

Curriculum for University Pedagogy Studies 60 ECTS 2024–2028

University pedagogy studies are intended for teaching and research staff employed by the University of Eastern Finland who hold a master's level degree. The study module of 60 ECTS consists of the basic (25 ECTS) and intermediate (35 ECTS) studies. The study module of 60 ECTS provides pedagogical qualification required of teachers under [Degree No 986/1998 \(Amendment Decree No 865/2005\)](#).

Two basic level courses will be available in English (see more detailed descriptions below). It is also possible to participate in other university pedagogy courses if your Finnish language is sufficient for studying in Finnish.

More detailed information on the implementation of university pedagogy studies will be announced in the annually published schedule in Peppi. The registration for university pedagogy studies takes place in Peppi. Basic studies (25 ECTS) can be studied without an aptitude test. Registration for the basic level studies takes place twice a year in the spring and in the autumn. A separate call for applications will be implemented for intermediate studies starting in the spring 2025. There will be an aptitude test for intermediate studies. The intermediate level studies will be implemented starting in the autumn 2025.

[Recognition of prior learning](#) (RPL) is always decided by the teacher responsible for the course. Those who have previously completed PD studies in university pedagogy may shift to the new study module in accordance with the equivalence guidelines. The equivalence guidelines are described in a separate document.

In general, the key objective of university pedagogy studies is to enable research-based development of the pedagogical competence of teachers. More precisely, the study module of 60 ECTS aims to provide profound research-based pedagogical knowledge to plan, implement, evaluate, and develop teaching and learning in diverse and changing learning environments.

Basic studies offered in English (10 ECTS)

- B1 Introduction to university pedagogy (5 ECTS)
- B2 Constructive alignment in course design (5 ECTS)

After these two courses, student

- is able to identify and apply the basic concepts and theories of higher education teaching and learning in their own teaching and development of teaching,
- is able to identify teaching and learning concepts and their importance for quality learning and teaching,
- can plan, implement, evaluate, and develop their own teaching in a research-based and aligning way in diverse learning environments.

B1 Introduction to university pedagogy, 5 ECTS

Validity period: 01.08.2024–

Level: Basic studies

Subject: Education and adult education, university pedagogy

Grading scale: Five step scale

Teacher in charge: The responsible teacher for the course is defined annually in Peppi

Languages: English

Learning outcomes

After the course, student

- identifies the basic concepts of educational science and university pedagogical research and their interrelationships,
- perceives university pedagogy as a multidisciplinary and multimethodological discipline,
- can describe different conceptions of learning and teaching and identify their importance in guiding teaching and student's learning processes,
- can examine university education in a societal context and can evaluate university education as part of the national education system and international higher education,
- can utilize university pedagogical concepts to reflect on their pedagogical thinking.

Content:

- Basic concepts and theories of university teaching and learning
- Conceptions of learning and teaching
- The research basis of university teaching
- Education systems and society
- Reflection on pedagogical thinking

Modes of study/Study methods: Lectures (20 h, remote participation is possible), lecture summary (20 h), group assignment (20 h, online), final essay based on the contents of the lectures and literature (20 h), independent work (55 h). 80% attendance is required to pass the lecture part of the course. For the assignments, instructions, grouping and the presentation of group work, the student has to attend the first and last lecture.

Teaching methods:

- Lectures
- Lecture summary
- Group assignment
- Final essay
- Familiarization with the literature

Learning material: An electronic collection of articles available online (approx. 120 pages).

Additional literature:

- Biggs, J., & Tang, S. (2011). *Teaching for Quality Learning at University*. 4th ed. Buckingham. OR Biggs, J., Tang, C., & Kennedy, G. (2022). *Teaching for Quality Learning at University*. 5th ed. McGraw-hill education (UK).
- Kleemola, K., Hyytinen, H., Tuononen, T., & Toom, A. (2023). A systematic review of empirical literature on the segregation of educational institutions and its consequences in Finland. *International Journal of Comparative Sociology*. <https://doi.org/10.1177/00207152231219930>
- Marshall, S. (2020). *A handbook for teaching and learning in higher education: Enhancing academic practice*. Routledge.
- [Universities act \(558/2009\)](#) and [Education regulations in UEF](#)

Evaluation criteria: The approved performance requires the attendance of lectures and completion of the lecture summary, and satisfactory completion of the group assignment and final essay. The group assignment will be assessed using a pass–fail criterion, and the final essay on a 0–5 scale.

Group assignment: in the accepted grade (pass), the student will follow the instructions given in the assignments, demonstrate good recognition of the key concepts of the course, and apply the literature.

The final essay: The assessment of the final essay will take into account reflection and use of the course content and the assigned literature, as well as reflection on learning. In an approved performance (grade 1), the student will demonstrate an understanding of the key concepts of the course, use the literature, and reflect on his/her own learning.

More detailed assessment criteria will be indicated in the course.

Prerequisites:

Date: Offered by academic year according to the schedule that is confirmed each year.

Campus: Joensuu and Kuopio

Supply information: University pedagogy studies

Further information: The course is intended for staff employed by the University of Eastern Finland who have teaching or supervisory responsibilities.

Generic competences: Internationality, Identification and development of expertise, Interaction and communication

B2 Constructive alignment in course design, 5 ECTS

Validity period: 01.08.2024-

Level: Basic studies

Subject: Education and adult education, university pedagogy

Grading scale: Pass-fail

Teacher in charge: The responsible teacher for the course is defined annually in Peppi

Languages: English

Learning outcomes:

After the course, student

- manages the basic concepts and theories of teaching and assessment,
- can apply the principles of constructive alignment in the planning and implementation of teaching and assessment and can draw up a course plan.
- can act goal-oriented in teaching and peer interaction situations,
- is familiar with the curriculum in their field of education and is aware of its importance as a document guiding pedagogical work,
- can give and utilize feedback on teaching and study course plan,
- can reflect on and justify their own teaching choices based on learning theories and research literature.

Content:

- Alignment of teaching, planning of teaching and assessment, definition of learning objectives, choice of content, methods and pedagogical tools (including digital)
- Theoretical bases for the assessment of learning
- Curriculum and course plan as a theoretical and practical tool for developing teaching
- The goal-oriented and interactive teaching-studying-learning process
- Peer feedback
- Reflection on pedagogical thinking and expertise

Modes of study/Study methods: Lectures (16 h, remote participation is possible), teacher training (40,5 h), reflection assignment based on the lectures, teacher training, and literature (25 h), independent work (53,5 h). 80% attendance is required to pass the lecture part of the course. Due to the assignments, instructions and final reflection, the student must attend the first and last lecture of the course. Attendance is required for the implementation of the teaching situation with observations and peer feedback that is included in teacher training (5 hours). This is arranged as face-to-face teaching. Otherwise, the teacher training consists of independent work.

Teaching methods:

- Lectures
- Teacher training including a course plan, planning, implementation and reflection of teaching situation, goal-oriented observation of teaching and peer feedback
- Reflection assignment on the development of pedagogical thinking
- Familiarization with the literature

Learning material: An electronic collection of articles available online (approx. 120 pages).

Additional literature:

- Biggs, J., & Tang, S. (2011). *Teaching for Quality Learning at University*. 4th ed. Buckingham. OR Biggs, J., Tang, C., & Kennedy, G. (2022). *Teaching for Quality Learning at University*. 5th ed. McGraw-hill education (UK).

- Hailikari, T., Virtanen, V., Vesalainen, M., & Postareff, L. (2022). Student perspectives on how different elements of constructive alignment support active learning. *Active Learning in Higher Education*, 23(3), 217-231.
<https://doi.org/10.1177/1469787421989160>
- Ulster University. (2021) *Assessment handbook*.
https://www.ulster.ac.uk/__data/assets/pdf_file/0006/306906/Assessment-Handbook.pdf

Evaluation criteria: Approved performance requires attendance of lectures and participation in all activities related to the practice as well as satisfactory completion assignments included in the course. Course plan and a reflection assignment on the development of pedagogical thinking will be evaluated using a pass-fail criterion.

Course plan: upon successful completion (pass), the student will demonstrate a good identification of the key concepts of the course, apply the literature and lecture content and take into account feedback.

Reflection on the development of pedagogical thinking: in accepted grade (pass), the student will follow the assignment instructions, utilize the literature, and reflect on the development of their own pedagogical thinking.

More detailed assessment criteria will be indicated in the course.

Prerequisites:

Date: Offered by academic year according to the schedule that is confirmed each year.

Campus: Joensuu and Kuopio

Supply information: University pedagogy studies

Further information: The course includes 1.5 credits for guided teacher training (Orientative teacher training). The course is intended for staff employed by the University of Eastern Finland who have teaching or supervisory responsibilities.

Generic competences: Digitalization, Ethics, Identification and development of expertise, Interaction and communication