (essay) or Spring (contact teaching)
Lecturer in charge: Niina Rutanen and Anu Kuukka

VKTS1029 Children’s Social-emotional Development and Well-being in Early Childhood
5 ECTS credits
Learning outcomes:
Upon completion of the course, students will
- be familiar with the key aspects of children’s social-emotional development that affect children’s well-being and their relationships
- know the main theoretical concepts of social-emotional development, developmental risk factors and early identification and support
- know how early intervention can be implemented through the application of scientific concepts

Contents: The key aspects of children’s social-emotional development, practical support of social-emotional development in early childhood education, and deepening theoretical and practical understanding of a specific area of social-emotional development.

Modes of study: Contact teaching ca. 16 h (Autumn), independent study and learning assignments (Spring).

Completion modes: Learning assignments and/or participation in contact teaching.

Learning materials:
Contemporary articles.

Assessment criteria: Completing and passing learning assignments.

Assessment: 0–5

Time of delivery: Choose either Autumn (contact teaching) or Spring (essay)

Lecturer in charge: Merja Koivula

VKTS1039 Contemporary Perspectives on Play and Learning
5 ECTS credits

Learning outcomes:
Upon completion of the course, students will
- be able to interpret and evaluate theories of and research on play
- be able to analyse play as children’s own activity and as the content and method of early childhood education
- know how to observe, analyse and study play
- understand different aspects of children’s play culture

Contents: Up-to-date theories of and research on play, analysing articles on play, and insights on observing, analysing and studying play. Interconnectedness of play and learning, and the importance of play in children’s culture.

Modes of study: Exam

Completion modes: Passing the exam

Learning materials:

Further reading to be announced.

Assessment criteria: Passing the exam

Assessment: 0–5

Time of delivery: Exam can be taken either on 15 November 2019 or 20 March 2020

Lecturer in charge: Merja Koivula

KLAS1609 Family and Upbringing – Key Concepts and Approaches
5 ECTS credits
Learning outcomes:
Upon completion of the course, students will
- have knowledge of the essential theories, concepts and research traditions used in understanding current family life, parenthood and upbringing
- be able to apply this knowledge in analyzing family issues both in research and in various working life contexts
- be able to explicate and analyze changes related to family, parenthood and upbringing from multiple perspectives

Contents: Family and intimate relations, family as a societal institution and system, family processes, families and change, parenting and upbringing, cultural ideals, family theories and approaches, multi-informant perspective, gender and generation.


Completion modes: Active participation in teaching and completing and passing learning assignments.

Learning materials:
And other learning materials provided in the course

Assessment criteria: Active participation in teaching and completing and passing learning assignments.

Assessment: 0–5

Time of delivery: Spring

Lecturer in charge: Eija Sevón

INCLUSIVE EDUCATION

Students can choose 20 ECTS credits from the following courses:

ERIS318 International Perspectives on Special Education 5 ECTS CR.
ERIS310 Co-teaching in the School Community * 5 ECTS CR.
ERIS301 Neuro-cognitive Interventions for Learning Disabilities 5 ECTS CR.
ERIS303 Disability Studies in Education (TBA) 5 ECTS CR.
EDUS1050 Teaching in Multilingual and Multicultural Settings 5 ECTS CR.
ERIA3010 Special Education Learning Environments (TBA) 5 ECTS CR.

ERIS318 International Perspectives on Special Education
5 ECTS credits

Learning outcomes:
Upon completion of the course, students will
- have knowledge of the essential aspects of the development of special education
- have understanding of the most important international agreements related to special education
be able to compare the implementation of special education and the factors affecting this in different countries
- have understanding of what methods are the most efficient in special education and how they relate to general education
- will be able to critically analyse the role and significance of special education in relation to international policy aiming at inclusive education

Contents: Special education, inclusive education, human rights, intervention, efficacy

Modes of study: Lectures and small group work, 16 contact hours

Completion modes: Participation in contact teaching and independent study, learning assignments


Assessment criteria: Active participation in teaching and completing and passing learning assignments.

Assessment: 0–5

Time of delivery: Spring, period 3

Lecturer in charge: Markku Leskinen

ERIS301 Neuro-cognitive Interventions for Learning Disabilities

5 ECTS credits

Learning outcomes:
Upon completion of the course, students will
- have knowledge of the developmental neurocognitive background of special learning disabilities
- understand the comorbidity of learning disabilities as a phenomenon and how to take this into account in teaching
- be able to analyse didactic and rehabilitative practices based on theoretical and empirical knowledge
- be able to analytically justify and design didactic and rehabilitative support

Contents: Special learning disabilities, dyslexia, mathematical learning disabilities, comorbidity, teaching and instructional interventions with learning disabilities, evidence-based support

Modes of study: Contact teaching ca. 8 h.

Completion modes: Participation in contact teaching and independent study, learning assignments.

Learning materials:

Other material to be announced at the beginning of the course.

Assessment criteria: Active participation in teaching and completing and passing learning assignments.

Assessment: 0–5

Time of delivery: Spring, period 4

Lecturer in charge: TBA

ERIS303 Disability Studies in Education

5 ECTS credits

Learning Outcomes:
Upon completion of the course, students will be able to
- identify the theoretical presumptions and pedagogical applications of Disability Studies in Education
- assess the accessibility and usability of various learning environments
- apply the principles of emancipatory and transformative education in teaching
- utilise the elements of disability culture and arts in instruction
- critically analyse the representations of disability in school textbooks, children’s literature and other learning material
- use pedagogical means to influence children’s and adolescents’ disability consciousness and attitudes towards disability

**Contents:** Accessibility, emancipatory education, disability culture and arts, disability consciousness

**Modes of Study:** Learning assignments.

**Completion modes:** Learning assignments.

**Learning materials:**
New York: P. Lang.

Other material to be announced at the beginning of the course.

**Assessment criteria:** Active participation in the reading circle and completing and passing learning assignments.

**Assessment:** 0–5

**Time of delivery:** TBA

**Lecturer in charge:** Erja Kautto-Knape

**EDUS1050 Teaching in Multilingual and Multicultural Settings**

5 ECTS credits

**Learning Outcomes:**
Upon completion of the course, students will
- have knowledge of the special features and requirements of teaching and learning through a second language
- be able to apply special features of guiding, scaffolding and assessing students’ learning in culturally and linguistically diverse groups
- have knowledge on how to use students’ plurilingualism as a resource in the classroom
- be able to analyse and assess the linguistic and communicative requirements of different school subjects

**Contents:**
- Finnish school system and multilingualism in school
- Language across curriculum and parallel language and content learning
- Scaffolding learning
- Promoting plurilingualism in a classroom
- Teacher collaboration

**Modes of study:** Contact teaching ca. 20 h.

**Completion modes:** Participation in contact teaching and independent study, learning assignments.

**Learning materials:** To be announced at the beginning of the course.

**Assessment criteria:** Active participation in teaching and completing and passing learning assignments.

**Assessment:** 0–5

**Time of delivery:** Spring, periods 3–4

**Lecturer in charge:** Eija Aalto and Tamás Szabó
ERIA3010 Special Education Learning Environments
5 ECTS credits
Learning Outcomes:
Upon completion of the course, students will
- have understanding of how the school functions as a learning environment
- be able to observe and analyse different teaching and learning methods
- be able to communicate and interact with pupils with special needs
- be able to reflect on special education practices in different countries
Contents: Special education learning environments, special education practices
Modes of study: Gaining acquaintance with the functional environment of special education by observing interaction in teaching and learning situations. The student will also participate in supporting teaching and guidance. The practice will take place in an early childhood education, primary education or vocational education institution chosen by the student. The practice includes observing, teaching/guidance, planning teaching, seminars and reporting.
Completion modes: Participation in contact teaching and independent study, learning assignments.
Learning materials: To be announced at the beginning of the course.
Assessment criteria: Active participation in teaching and completing and passing learning assignments.
Assessment: 0–5
Time of delivery: TBA
Lecturer in charge: TBA

GUIDANCE AND COUNSELLING
Guidance and counselling cover a wide range of services and activities targeted to people at different ages and life situations who are seeking help with problems and questions regarding their life and career decisions. The following courses provide students with an overview of a selection of important fields of guidance and counselling. In addition to international perspectives, the courses deal with elements that characterise the Finnish guidance and counselling approach, including e.g.
- humanistic and constructivist approach
- multiprofessional and systemic approach
- importance of a strong future-orientation
- life-long learning
- social and gender equality.

Students can choose 20 ECTS credits from the following courses:
EDUS390 Introduction to Guidance and Counselling 5 ECTS CR.
EDUS391 Guidance and Counselling Interaction 5 ECTS CR.
EDUS392 Career Guidance and Counselling 5 ECTS CR.
KLAS1309 Cultural Diversity in Education and Pedagogy 5 ECTS CR.
EDUA290 Information Communication Technology in Guidance and Counselling (JYU Open University) 5 ECTS CR.

EDUS390 Introduction to Guidance and Counselling
5 ECTS credits
Learning outcomes:
Upon completion of the course students will
- have understanding of the nature of guidance and counselling services and occupations and their relations to other forms of helping
- have understanding of and be able to describe guidance and counselling as part of the societal support system, along with its main theoretical approaches

**Contents:**
- the concepts of guidance and counselling and their relation to other concepts such as pedagogy and therapy
- guidance and counselling services as a societal support system
- guidance and counselling fields and occupations
- life-long and life-wide guidance and counselling
- theoretical approaches in guidance and counselling with an emphasis on humanistic and constructivist approach

**Modes of study:** Contact teaching ca. 11 h.

**Completion modes:** Participation in contact teaching and independent study, learning assignments.

**Learning materials:**
Suggested alternatives listed; in addition, journal articles and other sources for the essay to be discussed during lectures.


**Assessment criteria:** Active participation in teaching and completing and passing learning assignments.

**Assessment:** 0–5

**Time of delivery:** Autumn

**Lecturer in charge:** Sauli Puukari

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**EDUS391 Guidance and Counselling Interaction**

5 ECTS credits

**Learning outcomes:**
- Upon completion of the course, students will
  - have understanding of the nature of guidance and counselling interaction
  - be able to use guidance and counselling interaction knowledge and skills when working with people in different environments

**Contents:**
- dialogical nature of communication
- guidance and counselling from a pedagogical perspective
- methods and skills needed in guidance and counselling interaction

**Modes of study:** Contact teaching ca. 11 h.

**Completion modes:** Participation in contact teaching and independent study, learning assignments.

**Learning materials:**


**Assessment criteria:** Active participation in teaching and completing and passing learning assignments.
**EDUS392 Career Guidance and Counselling**

5 ECTS credits.

**Learning outcomes:** Upon completion of the course, students will
- have acquired an understanding of the nature of the developmental process of occupational and career identity, career choices and life-long career development, and different forms of career guidance and counselling
- recognize the use and meaning of career guidance and counselling at different stages of human development and in different contexts such as schools and business companies

**Contents:**
- theoretical approaches in career choice and career development
- the role of career guidance and counselling at different ages and in different organizations
- theoretical approaches in career guidance and counselling
- methods and skills needed in career guidance and counselling

**Modes of study:** Independent study. The deadline for the assignment is either 5 December or 15 May. Students may submit the assignment any time, but all the assignments will be evaluated after the designated deadlines.

**Completion modes:** Independent study, learning assignments.

**Learning materials:**
Suggested alternatives listed; in addition, journal articles and other sources for the essay to be discussed during lectures.


**Assessment criteria:** Completing and passing learning assignment.

**Assessment:** 0–5

**Time of delivery:** Choose either Autumn or Spring deadline

**Lecturer in charge:** Sauli Puukari

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**EDUA290 Information Communication Technology in Guidance and Counselling**

5 ECTS credits

**Learning outcomes:**
- have understanding and knowledge in the use of ICT in guidance
- know how to apply an evidence-based theoretical framework when using ICT in guidance
- be able to create a plan for maintaining their IT literacy and technological skills
- be able to evaluate opportunities and challenges for guidance presented by the use of existing and emerging technologies
- be able to apply ICT appropriately in the guidance process
Contents: Students will be exposed to learning situations where they are challenged to perceive and reflect on the potential of technology in the context of career guidance and counselling. The learning outcome will be enhanced competence in the use of ICT in guidance.

Modes of study: Online course organised by the JYU Open University

Completion modes: Participation in the online course and independent study.

Learning materials: To be announced at the beginning of the course.

Assessment criteria: Active participation in teaching and completing and passing learning assignments.

Assessment: 0–5

Time of delivery: TBA

Lecturer in charge: TBA

FOREIGN LANGUAGE PEDAGOGY

This module follows the JULIET programme and is designed to educate language-aware class teachers specialized in foreign language pedagogy and the integration of content and language education in the lower comprehensive school. The courses listed below will provide students with a broad perspective on the role of language in education, the nature of foreign language learning, key considerations in language teaching and development, along with recent innovations in language education, including language showers, language immersion and bilingual education in both the Finnish and international context. In addition to language-aware education, JULIET supports the development of cultural awareness and a critical understanding of the role of culture in education, and a critical appreciation of questions of agency and identity in relation to language-based innovations in education.

Students can choose 20 ECTS credits from the following courses:

- **OJUP1030** Varieties of English 5 ECTS CR.
- **OJUP1040** The Language of Education and Pedagogy 5 ECTS CR.
- **OJUP1060** Foreign Language Pedagogy 5 ECTS CR.
- **OJUP2010** Content and Language Integrated Learning 5 ECTS CR.
- **OJUP2020** Issues in International and Intercultural Education 5 ECTS CR.
- **OJUP2030** Language, Literature and Culture 5 ECTS CR.

**OJUP1030 Varieties of English**

5 ECTS credits

Learning outcomes: Upon completion of the course, students will
- have a stronger understanding of the way in which English has developed over time and across different geographical spaces
- have sensitivity to the role of English as an international language in different contexts
- be able to better appreciate the political nature of language education
- critically consider how to address cultural issues when teaching foreign and additional languages

Contents:
- scrutiny of different English-speaking countries and their cultures
- exploration of the different ways in which English as an international language has been theorized, politicized and experienced
- discussion on the pedagogical implications of teaching an international language

Modes of study: Contact teaching 24 h.

Completion modes: Participation in contact teaching and/or independent study, learning assignments.
Learning materials:

Articles to be announced.

Assessment criteria: Active participation in teaching and completing and passing learning assignments.

Assessment: 0–5

Time of delivery: Spring, periods 3–4

Lecturer in charge: Josephine Moate

OJUP1040 The Language of Education and Pedagogy

5 ECTS credits

Learning outcomes: Upon completion of the course, students will
- have the skills to effectively manage the classroom environment in English
- have a deeper understanding of the richness of everyday routines as a resource in language development
- have a better appreciation of the role and range of language in education
- have the skills to support pupil language use and development in different classroom contexts
- be able to reflect critically on different language-based innovations, such as language enrichment, language showers, immersion and bilingual education
- be sensitive to needed cultural considerations of different languages

Contents:
- workshops focusing on the practical management of classroom environments through English
- theme-based sessions working with different language forms and pedagogical considerations
- critical explorations of different ways in which language can be used in education and the different forms of support that are available

Modes of study: Contact teaching 28 h.

Completion modes: Participation in contact teaching and independent study, learning assignments.

Learning materials:

Assessment criteria: Active participation in teaching and completing and passing learning assignments.

Assessment: 0–5

Time of delivery: Autumn, periods 1–2

Lecturer in charge: Josephine Moate

OJUP1060 Foreign Language Pedagogy

5 ECTS credits

Learning outcomes: Upon completion of the course, students will be able to
- construct and express their pedagogical perspective with regard to foreign language learning
critically reflect on and design units of work and means of assessment, drawing on different theories, methodologies and technologies of foreign language learning and teaching
understand issues of identity and agency related to foreign language pedagogy

Contents: theories of and methodologies supporting foreign language learning; different approaches to the evaluation of foreign language learning; exploration of different perspectives (e.g. pupils and teachers) on foreign/additional language learning

Modes of study: Contact teaching 28 h
Completion modes: Participation in contact teaching and independent study, learning assignments.

Learning materials:

Further reading to be announced.

Assessment criteria: Active participation in teaching and completing and passing learning assignments.
Assessment: 0–5
Time of delivery: Autumn, periods 1–2
Lecturer in charge: Josephine Moate

OJUP2010 Content and Language Integrated Learning

5 ECTS credits

Learning outcomes: Upon completion of the course, students will
be able to draw on their understanding of education and CLIL research to critically consider CLIL as a pedagogic innovation
be able to combine their understanding of the educational theory and practice of CLIL in teaching particular subjects
have a better understanding of the role of educational communities in the introduction and development of an innovation such as CLIL
have the skills to plan and implement CLIL units of work, including materials and assessment procedures

Contents: History and development of Content and Language Integrated Learning; pedagogical implications of teaching-learning a subject through a foreign-language; developing and adapting materials and methodologies for CLIL; CLIL in different contexts; observations of CLIL in different school contexts; CLIL practice for JULIET students

Modes of study: Contact teaching 18 h
Completion modes: Participation in contact teaching and independent study, learning assignments.

Learning materials:

Further reading to be announced.
Assessment criteria: Active participation in teaching and completing and passing learning assignments.
Assessment: 0–5
Time of delivery: Autumn–Spring
Lecturer in charge: Josephine Moate

OJUP2020 Issues in International and Intercultural Education
5 ECTS credits
Learning outcomes: Upon completion of the course, students will be able to
- seek further information in response to new situations
- draw on the different backgrounds of pupils as resources for educational activity
- use different approaches to build educational communities by drawing on cultural sensitive pedagogies
- appreciate the resources of plurilingual communities
Contents: Introduction to different educational curricula and a cultural-sensitive pedagogy; exploration of different experiences of education from different perspectives and in different contexts; critical consideration of the different demands teachers, pupils and educational communities face.
Modes of study: Contact teaching 24 h.
Completion modes: Participation in contact teaching and independent study, learning assignments.
Learning materials:
Assessment criteria: Active participation in teaching and completing and passing learning assignments.
Assessment: 0–5
Time of delivery: Spring, periods 3–4
Lecturer in charge: Josephine Moate

OJUP2030 Language, Literature and Culture
5 ECTS credits
Learning outcomes: Upon completion of the course, students will be able to
- critique different literary texts with a view to using them in educational contexts
- work with authentic materials to create lesson plans, activities and units of work
- recognise and to work with different forms of cultural expressions without relying on stereotypical notions
- prepare lessons and reflect upon practice
- use literary texts to inform language development
Contents:
- exploration of different literary texts and genres for language education
- planning and implementation of units of work based on literary texts
- critical consideration of the affordances and challenges of story-based education
Completion modes: Participation in contact teaching and/or independent study, learning assignments and/or exam.
Learning materials:

**Assessment criteria:** Active participation in teaching and completing and passing learning assignments/exam.

**Assessment:** 0–5

**Time of delivery:** Autumn

**Lecturer in charge:** Josephine Moate

**EDUCATIONAL LEADERSHIP**

Specialisation studies in Educational Leadership provide both theoretical knowledge and practical skills, integrating the key elements of educational administration and leadership required in the complex field of educational leadership in diverse settings.

**EDLS550 Educational Change and School Reform**

5 ECTS credits

**Learning outcomes:** Upon completion of this course students will understand and be able to-
- apply the elements essential for successful educational change and reform
- understand how (social) complexity impacts on (the planning and implementation of?) educational reforms, and especially on leadership
- recognize the role of tensions and paradoxes in an educational change and/or reform process
- understand the role of leadership in the process of improving educational outcomes

**Contents:** The course focuses on the core elements of organizational change within education in the increasingly complex society of today: change in the organizational culture; interconnectivity between educational change and school improvement; school/organizational reform; change as a process; tensions and paradoxes related to change; and collaborative leadership dynamics as a catalyst for change.

**Modes of study:** Contact teaching ca. 12 h.

**Completion modes:** Participation in contact teaching and independent study, learning assignments.

**Learning materials:** To be announced at the beginning of the course.

**Assessment criteria:** Active participation in teaching and completing and passing learning assignments.

**Assessment:** 0–5

**Time of delivery:** Spring, period 3

**Lecturer in charge:** Aini-Kristiina Jäppinen

**KLAS1519 Educational Leadership**

5 ECTS credits

**Learning outcomes:** Upon completion of the course, students will be able to-
- locate educational leadership as a field of research and as a discipline
- examine leadership from the point of the organisation and the community
- examine leadership from the point of view of the individual
- evaluate leadership from the point of view of their professional identity and its evolution
Contents: Educational leadership as a field of research and as a discipline; leadership from the point of view of the organization and the community; leadership from the point of view of the individual

Modes of study: Contact teaching ca. 18 h.

Completion modes: Participation in contact teaching and independent study, learning assignments.

Learning materials: To be announced at the beginning of the course.

Assessment criteria: Active participation in teaching and completing and passing learning assignments.

Assessment: 0–5

Time of delivery: Autumn, periods 1–2

Lecturer in charge: Mika Risku

EDLS350 Pedagogical Leadership and Leadership as a Resource
5 ECTS credits

Learning outcomes: Upon completion of this course, students will
- have a better understanding of how the world is changing
- be able to view education as a societal tool in building future
- appreciate the necessity for change in education and leadership to meet the needs of a changing world
- be able to identify and analyse various approaches to the utilisation of learning as a tool for leadership
- know how to implement change in education and leadership to meet the needs of a changing world

Contents: Examination of how the world is changing; consideration of the mission of education; familiarisation with various learning theories; analysis of theories focusing on the relationship between leadership and learning.

Modes of study: Contact teaching ca. 14 h.

Completion modes: Participation in contact teaching and independent study, learning assignments.

Learning materials: To be announced at the beginning of the course.

Assessment criteria: Active participation in teaching and completing and passing learning assignments.

Assessment: 0–5

Time of delivery: Spring, periods 3–4

Lecturer in charge: Mika Risku

EDLS1010 Managing Finances and Administrative Practices
5 ECTS credits

Learning outcomes: Upon completion of the course, students will
- understand the importance of the management of finances and administrative practices in educational leadership
- be able to identify and examine different systems for managing finances and administrative practices in educational organisations
- have the readiness to start practise educational leadership through managing finances and administrative practices in educational organisations
- know how to implement change in education and leadership to meet the needs of a changing world

Contents: Managing finances and administrative practices in educational leadership; systems for managing finances and administrative practices in educational organisations; modelling
educational leadership through managing finances and administrative practices in educational organisations.

**Modes of study:** Contact teaching ca. 12 h.

**Completion modes:** Participation in contact teaching and independent study, learning assignments.

**Learning materials:** To be announced at the beginning of the course.

**Assessment criteria:** Active participation in teaching and completing and passing learning assignments.

**Assessment:** 0–5

**Time of delivery:** Spring, period 4

**Lecturer in charge:** Mika Risku

**KLAS1509 Identity and Agency in Professional Work**

5 ECTS credits

**Learning outcomes:** Upon completion of the course, students will be able to
- address theoretical approaches to professional identity and agency
- apply these approaches in individual and collective work-related learning contexts
- analyse the meaning of leadership for professional identity, agency, learning and well-being at work
- reflect on their own professional identity and agency

**Contents:** Learning at work, professional identity and agency, leadership, well-being at work

**Modes of study:** Contact teaching ca. 8 h

**Completion modes:** Participation in contact teaching and/or independent study, learning assignments and/or exam.

**Learning materials:**

And other materials provided.

**Assessment criteria:** Active participation in teaching and completing and passing learning assignments/exam.

**Assessment:** 0–5

**Time of delivery:** Spring

**Lecturer in charge:** Päivi Hökkä
CURRENT ISSUES IN EDUCATION AND PSYCHOLOGY

Students can choose 20 ECTS credits from the following courses:

- **KLAS1409** Learning and 21st Century Competencies: Collaboration, Creativity, and Technology (5 ECTS CR.)
- **MCE0220** Issues in Education (5 ECTS CR.)
- **ERIS301** Neuro-cognitive Interventions of Learning Disabilities (5 ECTS CR.)
- **EDUS1060** Entrepreneurial Learning and Project Management in Education (5 ECTS CR.)
- **CIPA100** Psychology Research at JYU (5 ECTS CR.)
- **CIPA111** Developing Effective Learners (TBA) (3 ECTS CR.)
- **CIPA1115** Physical activity and psychological well-being – personal and professional perspectives (5 ECTS CR.)
- **CIPA211** Biopsychology of the Normal and the Abnormal Development (3 ECTS CR.)
- **CIPA212** Experimental Developmental Psychopathology (3 ECTS CR.)
- **CIPA213** Developmental Language Related Disorders (TBA) (5 ECTS CR.)
- **CIPA4418** Applying Acceptance and Commitment Therapy in Counseling Settings (3 ECTS CR.)
- **CIPA4419** Trauma and Violence (3 ECTS CR.)
- **CIPA412** Crises, Chronicity and Social Networks (TBA) (3 ECTS CR.)

Detailed information on the CIPA courses will be available on Sisu

**KLAS1409 Learning and 21st Century Competencies: Collaboration, Creativity, and Technology**

5 ECTS credits.

**Learning outcomes:** Upon completion of the course, students will

- have a fuller understanding of the nature of learning and the competencies needed in future learning environments
- be able to apply theories of collaborative learning and creativity in changing teaching and learning situations

**Contents:** Core skills needed in working life, creativity, sense making in learning, collaborative learning

**Modes of study:** Contact teaching 24 h.

**Completion modes:** Participation in contact teaching and independent study, learning assignments.

**Learning materials:**


**Assessment criteria:** Active participation in teaching and completing and passing learning assignments.

**Assessment:** 0–5

**Time of delivery:** Autumn

**Lecturer in charge:** Raija Hämäläinen

**EDUS1060 Entrepreneurial Learning and Management in Education**

5 ECTS credits

**Learning outcomes:** Upon completion of the course, students will
- have understanding of the main concepts related to entrepreneurship education, work life skills and project management
- know how to implement the pedagogy of entrepreneurship education and be able to evaluate practices in educational project management
- be able to analyse entrepreneurial attitudes
- be familiar with the critical failure and success factors in project management
- be able to create and reflect on their entrepreneurship education plan

**Contents:** Entrepreneurship education and its various pedagogical approaches. Developing entrepreneurial attitudes, theoretical background and practical tools for successful project management in the field of education.

**Modes of study:** Contact teaching ca. 18-20 h.

**Completion modes:** Participation in contact teaching and independent study, learning assignments.

**Learning materials:** To be announced at the beginning of the course.

**Assessment criteria:** Active participation in teaching and completing and passing learning assignments.

**Assessment:** 0–5

**Time of delivery:** Spring

**Lecturer in charge:** Pasi Ikonen

**MCE0220 Issues in Education**

5 ECTS credits

**Learning outcomes:** Upon completion of the course, students will
- have greater awareness of current research trends and the educational research being conducted nationally, i.e. in Finland, as well as internationally
- have a better understanding of the topics addressed in the lectures through the reflective assignment
- be able to synthesise personal experiences and critical thinking
- have the readiness to exhibit their research-related skills through academic reading and writing

**Contents:** Finnish and international research projects

**Modes of study:** Visiting lectures

**Completion modes:** Participation in contact teaching and independent study, learning assignments.

**Learning materials:** To be announced at the beginning of the course.

**Assessment criteria:** Active participation in teaching and completing and passing learning assignments.

**Assessment:** 0–5

**Time of delivery:** Autumn and Spring

**Lecturer in charge:** TBA
ADDITIONAL COURSES: General Advanced Studies offered by the Faculty

Any one of the following advanced level courses can be chosen for the remaining 5 ECTS credits required for completion of Specialisation Studies. These courses can also be chosen for Elective Studies.

- **EDUS1040** Educational Research * 5 ECTS CR.
- **EDUS1070** Dialogic Theory and Dialogic Pedagogy * 5 ECTS CR.
- **EDUS1080** Theory and Practice of Comparative Pedagogy * 5 ECTS CR.
- **EDUS1090** Instructional Design – Creating an educational media product 5 ECTS CR.
- **KLAS1209** Professional Ethics of Educators and Moral Education 5 ECTS CR.
- **KLAS1309** Cultural Diversity in Education and Pedagogy 5 ECTS CR.
- **OKLS1409** Advanced Phenomenon-based Studies 3: Independent Studies 6 ECTS CR.

**EDUS1090 Instructional Design – Creating an educational media product**

5 ECTS CR.

**Learning outcomes:** Upon the completion of the course, students will be able to
- plan, design, develop and evaluate educational media projects. Students understand and can use instructional design, problem-based-learning and learning-by-design perspectives.

**Contents:**
- Instructional design
- Problem-based-learning
- Learning-by-design
- Generic work life skills
  - international collaboration
  - online instruction
  - virtual mobility

**Modes of study:** Online course, participation in online learning platform and completing the independent and group learning assignments

**Completion modes:** Online course, participation in online learning platform and completing the independent and group learning assignments

**Learning materials:** To be announced at the beginning of the course.

**Assessment criteria:** Project presentation and final educational product. Activity demonstrated in the learning platform during the course.

**Assessment:** 0–5

**Time of delivery:** May–June 2020

**Lecturer in charge:** Salla Määttä and Panu Forsman

**KLAS1209 Professional Ethics of Educators and Moral Education**

**Credits:** 5 ECTS CR.

**Learning outcomes:** Upon completion of the course, students will be able to
- analyse central concepts and theoretical viewpoints related to the professional ethics of educators
- evaluate various approaches in ethical education and apply them in their own work
- compare arguments and counter-arguments related to various ethical questions
- critically evaluate the their professional ethical principles and value framework and their personal view on being an educator

**Contents:**
- basic concepts and theories in (professional) ethics
- main approaches in moral education
- children’s and disabled people’s rights and status
- indoctrination and the paradox of education, justice and respect for individual autonomy
- ethical questions related to dialogue, power and evaluation, moral agency, moral emotions and reflection on one's own ethical thinking

**Modes of study:** Contact teaching ca. 24 h. International students participate in three lectures of their choice and seminar group 4 (this is the only English-medium group). The theme of the seminar group is “Ethical issues concerning children and families”.

**Completion modes:** Participation in three lectures of your choice and writing a lecture diary, participation in seminars (required to pass the course), seminar presentation and writing a seminar diary.

**Learning materials:** To be announced at the beginning of the course.

**Assessment criteria:** Active participation in teaching and completing and passing learning assignments.

**Assessment:** 0–5

**Time of delivery:** Autumn

**Lecturer in charge:** Eija Sevón

**KLAS1309 Cultural Diversity in Education and Pedagogy**

**5 ECTS credits**

**Learning outcomes:** Upon completion of the course, students will
- be able to recognise and evaluate their own cultural values and actions and the relevance of these relevance in pedagogy
- have the tools to theoretically analyse cultural diversity
- be able to apply the theories acquired during the course to education and pedagogy
- have greater awareness of the opportunities and challenges for pedagogy brought by increasing cultural diversity
- have the readiness to promote social justice in cultural diverse educational settings through their theoretical and practical knowledge

**Contents:** Intercultural communication, cultural and ethnic diversity, identity, culturally responsive teaching, racism, prejudice, discrimination, participation, equality

**Modes of study:** Lectures 12 h, seminars 6 h and independent study.

**Completion modes:** Participation in contact teaching and independent study, learning assignments.

**Learning materials:**

**Assessment criteria:** Active participation in teaching and completing and passing learning assignments.

**Assessment:** 0–5

**Time of delivery:** Autumn

**Lecturer in charge:** Markku Leskinen (inclusive education) and Sauli Puukari (guidance and counselling)

**OKLS1409 Advance Phenomenon-based Studies 3: Independent Studies**

**6 ECTS credits**

**Learning outcomes:** Upon completion of the course, students will be able to
- plan and make use in their phenomenon-based actions of the knowledge and skills in their chosen area by applying their pedagogical skills and knowledge

**Contents:** The course focuses on one’s own learning and development while constructing a goal-oriented learning process. The themes of the phenomenon are related to education, action as a teacher, curriculum and/or teacher education. Students negotiate their personal goals and
the content of the process/project with the course supervisor. The phenomenon-based project can be implemented individually or in small groups.

**Modes of study:** Independent group project

**Completion modes:** Participation in contact teaching and independent study, learning assignments.

**Learning materials:** To be announced at the beginning of the course.

**Assessment criteria:** Active participation in teaching and completing and passing learning assignments.

**Assessment:** 0–5

**Time of delivery:** 2nd Spring. The date for the starting lecture/workshop of the English course will be announced later.

**Lecturer in charge:** Mikko Vesisenaho

### 2.5. OPTIONAL STUDIES [5 ECTS credits]

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUS3010</td>
<td>International Internship</td>
<td>5–10 ECTS CR.</td>
</tr>
<tr>
<td>KTKS155</td>
<td>Educational Phenomena and Enhancement of Competencies</td>
<td>5 ECTS CR.</td>
</tr>
</tbody>
</table>

For Optional Studies, you can also choose courses of your interest from the wide range offered in different faculties within our university. Please remember to check, in advance, e.g. possible requirements for preliminary knowledge or study rights in terms of courses offered in the university but outside of the Master’s degree programme!

**EDUS3010 International Internship / EDUS3020 Internship**

One month’s internship carries 5 ECTS credits.

**Overview:** The destination, objective and content of the internship has to be approved by the Faculty of Education and Psychology and be in line with the programme’s learning objectives and a realistic career outlook, as specified in the personal study plan. Internships will be credited subject to the submission of a follow-up report on the internship, including a testimonial about the duration and the content of the internship from the host organisation.

**Learning outcomes:**
- to gain acquaintance with the organisation the student is working in
- to be able to use acquired theoretical knowledge in practice
- to be able to recognise different career options and professional skills

**Assessment:** Pass/fail

**Time of delivery:** Summer, 2nd Spring

**Contact persons:** Salla Määttä

**KTKS155 Educational Phenomena and Enhancement of Competences**

5 ECTS credits

**Learning outcomes:** Upon completion of the course the student will
- have a better understanding of and be able critically to analyse the topics addressed
- be able to theoretically analyse the chosen phenomenon/topic in a reflective assignment

**Contents:** The course can include a seminar/conference/course in another university, to be agreed in advance with the programme coordinator.

**Modes of study:** To be agreed in advance with the programme coordinator.

**Completion modes:** Participation in contact teaching and/or independent study, learning assignments.

**Learning materials:** To be discussed individually.

**Assessment criteria:** Active participation in teaching and completing and passing learning assignments.
Assessment: Pass/fail
Time of delivery: Autumn and Spring
Lecturer in charge: Salla Määttä and Panu Forsman