

FOR THE USER OF THIS STUDY GUIDE

This guide is intended for undergraduate students studying for a Master's degree in Learning, Learning Environments and Educational Systems programme. In the beginning of this guide there are instructions and regulations for students studying at the Faculty of Education. University level instructions and regulations for students can be found at <http://www.utu.fi/en/studying/students/degree/index.html>. This guide includes also the curriculum of the Master's degree programme in Learning, Learning Environments and Educational Systems. Students will follow the curriculum in the current study guide. Course start dates and study locations will be announced two weeks before each teaching period on the study matters notice board (address: Educarium, Assistentinkatu 5, top floor) and at <http://www.edu.utu.fi/en/studying/lees/>.

Head of Student and Academic Affairs, Irmeli Aalto

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Irmeli Aalto
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Tiia Enges and
Henriikka Salminen

Abbreviations used in this study guide:

EDU 1	= lecture auditorium on the ground floor in Educarium (Assistentinkatu 5)
ECTS	= European Credit Transfer System
TOKL	= Department of Teacher Education, Turku
KTL	= Department of Education

1. STUDIES AND DEGREES AT THE FACULTY OF EDUCATION	4
1.1 THE UNIVERSITY REFORM	4
1.2 FIELD OF EDUCATION AND DEGREES	4
1.3 RIGHT TO STUDY	5
ENROLLING AS STUDENT	5
DEMARICATION OF STUDY TIME	6
ACADEMIC YEAR	6
TEACHING PERIODS	6
TIMETABLES	7
RIGHT OF STUDY AFTER GRADUATION	7
RIGHT OF STUDY IN OTHER FACULTIES AND INSTITUTES OF HIGHER EDUCATION	7
1.4 CURRICULUM	8
CREDIT: EXPLANATION	8
PERSONAL LEARNING PLAN	8
1.5 COMPLETION OF STUDIES	8
PARTICIPATION IN TEACHING	8
FACULTY EXAMS	9
REGULATIONS AND INSTRUCTIONS FOR EXAMS	9
GRADING AND ANNOUNCEMENT OF RESULTS	10
COMPLETED COURSES: REASSESSING RESULTS AND ATTEMPTING TO ACQUIRE A HIGHER GRADE	11
RECORDING COMPLETED COURSES AND CLOSING STUDY MODULES	11
EXPIRATION OF COURSES AND STUDY MODULES	12
CREDIT TRANSFER	12
LECTURE AND SEMINAR PASS	13
REGULATIONS AND INSTRUCTIONS FOR THE MASTER'S THESIS	13
MATURITY TEST	14
GRADUATION	14
DIPLOMA SUPPLEMENT	14
1.6 STUDYING ABROAD	15
EUROPEAN CREDIT TRANSFER SYSTEM AT THE UNIVERSITY OF TURKU	15
2. CURRICULUM	16
THE GRADING OF STUDY MODULES AND THE PERSONS AWARDING THE GRADES	17
COURSES IN THE CURRICULUM	18
CONTACT INFORMATION	34
CERTIFICATE MODEL	35

1. STUDIES AND DEGREES AT THE FACULTY OF EDUCATION

1.1 THE UNIVERSITY REFORM

The Finnish Parliament has passed the Universities Bill. The new Universities Act will give the universities an independent legal personality. The new law will come to effect on 1.1.2010.

Students' position

The university reform will not change the position of the students in universities. The Universities Act provides for student unions and all bachelor's and master's students are members of these unions. The students are represented in governing bodies. Decree education continues to be free of charge. In addition, there will be a fixed-term trial of charging tuition fees to citizens of non-EU/EEA countries in master's programmes taught in foreign languages. The tuition fees are conditional on a scholarship scheme.

The merger of the University of Turku and the Turku School of Economics

The University of Turku and the Turku School of Economics will merge to form a new University of Turku as of 1 January 2010. The current faculty structure of the University of Turku will remain the same even after the merger. The new university will comprise the six current faculties of the University of Turku, and the Turku School of Economics. In addition, there may be separate, independent departments within the University.

The Rector of the new University will select the faculty deans, including that of the School of Economics, based on presentations by the faculty. One Vice Rector will be a representative of the School of Economics.

1.2 FIELD OF EDUCATION AND DEGREES

According to the Decree on University Degrees (794/2004; please see <http://www.finlex.fi/en/laki/kaannokset/2004/>) the following degrees are available in the field of education: Bachelor of Arts (Education; lower university degree), Master of Arts (Education; higher university degree), Licentiate of Arts (Education; postgraduate degree), and Doctor of Philosophy (Education; postgraduate degree).

Students studying at the Master's degree programme in Learning, Learning Environments and Educational Systems (LLEES) offered by the Faculty of Education will obtain a Master's degree for which 120 credits, i.e. 120 ECTS credit points, are required. The degree contains orientation and general studies, advanced studies in the major subject (Educational Science, Adult Education or Special Education), and elective studies. It takes two years to complete the degree. The Decree on University Degrees (794/2004) defines the aims of the studies. According to the Decree, studies leading to a higher university degree shall provide the student with:

- 1) good overall knowledge of the major subject or a corresponding entity and conversance with the fundamentals of the minor subject or good knowledge of the advanced studies included in the degree programme;
- 2) knowledge and skills needed to apply scientific knowledge and scientific methods or knowledge and skills needed for independent and demanding artistic work;
- 3) knowledge and skills needed for independently operating as an expert and developer of the field;
- 4) knowledge and skills needed for scientific or artistic postgraduate education; and
- 5) good language and communication skills.

The education is based on research or artistic activity and professional practices in the field.

After completing the Master of Arts (Education) degree, students may pursue postgraduate studies for the Licentiate of Arts (Education) and the Doctor of Philosophy (Education). The application requirements for the doctoral studies are available at www.edu.utu.fi.

1.3 RIGHT TO STUDY

ENROLLING AS STUDENT

Each academic year, students must register for attendance or non-attendance. A student who has not registered will lose the right to study. If a student hasn't registered within the registration period, s/he must apply for the right to new registration in writing. The required form and instructions for registration are available at Student Services (<http://www.utu.fi/en/studying/studies/registration/late.html>).

DEMARICATION OF STUDY TIME

Limitations on the right to study for a Bachelor's or Master's degree are applied to those who began their studies on 1 August 2005 or later (Universities Act 27.6.1997/645; amendment to the same 30.7.2004/715). The restrictions do not apply to those who began their studies before this date. Students accepted only for a Master's degree have the right to complete his or her degree two years past the targeted completion time. The targeted completion time for a higher (Master's) degree is two academic years. Detailed information about the demarcation of study time is available at <http://www.utu.fi/en/studying/studies/registration/demarcation.html>.

ACADEMIC YEAR

The academic year runs from 1 August to 31 July. The autumn semester runs from 1 August to 31 December and the spring semester runs from 1 January to 31 July. Both semesters can be divided into two teaching periods (see below, "Teaching periods"). The Rector will determine the periods when there is no teaching.

TEACHING PERIODS

In the University of Turku, the academic year is divided into four teaching periods, except in the Faculties of Law and Medicine. Periods I and II cover the autumn semester, and periods III and IV cover the spring semester. In the academic year 2009- 2010, the periods are:

Period I	31 August 2009 - 25 October 2009
Period II	26 October 2009 - 20 December 2009
Period III	11 January 2010 - 7 March 2010
Period IV	8 March 2010 - 23 May 2010 (9 May in other faculties)

Teaching will take place during these periods. These periods include teaching, exercises, exams and feedback. The teaching contained in one course may be extended over several periods if it is deemed reasonable due to the nature of the subject studied or to the learning process. The faculty will confirm the teaching offered outside the periods when accepting the curricula. Exams, book exams and some special courses may be organized also outside the teaching periods.

As a rule, no teaching will take place in the last week of each period. Exams and other assessment may take place during the last week. If teaching needs to take place in the last week of a period, the faculty may decide upon exceptions when accepting the curricula.

TIMETABLES

Timetables will be available on the notice boards and websites at least two weeks before the start of a teaching period. A curriculum contains information about the semester (autumn or spring) for completing a course as well as a recommendation of the year when the course should be taken.

RIGHT OF STUDY AFTER GRADUATION

Students who have completed a Master's degree at the University of Turku have a right to supplement their degree within three academic years after completing that degree. The right to supplement studies is granted in the sphere of minor study rights. There are no tuition fees for supplementary studies completed as a minor.

If more than three academic years have elapsed since the completion of a Master's degree, supplementary studies can only be completed as separate non-degree studies. There are tuition fees for separate non-degree studies. The procedures for applying for the right to pursue separate non-degree studies and minor studies are explained at www.utu.fi/opiskelu/oppaat/visiting/.

After completing the degree of Master of Arts (Education), students may apply for a right to pursue postgraduate studies for the degree of Licentiate of Arts (Education) and for the degree of Doctor of Philosophy (Education). Postgraduate studies are free of charge. Information about postgraduate studies and the application process is available at <http://www.edu.utu.fi/en/studying/postgraduate/>.

RIGHT OF STUDY IN OTHER FACULTIES AND INSTITUTES OF HIGHER EDUCATION

Students at the Faculty of Education have the right to take elective or minor subject studies in other faculties within the University of Turku. Each faculty decides the admission criteria for their minor subject studies.

Moreover, students may select elective or minor subject studies from courses offered by other scientific institutes and art academies of higher education. All Finnish universities are part of a flexible study rights or JOO (*joustava opinto-oikeus*) agreement which offers students the possibility to study at other universities in Finland. A student at the University of Turku can complete studies for their degree at another Finnish university and vice versa. JOO-studies are free of charge for students but the student's home university pays the costs of the JOO-studies. Therefore the Faculty of Education has set very strict criteria for approving its students JOO-applications. In practice only those JOO-studies that don't bear any costs for the Faculty of Education (for instance JOO-studies at the Åbo Akademi) are approved. More information about the JOO studies is available at <http://www.utu.fi/en/studying/students/degree/joo.html>.

1.4 CURRICULUM

The faculty will put together the curriculum for the following academic year by June 15th. The Committee for International Affairs nominated by the Dean is responsible for preparing the curriculum for the Master's degree programme in Learning, Learning Environments and Educational Systems. There are student representatives at the Committee. The timetables describing the implementation of the curriculum are released latest two weeks before the beginning of a teaching period.

CREDIT: EXPLANATION

Courses will be credited on the basis of the required workload. The workload required for the completion of the studies for one academic year is 1,600 hours which equals 60 credits. Therefore, to gain one credit a student must put in around 27 hours of work. To gain two credits the student's workload is 53 hours, for 3 credits it is 80 hours, for 4 credits it is 107 hours, and so on. One credit equals one credit point in the European Credit Transfer System (ECTS). If a student does not pass an exam or finish with all the required course assignments s/he will get no credits for the course in question.

PERSONAL LEARNING PLAN

All new students will be expected to draw up a personal learning plan. In practise, drawing up a study plan is included in the EDU s1 Personal Learning Plan course.

Above all, the personal study plan is intended as a tool to assist the student in planning his/her studies as a part of the learning process for the duration of studies. The personal study plan is not a written agreement on the completion of studies. Instead, it is an indicative plan about the content of the degree and studies included in it. Students can complement and modify this plan during their studies. Students are responsible for keeping, updating and implementing their own personal study plans. A personal study plan may be drawn up electronically or as a hard copy.

1.5 COMPLETION OF STUDIES

PARTICIPATION IN TEACHING

The curriculum defines the amount of teaching that takes place (lectures, tutorials, exercises, practical work) and the evaluation procedure (essay, learning task, exam). Students must hand in the required essays and learning tasks by the deadline the teacher has given. Students must be present at seminars, demonstrations and exercises.

FACULTY EXAMS

The maturity test based on the Master's thesis (Project) and the EDU s12 Final examination will be taken in monthly exams arranged by the faculty. Students register for the exams latest seven days before the exam at NettiOpsu - a virtual study register service. Specific provisions concerning the maturity test will be discussed later in this guide.

Faculty exams will be arranged monthly, except in July. Exams last for four hours. Exams begin at 15:00 on Mondays. In June and August, exams begin at 12:00.

Faculty exam dates, academic year 2009-2010:

on Mondays, 15:00 to 19:00 at EDU 1 (address: Assistentinkatu 5, Turku)

Autumn semester 2009	Mon	14 September 2009
	Mon	5 October 2009
	Mon	2 November 2009
	Mon	30 November 2009

Spring semester 2010	Mon	11 January 2010
	Mon	1 February 2010
	Mon	1 March 2010
	Mon	12 April 2010
	Mon	17 May 2010

Summer 2010: Mon 14 June 2010 and Mon 16 August 2010 from 12:00 to 16:00
(the students must sign up for summer exams by Mon 31 May 2010)
EDU 1 (Assistentinkatu 5, Turku)

NB: Students may not take the maturity test on 14 June 2010 without prior agreement from the examiner and only in special circumstances. No other exams should be taken at the same time with the maturity test.

REGULATIONS AND INSTRUCTIONS FOR EXAMS

Exam candidates must arrive at the exam venue latest 15 minutes before the announced commencement of the exam. Supervisors advise exam candidates on the seating order in the exam hall. All bags, coats, etc. must be placed along the walls of the hall as exam candidates are only allowed to take pens, pencils, etc. and possibly some snacks with them into the exam. Exam candidates write the exam on the answer sheets provided. Candidates may not use answer sheets of their own.

During a faculty exam, the exam candidates are not allowed to leave the exam hall without permission from a supervisor before the envelopes containing the questions have been opened and until thirty minutes into the exam. The supervisor may let an exam candidate who has arrived late sit the exam if the candidate in question has arrived within thirty minutes of the exam commencing, and if no other exam candidate has left the room thus far.

If exam candidates are allowed to use a book or other material during the exam, this must be stated on the exam Registration form. If there is no such information on the Registration form, supervisors must note on the Registration form all the aids (such as dictionaries, books, notes taken down during the lectures) that the exam candidate in question has had with him/her during the exam.

If an exam candidate is found guilty of cheating, the supervisors must ensure that the candidate's exam is discontinued immediately and that all papers containing the questions and answers as well as all books, pieces of paper and other aids possibly found are seized and that the matter is reported to the Dean.

The supervisor in charge of the exam shall collect the test papers from the candidates when they leave the exam hall and ensure that the envelope with the question papers is returned for all candidates, even for those who have not answered any questions. Students should have their identification card to hand as the supervisors may ask for it. Candidates are expected to behave appropriately at the exam without causing disturbance. If the candidate is disturbing the other candidates s/he may be removed from the exam hall. The matter is reported to the Dean.

GRADING AND ANNOUNCEMENT OF RESULTS

Completed courses will be graded on a pass/fail scale or on the following scale:

- 5 = excellent
- 4 = very good
- 3 = good
- 2 = satisfactory
- 1 = sufficient
- 0 = fail

Grades are determined and rounded up as follows:

- | | | |
|---|--------------|--------------|
| 5 | 4.50 to 5 | excellent |
| 4 | 3.50 to 4.49 | very good |
| 3 | 2.50 to 3.49 | good |
| 2 | 1.50 to 2.49 | satisfactory |
| 1 | 1 to 1.49 | sufficient |

The Master's theses will be graded on the following scale: sufficient, satisfactory, good, very good, excellent (1 - 5).

The results of all completed courses must be announced on the department notice board and recorded in the student record no later than two weeks after the completion. In specific cases, the faculty or the department may make exceptions to this rule. If an extended grading deadline is required, this must be announced at the exam. In addition to the department notice board, the exam results are announced as well as in Wentti at <http://www.utu.fi/opiskelu/wentti>.

COMPLETED COURSES: REASSESSING RESULTS AND ATTEMPTING TO ACQUIRE A HIGHER GRADE

Grading criteria are available for everyone to see. Students have the right to find out how the grading criteria were applied to courses they have completed. Students must be given the opportunity to familiarise him/herself with the written or otherwise recorded completed course. After completion of a course, the examiner should aim to explain the tasks and how the exam was graded.

During the 14 days after the grades have been announced, students may make an oral or written request to the evaluator for a reassessment of the results. The decision concerning the request for reassessment will be given in writing. If the student is not satisfied with the decision, s/he may bring the matter before the Exam Board at the faculty within 14 days from the announcement of the decision. The secretary for the Exam Board is Head of Student and Academic Affairs, Ms Irmeli Aalto. Reassessment proceedings also apply to the credit transfer of studies completed elsewhere.

Reassessment proceedings for the theses are described in the chapter Regulations and Instructions for the Master's Thesis.

Renewal of a failed course: A completed course refers to an entity. This means that a course is graded irrespective of whether it involves several parts (e.g. lectures and books) or several examiners. Students have the right to know the completion criteria pertaining the course.

Attempting to acquire a higher grade for a course: If a course is completed in several parts rather than in one exam, the exam for aiming at attempting to acquire a higher grade will be arranged as one entity. If there is more than one grade for a completed course, the highest will be considered valid. The student is allowed a maximum of one attempt to acquire a higher grade for a passed completed course. When the study module is completed and closed at the student's request, no more attempts will be allowed for acquiring a higher grade for that course.

Courses are to be completed according to the current curriculum.

Attempting to acquire a higher grade for a study module: Students may attempt to acquire a higher grade for an entire study module by retaking some of the courses belonging to that module (see above "Attempting to acquire a higher grade for a course").

The grounds for grading study modules are detailed in the curriculum.

RECORDING COMPLETED COURSES AND CLOSING STUDY MODULES

All courses completed by students are recorded in the student record. The recordings can be done only for those students who have registered with the university as attendant. The department of the lecturer accepting the course is responsible for recording the course. Students may order a Student Record Transcript at the department office or the faculty office, or at the Student Services office. If the student has the user name granted by the University, s/he can order a Student Record Transcript by sending an e-mail to ote@utu.fi (in Finnish) or transcript@utu.fi (an ECTS transcript in English).

For the degree certificate, study modules must be completed, closed and entered in the student record. The persons responsible for closing study modules are listed in the curriculum. A STUDENT MUST NOTIFY THE INTERNATIONAL OFFICER WHEN S/HE HAS COMPLETED A STUDY MODULE AND REQUEST THAT MODULE BE CLOSED. Closed study modules are not recorded automatically in the Record.

EXPIRATION OF COURSES AND STUDY MODULES

Study modules don't expire, although a student might have to supplement the module if the study module has expanded. If a study module is not finished a student has to continue doing it according to the current curriculum. Partially but not fully completed courses expire within two years period of the end of the course. If a student doesn't finish a course within two academic years, s/he has to start it all over again and study it according to the current curriculum. The new curriculum comes to effect from the beginning of August each year.

CREDIT TRANSFER

There are two main types of credit transfer: substitution and inclusion. Substitution means compensating certain obligatory studies with other studies done previously. Inclusion means integrating studies done at another institution into the degree as a minor subject, optional studies or elective studies. A general rule in credit transfer is that the previous studies have to be done at a university level and in the case of substitution they have to be corresponding also in content and in extent. Studies that are already included into another degree cannot be used again. The only exception is the language studies that might form a part of another degree. Please refer to the International Officer or the Head of Student and Academic Affairs for more information.

LECTURE AND SEMINAR PASS

Students can use the lecture and seminar pass to prove they have participated in guest lectures, scientific seminars or conferences and dissertations arranged by the University as well as in the meetings of selection committees or the working groups for curricular matters as a student member. A total of 30 hours of participation amounts to three credits to be recorded in the elective studies. One hour refers to 60 minutes. The lecture and seminar passes are handed out at the department office. A full pass should also be returned to the department office.

REGULATIONS AND INSTRUCTIONS FOR THE MASTER'S THESIS

Depending on his/her major subject, the student has to write a Master's thesis (Project) as a part of the advanced studies in the field of Educational Science, Adult Education, or Special Education. This thesis will be graded by the Department Council on the basis of a written statement by the evaluators. A Master's thesis should show that the student is familiar with the topic of the thesis, can apply scientific methods and can communicate in a scientific context. Students may work on and write their theses also in pairs.

After obtaining permission from his/her instructor, the student can have the thesis bound and sign up for the maturity test. Students shall bear the costs involved in copying and binding theses. The back of the bound thesis should contain the name of the student and the year in which the thesis was completed. The student has to submit 2-3 bound copies of the thesis (the Department of Education requires 2 copies and the Department of Teacher Education in Turku requires 3 copies) to the department office.

At the Faculty of Education, a Master's thesis must be graded within 6 weeks after submission to the Amanuensis (at TOKL)/ Senior Administrative Officer (at KTL). Departments may also give separate instructions on the delivery of a thesis in order to allow enough time for grading in the next meeting of the Department Council. During the summer (June to August) and in special circumstances, grading may take longer. Grading is based on the student's ability for scientific thinking, mastery of the research methods required, and the ability to communicate in a scientific context in the field of the thesis. Moreover, the grade may also be influenced by the student's active participation in the project seminar.

The Master's thesis in the advanced studies is graded on the following scale:

- 1=Sufficient
- 2=Satisfactory
- 3=Good
- 4=Very good
- 5=Excellent

Students may request a reassessment of grading of the Master's thesis from the Department Council within 14 days of the results being announced. The decision will be given in writing. If the student is not satisfied with the decision, s/he may bring the matter before the Exam Board at the faculty within 14 days from the announcement of the decision. The grade required for the Master's thesis to qualify for postgraduate studies is stated in the faculty's guide for postgraduate studies.

MATURITY TEST

Students must register for the maturity test latest seven days before the exam at NettiOpsu - a virtual study register service. In addition, 2-3 bound copies of the thesis (the Department of Education requires 2 copies and the Department of Teacher Education in Turku requires 3 copies) has to be submitted to the to the Amanuensis (at TOKL)/ Senior Administrative Officer (at KTL). The examiner for a maturity test is the supervisor of the thesis. The contents of the maturity test will be evaluated by the evaluators assigned by the department in question.

The time reserved for taking the maturity test is four hours. The student should not take any other exams at the same time. The student may choose one of three topics related to his/her Master's thesis. The answers must be written on an answer sheet on every other line. The length of an answer is usually between three and five pages. The answer must show the student's ability to write in English and his/her thorough knowledge of the topic of the thesis. A student who has had his/her schooling in Finnish must write the maturity test in Finnish.

The exam will be graded on the pass/fail scale. A passed exam will be taken into account in the grading of the thesis. A failed exam must be retaken. The department assigns two evaluators to the thesis. Usually, the main evaluator is the supervisor of the thesis. The evaluators will read the thesis and the answers given in the maturity test, produce a written statement of the thesis (approximately one page) and suggest a grade. The statement and the suggested grade will be delivered to the Amanuensis (at TOKL)/ Senior Administrative Officer (at KTL) who prepares it for the next meeting of the Department Council. The statement of the thesis is either sent to the student by mail or s/he can obtain it from the Amanuensis (TOKL)/ Senior Administrative Officer (KTL) at the department after the Department Council meeting.

GRADUATION

When the student has completed all studies included in the degree in question, s/he shall require the remaining study modules to be closed from the International Officer (there is a form for that). Afterwards, the student may apply for a degree certificate by completing a form. The forms are available at www.edu.utu.fi/en/studying/llees/. The form should be returned to the International Officer. The faculty office issues the degree certificate. The degree certificate is awarded upon the decision of the Dean. The student should note that during busy periods (December and May) the necessary documents must be delivered to the International Officer well in advance to allow enough time for the degree certificate to be issued.

DIPLOMA SUPPLEMENT

The Diploma Supplement (DS) is an appendix of the degree certificate designed for international purposes. It is a document developed by the European Commission, Council of Europe and UNESCO for facilitating the international recognition and comparison of degrees. This appendix contains information on the university awarding the degree, on the studies and completed courses referred to in the degree certificate, on the qualification obtained through the studies, as well as on the

level and status of the degree in the national educational system. The Faculty of Education will deliver a Diploma Supplement to those who have completed a degree at the faculty.

1.6 STUDYING ABROAD

The university takes part in a number of international exchange programs as well as bilateral exchange agreements with higher educational institutions. Furthermore, there are grants for studying abroad available for application each year for students. The basic requirement is that all studies abroad must be accepted as transferable towards a degree at the University of Turku. Application for studying abroad usually ends in February or March. In some cases, other application deadlines may end in autumn.

Students of the faculty study abroad mainly under the SOCRATES/ERASMUS programme (European Union) or the NORDPLUS programme (Nordic Council). Other popular student exchange programmes include FIRST (Finnish-Russian Student Exchange Programme), ISEP (The International Student Exchange Program), and ISEP International-to-International. Moreover, the University of Turku has bilateral agreements with several universities abroad. Students may also organise student exchanges themselves outside these programs and agreements.

The basic requirements for going on for an exchange can be found at http://www.utu.fi/en/studying/students/degree/study_abroad/index.html. The Erasmus programme has a programme specific requirement: a degree student participating in the Erasmus student exchange must be a citizen of one of the EU/EFTA/ETA countries or of a country associated with the EU or of any other country if s/he has been recognised by Finland as having an official status of refugee, stateless person or permanent resident.

Further information on studying abroad can be obtained by contacting the International Officer of the faculty (Tel. 333 8846, e-mail: education@utu.fi).

EUROPEAN CREDIT TRANSFER SYSTEM AT THE UNIVERSITY OF TURKU

Prior to an exchange, studies from abroad must be accepted as accreditable and transferable towards a degree at the University of Turku. The ECTS is a credit transfer system developed by the European Union as a part of the ERASMUS programme. The ECTS was designed to benefit students by facilitating the comparison of and providing information on studies completed at home and abroad, thereby simplifying the process of transferring studies from one university to another. The documents designed for the ECTS system may be used in other programmes in addition to the ERASMUS student exchange programme. In the ECTS system, 60 ECTS credits reflect the workload of one academic year. 1 ECTS credit point equals 1 credit point (*opintopiste, op*).

Students pursuing studies abroad make an ECTS study plan (or learning agreement) prior to applying for the grant for student exchange. The student and the International Officer of the faculty sign the study plan which is to be attached to the grant application. An individual study plan is needed for each host university. Furthermore, if the student is planning to take courses in several fields, a separate study plan and negotiation with the ECTS Co-ordinator of the subject in question is needed for each field.

2. CURRICULUM

The objective of the Programme of Learning, Learning Environments and Educational Systems is to train experts and researchers for various national or international tasks in the field of Educational Science. The Master's programme concentrates on the focus points of the research conducted at the Faculty of Education: learning research, learning environments and research of educational systems.

The degree of Master of Arts in Education in the Master's programme in Learning, Learning Environments and Educational Systems contains the following study modules:

Orientation and General Studies 10 ECTS credits

Advanced Studies in the Major Subject (Educational Science, Adult Education or Special Education) 80 ECTS credits

Elective Studies 30 ECTS credits

The studies are divided into different semesters and academic years as follows:

altogether 120 ECTS credits	1. semester (32)	2.semester (29)	3.semester (30)	4.semester (29)
Orientation and general studies (10)	Personal learning plan (5) Studies in languages and communications (5)			
Advanced studies (80):	Methodology 1 (7) Project: Planning stage (10) Project: Working stage (5)	Learning, motivation and learning environments (5) Philosophical studies of educational science (3) Evaluation and effectiveness of education (4) Methodology 2 (3) Educational systems and sociology of education (4) Project: Working stage (5)	Project: Working stage (5)	Internship (10) Final examination (4) Project: Working stage (10) Evaluation stage (5)
Elective studies (30)		(5)	(25)	

THE GRADING OF STUDY MODULES AND THE PERSONS AWARDING THE GRADES

Study module

Orientation and general studies

Advanced studies in the major studies

Grade awarded by

International Officer of the faculty

Dean, Professor Marja Vauras

Study module

Orientation and general studies

Advanced studies in the major studies

Grading

Mark of completion

The mean value of the study components (1 to 5)

COURSES IN THE CURRICULUM

Orientation and general studies

EDU s1 Personal learning plan

Objectives:

The aim is to engage students in the educational science and facilitate them to combine their personal plans, previous studies and special fields to the goals of the programme. The students should see the variety and diversity of the educational work in modern society and understand how they can themselves develop their expertise.

Contents:

- Competent analysis
- Career planning
- Theories of expertise and competence

5 ects

Learning setting: individual instruction (4 hours), lecture 10 hours, individual work 119 hours

Literature:

Hakkarainen, K., Palonen, T., Paavola, S & Lehtinen, E. 2004. Communities of networked expertise. Elsevier.

or

Boshuizen, H.P.A., Bromme, R. & Gruber, H. 2004. Professional Learning: Gaps and Transitions on the way from Novice to Expert. Kluwer Academic Publishers.

or

Ericsson, K.A., Charness, N., Feltovich, P.J. & Hoffman, R.R. 2006. The Cambridge Handbook of Expertise and Expert Performance. Cambridge university press.

Evaluation procedure:

Learning task: Competence analysis and Personal learning plan (grading: Fail - Pass)

Teacher: Senior Researcher Tuire Palonen

Responsible department: Faculty of Education

1st year, autumn semester

Option for exchange students: Active participation in lectures 10 hours, reading the required literature, 1 - 2 page summary. 2 ects. Grading: Fail - Pass.

MKV1 (KIEN3721) Advanced English Academic Skills (for Finnish speaking students)

Objectives:

To further discourse competence both in interpreting academic texts, and in presenting own work in written and spoken form.

Contents:

- Reading workshop in small groups: tasks on texts relevant to students' field; summary writing (10h).

- Presentation/discussion of Anglo-American writing conventions; course writing tasks leading to longer paper on topic related to students' own specialisation, possibly a practice essay or seminar paper prior to writing the master's thesis (24+h).
- Consideration and practice of aspects involved in giving a presentation in English for academic (and future professional) purposes; presentation on a topic related to students' own specialisation, filmed with video camera, and evaluated. The oral presentation may be based on the written assignment (see above) (10+h).

It is intended that no extra research is needed for the course since it is hoped that this will be integrated into subject studies.

5 ects

Learning setting: Exercises 50 hours, independent work 80 hours

Evaluation procedure: Participation in classroom work + essay + oral presentation. In Finnish: Participation in classroom work + exercises. OR Competence-based examination. (grading: Fail - Pass). Further information on modes of study

Attendance: active participation; course tasks leading to 5-10 page written assignment on a topic related to students' own field e.g. for subject studies seminar; oral presentation on above, or similar topic.

Study material: provided by the teacher

Teachers: Lecturer Jane Honka and Lecturer Marja-Liisa Lehto

Responsible department: the Language Centre

1st year autumn (also available in 1st year spring)

MKV2 Intensive Finnish for Beginners (for non Finnish speaking students)

Objectives:

The aim of the course is to achieve a basic knowledge of Finnish language and culture and to promote the ability to cope with some everyday situations.

Contents:

The course is integrated and covers all the different areas of linguistic skills: pronunciation and grammar, oral communication, written work, and listening and reading comprehension.

5 ects

Learning setting: Instruction 60 hours, individual work 75 hours

Literature:

Textbook will be decided in the beginning of the course.

Evaluation procedure: Active participation, intermediary and final exam (grading: Fail - Pass 1 - 5)

Teacher: Lecturer Pirkko Hölttä

Responsible department: the Language Centre

1st year autumn (also available in 1st year spring)

Advanced studies in major subject

EDU s2 Philosophical studies of educational science

Objectives:

Students are familiarized with the philosophical prerequisites of scientific thinking and research. The emphasis is on acquiring transferable philosophical tools, methods, and skills.

Contents:

- Science vs. pseudoscience
- Knowledge and epistemology
- Critical thinking and argumentation

3 ects

Learning setting: Seminar 14 hours, individual work 64 hours, individual guidance for LLEES degree students 2 hrs/student (not available for exchange students)

Literature:

1. Pseudoscience (Wikipedia): <http://en.wikipedia.org/wiki/Pseudoscience>
 2. Critical Thinking Skills in Education and Life (ASA): <http://www.asa3.org/ASA/education/think/critical.htm>
 3. Informal Logic (SEP): <http://plato.stanford.edu/entries/logic-informal/>
 4. Social Epistemology (SEP): <http://plato.stanford.edu/entries/epistemology-social/>
- Additional literature informed by the teacher

Evaluation procedure: Active participation, Learning task (grading: Fail - Pass 1 - 5)

Teacher: PhD Markku Huttunen

Responsible department/person: Senior Researcher Mari Murtonen (the Department of Teacher Education, Turku)

1st year, spring semester

Option for exchange students: Active participation in seminars 14 hours, reading the required literature, 1-2 page summary. 2 ects. Grading: Fail - Pass.

EDU s3 Methodology 1

Objectives:

- Students understand different types of research problems in education, different methods to study these problems, different types of techniques and measurements that go along with these methods, and analysis of these data gathered with these techniques and measurements.
- Students are able to use this knowledge to generate research problems, choose appropriate methods, and use appropriate analyses techniques.

Contents:

- Scientific research on education: general scientific principles and education-specific approaches
- Scientific control, generalizability and transferability
- Study design and data collection
- Experimental designs

- Methods for studying individual and social processes
- Survey methods
- Ethnographic methods
- Historical and document based study methods
- Data analysis and publishing

7 ects

Learning setting: Seminar 30 hours, individual work 157 hours

Literature:

1. Wallen, N.E. & Fraenkel, J.R. 2001. Educational Research: A Guide to the Process, Mahwah, N.J.:Lawrence Erlbaum Associates.

Additional learning materials provided by the teacher(s).

Evaluation procedure: Essay and assignments (grading: Fail - Pass 1 - 5)

Teachers: Senior Researcher Koen Veermans, KTL

Responsible department/person: Senior Researcher Koen Veermans (the Department of Teacher Education, Turku)

1st year, autumn semester

EDU s4 Methodology 2

Objectives:

- Students are able to critically read, interpret and evaluate research articles.
- Students are able to present an authors view to peers, prepare a discussion about an article, and discuss different methodological positions.
- Students are able to review scientific research from a methodological viewpoint.

Contents:

- Reading of and evaluating published scientific articles
- Writing critical commentaries
- Scientific discussions

3 ects

Learning setting: Seminar 14 hours, individual work 66 hours

Literature: Selection of articles informed by the teacher

Evaluation procedure: Essay, active participation (grading: Fail - Pass 1 - 5)

Teachers: Senior Researcher Koen Veermans

Responsible department/person: Senior Researcher Koen Veermans (the Department of Teacher Education, Turku)

1st year, spring semester

EDU s5 Learning, motivation and learning environments

Objectives:

The aim is to deepen the students' understanding in learning and motivation in complex and multilevel learning environments.

Contents:

- Learning and motivation
- Developmental dynamics of multi-level learning difficulties
- Self-regulation and social regulation in learning
- Small group dynamics in learning and guidance, collaborative learning
- Learning, teaching and learning environments from the view of different learners
- Learning and culture

5 ects

Learning setting: Lectures 16 hours, seminar 10 hours, demonstrations 4 hours, individual work 103 hours

Literature:

1. Lepola, J., Salonen, P., Vauras, M. & Poskiparta, E. 2004. Understanding the development of subnormal performance from a motivational-interactionist perspective. In H. Switzky (Ed.) *International Review of Research in Mental Retardation*, Vol. 28, Personality and motivational systems: Current perspectives on individual differences in personality and motivation in persons with mental retardation and other developmental disabilities (145-189). San Diego, CA: Academic Press.
2. Mehan, H. 1998. The study of social interaction in educational settings: Accomplishments and unresolved issues. *Human Development*, 41, 245-269.
3. Perry, N. E. & VandeKamp, K.J.O. 2000. Creating classroom contexts that support young children's development of self-regulated learning. *International Journal of Educational Research*, 33, 821-843.
4. Salonen, P., Lehtinen, E. & Olkinuora, E. 1998. Expectations and beyond: The development of motivation and learning in a classroom context (p. 111-150). *Advances in Research on Teaching*, vol. 7. Greenwich, Conn.: JAI Press.
5. Stefanou, C. R., Perencevich, K. C., DiCintio, M. & Turner, J. C. 2004. Supporting autonomy in the classroom: Ways teachers encourage student decision making and ownership. *Educational Psychologist*, 39, 97-110.

Evaluation procedure: Active participation and essay (grading: Fail - Pass 1 - 5)

Teachers: Professors Erno Lehtinen, Roger Säljö, and Marja Vauras, Special Researcher Minna Hannula

Responsible department/person: Professor Marja Vauras (the Department of Teacher Education, Turku)

1st year, spring semester

Option for exchange students: Active participation in lectures 16 hours, seminars 10 hours, demonstrations 4 hours, reading the required literature, 1-2 page summary. 3 ects. Grading: Fail - Pass.

EDU s6 Educational systems and sociology of education

Objectives:

The aim of the course is to both deploy and contest standard conceptions of systems and of sociology, especially classificatory regimes. Students may draw on knowledge and experience of their own nationalized settings to broadly approach topics and issues of interest in regard to macrophysical educational policies and microphysical classroom interactions.

Contents:

- Sociology of education through theories of power and authority, curriculum and knowledge, and development and normalcy

4 ects

Learning setting: Seminar 14 hours, individual work 93 hours

Literature:

1. Burman, Erica. (1997). 'Discourses of the child' in *Deconstructing Developmental Psychology*, pp 48-61, London: Routledge.
 2. Davis, Lennard. (1997). Constructing normalcy: the bell curve, the novel, and the invention of the disabled body in the nineteenth century. In *The Disability Studies Reader*, pp. 9- 28. New York: Routledge.
 3. Foucault, Michel. (1995). 'Docile bodies' in *Discipline and Punish: The Birth of the Prison*, pp. 135-169, New York: Vintage.
 4. Foucault, Michel. (1995). 'Panopticism' in *Discipline and Punish: The Birth of the Prison*, pp. 195-227, New York: Vintage.
 5. Foucault, Michel. (1995) 'The means of correct training' in *Discipline and Punish: The Birth of the Prison*, pp. 170-194, New York: Vintage.
 6. Hannaford, Ivan (1996). 'Western history and thought before race' in *Race: The History of an Idea in the West*. Pp. 3-16, Baltimore: Johns Hopkins University Press.
- Additional literature informed by the teacher

Evaluation procedure: Active participation and essay (grading : Fail - Pass 1 - 5)

Teacher: Professor Bernadette Baker

Responsible department/person: Professor Bernadette Baker (the Department of Education)

1st year, spring semester

Option for exchange students: Active participation in lectures/seminars 14 hours, reading the required literature, 1-2 pages summary. 2 ects. Grading: Fail - Pass.

EDU s7 Evaluation and effectiveness of education

Objectives:

The student familiarises him/herself with the theory and methods of evaluation and assessment needed in different organizational levels.

Contents:

- Theoretical approach to evaluation,
- Processes of learning and instruction,
- Systemic and organizational level,
- Critical reflection of traditions, practices and innovations of evaluation.

4 ects

Learning setting: Lectures 14 hours, individual work 93 hours

Literature:

1. Black, P. 2000. Research and the development of educational assessment. *Oxford Review of Education* 26 (3&4), 407-419.
2. Brennan, J. & Shah, T. 2000. Quality assessment and institutional change: Experiences from 14 countries. *Higher Education* 40, 331-349.
3. Cuba, E. & Lincoln, Y. 1989. The coming of age of evaluation. In Cuba & Lincoln (eds.) *Fourth Generation Evaluation*. Newbury Park: Sage publications, pp. 21-49.

4. Dierick, S. & Dochy, F. 2001. New lines in edumetrics: new forms of assessment lead to new assessment criteria. *Studies in Educational Evaluation* 27, 307-329.
 5. Elshout-Mohr, M. , Oostdam, R. & Overmaat, M. 2002. Student assessment within the context of constructivist educational settings. *Studies in Educational Evaluation* 28, 369-390.
 6. Hargreaves, A., Earl, L. & Schmidt, M. 2002. Perspectives on alternative assessment reform. *American Educational Research Journal* 39 (1), 69-95.
 7. Harvey, L. & Green, D. 1993. Defining quality, assessment & evaluation in higher education, 18 (1), 9-34.
 8. Knight, P. T. 2002. Summative assessment in higher education: practices in disarray. *Studies in Higher Education* 27 (3), 275-286.
 9. Kvale, S. 1995. Evaluation as construction of knowledge. In J. Jussila & R. Rajala (eds) *Rajanylityksiä: monipuolistuva kasvatustutkimus. Lapin yliopiston kasvatustieteellisiä tutkimuksia C 10.*
 10. Morley, L. 2003. *Quality and power in higher education.* Open University Press.
 11. Shephard, L.A. 2001. The role of classroom assessment in teaching and learning. In V. Richardson (Ed.) *Handbook of Research on Teaching.* Washington D.C.: American Educational Research Association, 1066- 1101. (4. p.)
 12. Welch, A. 1998. The cult of efficiency in education: Comparative reflections on the reality and the rhetoric. *Comparative Education* 34 (2), 157-175.
 13. Woodhouse, D. 1999. Quality and quality assurance. In "Quality and Internationalisation in Higher Education", OECD, Paris, pp. 29-44.
- Additional literature informed by the teacher

Evaluation procedure: Learning task (grading: Fail - Pass 1 - 5)

Teachers: Prof. Marjaana Soininen, Prof. Arja Virta, PhD Taina Saarinen

Responsible department/person: Professor Marjaana Soininen (the Department of Teacher Education, Rauma), Professor Arja Virta (the Department of Teacher Education, Turku) , Professor (the Department of Education)

1st year, spring semester

Option for exchange students: Active participation in lectures/seminars 14 hours, reading the required literature, 1-2 page summary. 2 ects. Grading: Fail - Pass

EDU s8 Internship

Objectives:

Students become acquainted with educational working-life practices and the variety and diversity of work opportunities in the educational field and are better able to focus their expert profile and work career.

Students can choose one of the following fields:

1. Educational administration and planning
 - In educational institutes or societies
2. Research
 - Guided work in a research project

3. Learning environment

- An elective theme in order to plan an intervention or a developmental project in a learning environment (e.g. special education, computer based environment, or a learning material project) or a separate evaluation project or teaching.

The internship can be done for instance at the Teacher Training School in Turku, the Turku International School, the Centre for Learning Research or at the Unit for Evaluation and Development of Education. The student can also make a proposal concerning the internship placement. The contents and the place for the internship have to be accepted by the Department Council of the student's home department. A student has to fill in a Training Agreement with his/her mentor from the host organisation and hand it in for the Department Council proceeding.

If the student has previous work experience that relates well with one of the areas listed above s/he can apply for the substitution of the internship with that work experience. A student should address a free-form application to the Department Council of his/her home department and enclose a Letter of Reference (from the employer) and a Training Agreement to his/her application. The Training Agreement is needed to give the Department Council all the relevant information for the decision making.

10 ects

Learning setting: Seminar 6 hours, individual work (report) 18 hours, practical work 243 hours (about six weeks)

Evaluation procedure: Report, presentation and a letter of reference (grading: Fail - Pass)

Teacher: Senior Researcher Tuire Palonen

Responsible department/person: the Department of Education or the Department of Teacher Education (Turku) depending on the student's home department

2nd year, autumn or spring semester

The Training Agreement form and instructions for writing the training report are available at <http://www.edu.utu.fi/en/studying/lees/internship.html> .

Project (Master thesis): (altogether 40 ects)

EDU s9 Project planning stage

Objectives:

To concentrate and go deeply into an educational subject matter based on one's own study. The proposal has to be accepted by the supervisor.

Contents:

- Research plan (a proposal)

10 ects

Seminar 16 hours, guided individual work 251 hours

Evaluation procedure: Proposal (Grading: Fail - Pass)

Teachers: Prof. Bernadette Baker, Prof. Erno Lehtinen

Responsible department/person: Professor Bernadette Baker (the Department of Education),
Professor Erno Lehtinen (the Department of Teacher Education, Turku)
1st year, autumn semester

EDU s10 Project working stage

Objectives:

To make progress in master thesis

Contents:

- Theoretical framework,
- Research problems,
- Data gathering,
- Preliminary analysis.

25 ects

Seminar 16 hours, guided individual work 651 hours

Evaluation procedure: Active participation in seminar, proceeding according to the research plan (Grading: Fail - Pass)

Teachers: Professor Bernadette Baker (the Department of Education), Professor Erno Lehtinen (the Department of Teacher Education, Turku)

Responsible department/person: Bernadette Baker (the Department of Education), Professor Erno Lehtinen (the Department of Teacher Education, Turku)

1st year spring semester and 2nd year autumn and spring semester

EDU s11 Project evaluation stage

Objectives:

To finalize the master thesis, get practice in argumentation and participate in scientific discussions.

Contents:

- Research report
- Evaluation seminar

5 ects

Seminar 16 hours, guided individual work 117 hours

Evaluation procedure: Active participation in seminar work (Grading: Fail - Pass)

Teachers: Professor Bernadette Baker (the Department of Education), Professor Erno Lehtinen (the Department of Teacher Education, Turku)

Responsible department/person: Bernadette Baker (the Department of Education), Professor Erno Lehtinen (the Department of Teacher Education, Turku)

2nd year, spring semester

EDU s12 Final examination

The literature is negotiated with the supervisor of the project and decided by him.

4 ects (5 ects for students who have done EDUs5 before the autumn semester 2008). The exam has to be taken at the faculty exam date.

Evaluation procedure: written exam (grading: Fail - Pass 1 - 5)

Responsible department/person: Professor Bernadette Baker (the Department of Education),

Professor Erno Lehtinen (the Department of Teacher Education, Turku)

2nd year, spring semester

Elective studies

The minimum amount of elective studies a student has to do is 30 ects. A student can choose courses also from other faculties and other universities as defined in his/her personal learning plan.

EDU 13 Finnish schools in the light of international comparison

Objectives:

- Students know the structure and general principles of Finnish school system
- Students are able to evaluate functioning of Finnish educational system
- Students are familiar with the most important international studies of school achievement and are able to analyze and explain the findings of Finnish students

Contents:

- Historical development and current structure of the Finnish educational system
- Teachers and teacher training
- Quantitative indicators of Finnish education
- Qualitative analysis of curriculum and pedagogical practices
- International studies of school achievement (eg. IEA, PISA, TIMMS)

5 ects

Learning settings: Lectures 12 hours, school visits 24 hours, individual work 97 hours

Literature:

1. Education at a glance. OECD indicators. <http://www.sourceoecd.org/upload/9607051e.pdf>
2. PISA studies (OECD) <http://www.oecd.org/pisa>
3. European Union statistics <http://eacea.ec.europa.eu/portal/page/portal/Eurydice>
4. Statistics Finland <http://www.stat.fi>
5. Information from the Finnish Ministry of Education <http://www.minedu.fi>

Additional literature informed by the teacher.

Evaluation procedure: Learning task (grading: Fail - Pass 1 - 5)

Teacher: PhD Taina Saarinen (lectures)

Responsible department/person: Professor Risto Rinne (the Department of Education), Professor Marja Vauras (the Department of Teacher Education, Turku), Professor Marjaana Soininen (the Department of Teacher Education, Rauma)

Spring semester

Option for exchange students: Active participation in lectures 12 hours, school visits 24 hours, reading the required literature, 1-2 page summary. 3 ects. Grading: Fail - Pass.

EDU 14 Learning difficulties in elementary school

Objectives:

The aim is to understand the developmental processes (paths) of learning difficulties and promote the development of learning performance.

Contents:

- Cognitive, social and emotional aspects of learning,

- Assessment and remediation of learning difficulties,
- Learning difficulties in different domains

5 ects

Learning setting: Lectures 18 hours, seminar 10 hours, individual work 105 hours

Literature: Selection of articles available in WM environment

Evaluation procedure: Essay (Grading: Fail - Pass 1 - 5)

Teachers: Senior Researcher Minna M. Hannula and researchers from the Centre for Learning Research.

Responsible department/person: Professor Marja Vauras (the Department of Teacher Education, Turku)

Autumn semester

Option for exchange students: Active participation in lectures 18 hours, seminars 10 hours, reading the required literature, 1-2 page summary. 3 ects. Grading: Fail - Pass.

EDU 15 Students with needs of special education in various learning environments

Objectives:

The aim is to clarify the students with needs of special education, rehabilitation, instruction and learning in various learning environments, based on the principles of inclusive education. In addition the meaning of educational assessment as promoter of the achievements of the different learner is analyzed.

Contents:

- The students with needs of special education
- Context and planning of rehabilitation and special education
- Carrying out of inclusive education and the different learning environments
- Designing assessment for special education
- Importance of assessment to improve student performance

4 ects

Learning setting: Lectures 8 hours, school visits 6 hours, individual work 93 hours

Literature: according to teacher's information

Evaluation procedure: Learning task (Grading: Fail - Pass 1 - 5)

Teacher: Lecturer Hanna-Sofia Poussu-Olli

Responsible department/person: Lecturer Hanna-Sofia Poussu-Olli (the Department of Education)

Autumn semester

Option for exchange students: Active participation in lectures 8 hours, school visits 6 hours, reading the required literature, 1-2 page summary. 2 ects. Grading: Fail - Pass.

EDU 16 Educational management and administration

Objectives:

The aim is to understand the management principles and practices as they relate to educational organizations. Emphasis is placed on analyzing and integrating management concepts within the context of educational administration.

Contents:

- Pedagogical leadership,
- Schools as learning organizations,
- Team work,
- Managing change and methods of change management,
- IT in education and educational management

5 ects

Learning setting: Lectures 18 hours, individual work 115 hours

Literature: according to teacher's information

Evaluation procedure: Learning task (Grading: Fail - Pass 1 - 5)

Teacher: PhD Mari Suvanto

Responsible department/person: Professor Soili Keskinen (the Department of Teacher Education, Rauma)

Autumn semester

Option for exchange students: Active participation in lectures 18 hours, reading the required literature, 1-2 page summary. 3 ects. Grading: Fail - Pass.

EDU 17 Multicultural education

Objectives:

The aim of the course is to develop theoretical knowledge to understand how multicultural values and practices influence on education and society and to introduce students to the goals of inclusion, social justice and diversity.

Contents:

Studies concerning:

- Diversity
- Equity,
- Multicultural education,
- Globalization,
- Race, class and gender.

4 ects

Learning setting: Lectures 20 hours, individual work 87 hours

Literature:

1. Merisuo-Storm, T. & Soininen, M. (Eds.) 2006. Cultural diversity and its impact on education. University of Turku. Faculty of Education B:76;
 2. Talib, M-T. (ed.) 2006. Diversity, a challenge for educators. Research in Educational Sciences 27.
- Additional literature informed by the teacher

Evaluation procedure: Learning task (Grading: Fail - Pass 1 - 5)

Teachers: Prof. Marjaana Soininen and Lecturer Tuula Merisuo-Storm

Responsible department/person: Professor Marjaana Soininen (the Department of Teacher Education, Rauma)

Spring semester

Option for exchange students: Active participation in lectures 20 hours, reading the required literature, 1-2 page summary. 2 ects. Grading: Fail - Pass.

EDU 18 Research practicum

Objectives:

- Students are able to carry out a research process from writing a research plan to presenting the results.
- Students are able to compare different research paradigms and research methods to carry out the research.
- Students are able to take part in research group activities under guidance.
- Students are able to make transition from theoretical understanding to empirical practices.

Contents:

- Planning a research design, and/or
- Collecting and analysing a small data set, and/or
- Writing preliminary results related to the results

4 ects

Learning setting: Individual work 101 hours and guidance 6 hours; can be done in pairs

Literature: Selection of articles according to teacher's information

Evaluation procedure: Research plan or report (Grading: Fail - Pass 1 - 5)

Teachers: Senior Researchers Koen Veermans and Tuire Palonen

Responsible department/person: Professor Erno Lehtinen (the Department of Teacher Education, Turku)

Autumn semester, spring semester

EDU 20 Theme seminars

Objectives:

The aim is to engage students in the special fields of educational science and facilitate them to combine these in their expertise profile.

Contents:

- Visiting lectures in different domain
- Literature related to these

4 ects

Learning setting: Lecture (2-20h), individual work 87-105 hours.

Learning task: Essay (Grading: Fail - Pass, 1 - 5)

Teacher: visiting teachers

Responsible department/person: Professor Erno Lehtinen (the Department of Teacher Education, Turku)

Autumn semester, spring semester

EDU 21 Essay Writing

Objectives:

- to practice academic and professional writing and become familiar with scientific discourse in order to be able to write and analyse academic texts, e.g. the master level learning tasks, essays, term papers and theses; to practice writing professional expert documents, reports, etc. as a part of competencies expected of academic professionals.

Contents:

- to practice how to write clearly,
- to learn to organize and analyse texts,
- to learn how to use different academic styles (such as APA),
- to get guidance for individual problems with writing.

4 ects

Learning setting: seminar 14 hours, 2 hours individual guidance/tutorial, individual work 91 hours.

Evaluation procedure:

Attendance; active participation in seminars and tutorials; learning task (Grading: Fail - Pass).

Teachers: PhD Taina Saarinen

Responsible department: the Department of Teacher Education, Turku

Autumn semester, spring semester

CONTACT INFORMATION

Address of the Faculty of Education:
Assistentinkatu 5, 20014 Turun yliopisto

Dean Marja Vauras, Tel: 333 8806, marja.vauras@utu.fi
Head of Student and Academic Affairs Irmeli Aalto, Tel: 333 8802; irmeli.aalto@utu.fi
International Officer Henriikka Salminen, Tel: 333 8846; education@utu.fi

The office of the Faculty of Education:
Assistentinkatu 5, 3rd floor
Office hours are Monday to Friday, 12:00 to 14:00

The office of the Department of Education:
Assistentinkatu 5, 2nd floor
Office hours are Monday to Friday, 12:00 to 15:00

The office of the Department of Teacher Education in Turku:
Assistentinkatu 5, 1st floor
Office hours are Monday to Wednesday, 12:00 to 14:00 and Thursday to Friday 10:00 to 12:00.

CERTIFICATE MODEL
UNIVERSITY OF TURKU
Faculty of Education

CERTIFICATE

FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION

Former lower degree in higher education
First names and last name (xxxxxx-xxxx)

has completed, in compliance with the Decree on University Degrees (794/2004), the Degree of Master of Arts in Education, kasvatustieteen maisteri, with a minimum of 120 credit points in the Master's Degree Programme in Learning, Learning Environments and Educational Systems.

The degree comprises the following studies:

MAJOR SUBJECT			
Major subject	advanced studies	?? credit points	written evaluation
ORIENTATION AND GENERAL STUDIES		?? credit points	
ELECTIVE STUDIES		?? credit points	
Total studies		??? credit points	

The Master's thesis (xx credits) included in the degree has been awarded the grade

For the Master of Arts in Education a degree qualifying exam written in English must be sat. This exam assesses the students' level of English with regard to their ability to follow developments in the field of Educational Science and to work in an international environment.

Further information:

Date

Dean

Head of Student and Academic Affairs

NOTES: