

Personal Learning Profile

Code: SLF1SD002

Extent: 3 ECTS

Timing: Semester 1

Language: English

Level: Basic studies

Type: Compulsory

Starting level and linkage with other courses: No prerequisites.

Learning outcomes

The student is familiar with the learning styles and their relevance in one's personal development. The student is able to recognize the differences between the deep and the surface approach to learning with respect to their previous experiences and personal development routines. The student is familiarized with the impact of teaching methods in increasing the student engagement in learning.

Course contents

- Learning styles analysis
- Learning approach analysis
- Teaching methods

Teacher(s) responsible

Teacher tutors; Markus Arvaja, Pasi Mustonen, Tomi Paalanen, Mika Vähälummukka

Course materials

Fullan, M. & Langworthy, M. 2014. A Rich Seam – How New Pedagogies Find Deep Learning. Pearson.

Personalized Learning and Development Strategies

Code: SLF1SD003

Extent: 6 ECTS

Timing: Semesters 2 & 3

Language: English

Level: Basic studies

Type: Compulsory

Starting level and linkage with other courses: Personal Learning Profile

Learning outcomes

The student is further familiarized with behavioural and working routines beneficial for learning and development. Based on the analysis and assessment, the student is able to select appropriate strategies to enhance the learning experience both at the individual and group level. The student is introduced with the concept of life management and its' relevance behind one's behavioural and learning processes. Based on the personal profile, the student is able to build and monitor development routines to support continuous learning and development.

Course contents

- Learning strategies
- Life management & learning
- Self-leadership & personal development

Teacher(s) responsible

Teacher tutors; Markus Arvaja, Pasi Mustonen, Tomi Paalanen, Mika Vähälummukka

Course materials

Toshalis, E. & Nakkula, M. J. 2012. Motivation, Engagement, and Student Voice. A Jobs for the Future Project.

Rock, D., Siegel, D. J., Poelmans, S. A. Y. & Paynerobject, J. 2012. The Healthy Mind Platter. NeuroLeadership Journal, issue 4.

Professional Learning and Development Strategies

Code: SLF1SD004

Extent: 6 ECTS

Timing: Semesters 4 & 5

Language: English

Level: Basic studies

Type: Compulsory

Starting level and linkage with other courses:

Personal Learning Profile, Personal Learning and Development Strategies

Learning outcomes

The student extends the awareness of one's characteristics in respect to working life demands. The student is able to understand the requirements of the working life organization at the individual level. The student also becomes familiar with the strategies in recruiting and developing personnel in sports organizations. Based on the professional development profile, the student is able to use appropriate strategies in further developing the individual capabilities and related networks.

Course contents

- Self-leadership & personal and professional development
- Analysis of the working life requirements
- Professional development strategies

Cooperation with the business community

The course is completed in co-operation with the work placement organizations.

Teacher(s) responsible

Teacher tutors; Markus Arvaja, Pasi Mustonen, Tomi Paalanen, Mika Vähälummukka

Course materials

TBA

Finnish Language and Culture

Code: COA1SD001

Extent: 3 ECTS

Timing: Semester 1

Language: English/ Finnish

Level: Basics

Type: Obligatory for international students

Starting level and linkage with other courses: No prerequisites.

Learning outcomes for the student

The student has the basic knowledge of Finnish language in order to cope in simple everyday situations and to continue studying Finnish independently. In addition the student gets a general overview of the Finnish history, society, culture and the way of life.

Course contents

Introduction to the Finnish language, the basic grammar (case system, verb types, consonant gradation), everyday vocabulary, phrases and conversations. Basics of the Finnish culture.

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale pass/fail.

Teacher(s) responsible

Sirpa Hänninen

Course materials

Suomen mestari 1 and additional material provided by the teacher.

German

Code: COM1SD002B

Extent: 3 ECTS

Timing: Semester 3-4

Language: German

Type: Compulsory

Starting level and linkage with other courses: No prerequisites

Learning outcomes for the student

The main objective is to give basics of German emphasizing sports in the given materials and vocabulary. The student will understand familiar words and very basic phrases and can communicate in simple and routine tasks on familiar topics and activities.

Course contents

- Introduction to German language and German speaking countries
- Common questions, numbers, greetings, sports etc.
- Conjugation of common verbs in present tense; nouns and adjectives

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Teacher(s) responsible

Sirpa Hänninen

Course materials

Materials distributed in the class.

Assessment criteria

50 % class activity and tasks and 50 % examination.

Svenska i arbetslivet

Code: COM1SD002C

Extent: 3 ECTS

Timing: Semester 4

Language: Swedish

Type: Compulsory

Starting level and linkage with other courses: No prerequisites.

Learning outcomes for the student

The student achieves such spoken and written skills that s/he manages in typical work situations in Swedish.

Course contents

- Social contacts in working life, intercultural communication
- Presenting people and organisations
- Principles of written communication in different situations, short messages, CV, job application
- Other communication situations in working life
- Sports terminology in Swedish

Recognition of prior learning (RPL)

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Teacher(s) responsible

Will be informed later

Course materials

Material given by the teacher

Additional reading

Assessment criteria

Assignments and project 80%

Participation 20%

Written English

Code: COM1SD002D

Extent: 3 ECTS

Timing: 12 weeks. Semester 1 Group 1 / Semester 2 Group 2

Language: English

Type: Compulsory

Starting level and linkage with other courses: No prerequisites.

Learning outcomes for the student

The course is designed to enable non-native speakers of English to write and express themselves in a structured, academic style. When completed students should have an expanded academic vocabulary and be capable of writing in a coherent way using short sentences, with a recommended maximum of 23 words.

Their ideas will be: logically expressed and grouped together into distinct **paragraphs** starting with an **introduction** and ending in a **conclusion**.

The relationship between ideas will be clearly expressed using **comparatives** that are relevant to what the writer wants to express.

Sentences will have clear **punctuation**; commas (,) and full stops (.) and only use capitalisation with good reason. The correct use of articles '**a-an**' and '**the**' will be heavily emphasised.

Course contents

- Initial test
- Introductions
- Conclusions
- Abstracts
- Structure and Cohesion
- Academic words
- Presenting arguments (advocate, deduce, infer etc.)
- Talking about figures (arbitrary, deviate, distort etc.)
- Explaining, reinforcing, exemplifying (reiterate, expound, posit etc.)
- Categorising and including (comprise, subsume, embrace etc.)
- Grammar: Commas, Articles (*a-an* and *the*)
- Common mistakes (lose v loose, advice v advise, affect v effect)
- Final exam

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It

is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Mike Bangle

Course materials

Jordan R.R. (1980) **Academic Writing Course**

McCarthy M and O'Dell F (2002) **English Vocabulary in Use** (Advanced)

82 Academic Writing (1)

83 Academic Writing (2)

Wyatt R (2001) **Check Your English Vocabulary For IELTS**

Porter D (2001) **Check Your Vocabulary for Academic English**

Murphy M (1985) **English Grammar in Use**

Additional material written by the teacher, Mike Bangle

Assessment criteria

Initial assessment

Weekly attendance

Written assignment

Homework exercises and self study

Communication Skills

Code: COM1SD002F

Extent: 3 ECTS

Timing: Semester 3-4

Language: English

Type: Compulsory

Starting level and linkage with other courses: No prerequisites.

A) Learning objectives:

- to develop verbal and non-verbal communication skills
- to learn to analyse your own and others' communication, interaction and self-expression by getting to know basic theories of interaction and communication
- to improve active listening skills
- to improve feedback and discussion skills
- to improve verbal motivation skills
- to learn basics of public speaking
- to be inspired to learn about tactfulness and diplomacy in communication

B) Course contents:

1. The Act of Introduction (Theory, practical exercises)
 - How to introduce yourself and your colleagues in a professional manner
2. Theory of Communication and Interaction (Lecture, discussion)
 - Major communication/interaction styles.
3. Non-verbal Communication (Lecture on theory, practical exercises)
4. Assertion; Empathy, Tact (Lecture and discussion)
5. Informative Presentation
 - Students introduce one Communication culture they are familiar with
6. Speech assignment
 - Instructions: structure, language, performance skills and non-verbal communication, energy, contact with the audience, and ethics of public speaking
7. Active Listening (Theory, practical exercises including speech exercises)

8. Constructive Feedback

(Instructions and discussion, practical exercises after each speech)

9. Inspirational/motivational speech in class

(Speech assignments and active listening, feedback sessions and discussion)

10. Talking to media (Discussion, theory, practical exercises)

11. "Small talk" as a special skill (Practical exercises)

- Practical exercise in "Farewell Cocktail Party" -situation
- Small speeches as we toast to our achievements during DP studies)

12. Written self-reflection assignment (min. two pages)

C) Assessment criteria

1. Class activity: attendance, activity during discussions, feedback situations, exercises etc. (50 %)

2. Attitude/interaction in classroom: politeness and empathy towards others, listening and concentration skills, open-mindedness and effort to learn (25 %)

3. Assignments: Speech, feedback sessions and written self-reflection (25 %)

Sport and Athlete Analysis

Code: COA1SD001

Extent: 15 ECTS (390 h)

Timing: Semester 1

Language: English

Level: Professional studies

Type: Compulsory

Starting level and linkage with other courses: No prerequisites.

Learning outcomes

The student has skills to analyze and evaluate his/her sport, game and athlete pathways. The student is able to identify the athletic developmental stages and needs of the team and individual athlete. In his/her sport analysis and athlete pathway assignments the student recognizes both individual- and team level coaching processes and different coaching environments. The student is able to recognize his/her professional capabilities in relation to the current context s(he) is operating. The student has skills to find, understand, evaluate and use information related to the context they are working. The student has skills to produce information for working life needs.

Course contents

- Athlete pathways
- Sport and game analysis

Cooperation with the business community

The students will cooperate with local clubs, FIHA and IIHCE.

International dimension

The international partners of this course are the International Ice Hockey Federation and other sport specific federations and clubs.

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Mika Vähälummukka, Tomi Paalanen, Markus Arvaja, Juha Vuori

Course materials

Material from seminars, research studies, and other coaching education material distributed in the class.

Fundamentals of Coaching

Code: COA1SD004

Extent: 15 ECTS (390 h)

Timing: Semester 2

Language: English

Level: Professional studies

Type: Compulsory

Starting level and linkage with other courses: Sport and athlete analysis

Learning outcomes

The student has the skills and knowledge to develop short term plans and execute safe practices. The student has the skills and knowledge to incorporate appropriate means and methods to achieve desired training effects. The student has the skills and knowledge to create athlete centered coaching environment.

Course contents

Planning, implementing and evaluating practise sessions and games

- Technical and tactical development
- Physical development
- Mental development
- Pedagogical and didactical knowledge and skills

Cooperation with the business community

The students will cooperate with local clubs, FIHA and IIHCE.

International dimension

The international partners of this course are the International Ice Hockey Federation and other sport specific federations and clubs.

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Mika Vähälummukka, Tomi Paalanen, Markus Arvaja, Juha Vuori

Course materials

Material from seminars, research studies, and other coaching education material distributed in the class.

Coaching Profile 1

Code: COA1SD003

Extent: 5 ECTS

Timing: Semester 2

Language: English

Level: Basic studies

Type: Compulsory

Starting level and linkage with other courses: -

Learning outcomes

The student is familiarized with the elements explaining the coaching effectiveness in terms of athlete engagement and holistic development. The student is introduced with the holistic coaching profile in assessing one's competencies and development needs in coaching. Together with professional competencies, student becomes acquainted with the impact of one's behavior in building the environment for learning and development. The student is further able to use the provided feedback in conjunction with the self-assessment in building a personal development plan for coaching.

Course contents

- Intrapersonal skills in coaching
- Interpersonal skills in coaching
- Professional competence in coaching

Cooperation with the business community

The course is completed in co-operation with the Sport Institute of Finland and national associations governing different sports at the national level.

International dimension

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Recognition of prior learning (RPL)

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Teacher(s) responsible

Teacher tutors; Markus Arvaja, Pasi Mustonen, Tomi Paalanen, Mika Vähälummukka

Course materials

TBA

Autonomy-supportive Coaching

Code: COA2SD006B

Extent: 15 ECTS (390 h)

Timing: Semester 3

Language: English

Level: Professional studies

Type: Compulsory

Starting level and linkage with other courses: Sport and athlete analysis, Short term coaching programme planning and implementation.

Learning outcomes

The student has the skills and knowledge to develop long term plans (career/annual) for athletes based on individual profiling and athletic developmental stage. The student has the skills and knowledge to develop long term plans and coaching environment for the team based on team profiling and team developmental stage. The student has the skills and knowledge to use established methods to monitor and support the development of the athlete and team and to make appropriate adjustments to the long term development plan.

Course contents

Planning, implementing and evaluating long term development plans

- Long term technical and tactical development
- Long term physical development
- Long term life skills and recovery
- Long term mental development
- Long term pedagogical and didactical knowledge and skills

Cooperation with the business community

The students will cooperate with local clubs, FIHA and IIHCE.

International dimension

The international partners of this course are the International Ice Hockey Federation and other sport specific federations and clubs.

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Mika Vähälummukka, Tomi Paalanen, Markus Arvaja, Pasi Mustonen

Course materials

Material from seminars, research studies, and other coaching education material distributed in the class.

Additional reading

Coaching Methods Development

Code: COA2SD007

Extent: 15 ECTS (390 h)

Timing: Semester 4

Language: English

Level: Professional studies

Type: Compulsory

Starting level and linkage with other courses: Sport and athlete analysis, Short term coaching programme planning and implementation, Long term coaching programme planning and implementation

Learning outcomes

The student has the skills and knowledge to develop long term plans (career/annual) for athletes based on individual profiling and athletic developmental stage. The student has the skills and knowledge to develop long term plans and coaching environment for the team based on team profiling and team developmental stage. The student has the skills and knowledge to use established methods to monitor and support the development of the athlete and team and to make appropriate adjustments to the long term development plan.

Course contents

Planning, implementing and evaluating long term development plans

- Long term technical and tactical development
- Long term physical development
- Long term life skills and recovery
- Long term mental development
- Long term pedagogical and didactical knowledge and skills

Cooperation with the business community

The students will cooperate with local clubs, FIHA and IIHCE.

International dimension

The international partners of this course are the International Ice Hockey Federation and other sport specific federations and clubs.

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Mika Vähälummukka, Tomi Paalanen, Markus Arvaja, Pasi Mustonen

Course materials

Material from seminars, research studies, and other coaching education material distributed in the class.

Additional reading

Coaching Profile 2

Code: COA2SD008

Extent: 5 ECTS

Timing: Semester 4

Language: English

Level: Professional studies

Type: Compulsory

Starting level and linkage with other courses: Coaching profile 1

Learning outcomes

The student further develops capabilities in adjusting one's behavior to increase the effectiveness of the coaching process. The student deepens the understanding on the role of different components in building the environment for learning and development and, with that, stronger individual engagement and effectiveness in athlete development. The student is also introduced with the different elements involved in adjusting one's behavior in the professional context of coaching. Using feedback from different stakeholders, student is able to extend the development plan in both, behavior- and competence-related aspects with direct relevance in real-life situations.

Course contents

- Intrapersonal skills in coaching
- Interpersonal skills in coaching
- Professional competence in coaching

Cooperation with the business community

The course is completed in co-operation with the Sport Institute of Finland and national associations governing different sports at the national level. Coaching profile analysis is completed in local clubs involving the respective stakeholders.

Teacher(s) responsible

Teacher tutors; Markus Arvaja, Pasi Mustonen, Tomi Paalanen, Mika Vähälummukka

Course materials

TBA

Sports Program Planning and Implementation

Code: MGT1SD001

Extent: 8 ECTS

Timing: Semester 1-2

Language: English

Type: Compulsory

Starting level and linkage with other courses: No prerequisites.

Learning outcomes for the student

The student is able to plan, organize and implement sport events and programs. The student has knowledge and skills to teach variety of sports; be able to plan and implement a sport-session. The student is capable of interacting and communicating with the customer in productive manner. The student has skills and knowledge to produce information and solutions to working life needs.

Course contents

Grassroot Hockey Project

Pohjola Camp

Tiirismaa School Practice

IIHF Development Camp

Cooperation with the business community

The students will cooperate with local clubs (e.g. Kiekkoreipas, Reipas), schools, FIHA and IIHCE.

International dimension

The international partners of this course are the International Ice Hockey Federation and other sport specific federations, clubs and schools.

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Tomi Paalanen

Course materials

Chelladurai, P. 2005. Managing organizations for sport and physical activity. Arizona: Holcomb Hathaway.

Hannagan, T. 2004 Management: concepts and practices 4th edition. Harlow, UK: Prentice Hall.

Robbins, S. & Coulter, M. 2007. Management. 9th edition. Prentice Hall.

Assessment criteria

Will be discussed and decided for each project at the beginning.

Sports Organization Analysis and Development Planning

Code: MGT1SD002

Extent: 7 ECTS

Timing: Semester 1-2

Language: English

Type: Compulsory

Starting level and linkage with other courses: No prerequisites.

Learning outcomes for the student

The student has understanding of a sports organization's functions and operations. The student has skills to produce situation analysis of an organization using different methods and including stakeholders interest. The student is able to produce and implement specific development plan for an organization.

Course contents

IIHF Minimum Participation Standards Project

IIHF MNA Assistance Program

IIHF Development Camp

Sports club analysis

Sports club development plan

Cooperation with the business community

The students will cooperate with local clubs, schools, FIHA and IIHCE.

International dimension

The international partners of this course are the International Ice Hockey Federation and other sport specific federations and clubs.

Recognition of prior learning (RPL)

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Teacher(s) responsible

Tomi Paalanen

Course materials

Slack, T. & Parent, M. 2006. Understanding sport organizations: The application of organization theory 2nd edition. Champaign, IL: Human Kinetics.

Assessment criteria

Will be discussed and decided for each project at the beginning.

Sports Event Management

Code: MGT1SD003

Extent: 10 ECTS

Timing: Semester 3-4

Language: English

Type: Compulsory

Starting level and linkage with other courses: Completion of Sports program planning and implementation module.

Learning outcomes for the student

The student is able to plan, organize, lead and control sports event and program based on customer needs. The student has skills to budget and finance events and programs. The student is able to develop coherent and complete marketing plan.

Course contents

Tiirismaa School practice

Organizing and managing Sport events/programs

IIHF Development Camp

International Hockey Training Camps

Vierumäki Sport Service and Product Development

Cooperation with the business community

The students will cooperate with local and international clubs, schools, FIHA, IIHF and IIHCE.

International dimension

The international partners of this course are the International Ice Hockey Federation and other sport specific federations and clubs.

Recognition of prior learning (RPL)

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Teacher(s) responsible

Tomi Paalanen

Course materials

Nahavandi, A. 2009. *The Art and Science of Leadership*. 5th ed. New Jersey: Pearson Education.

Northouse, P.G. 2007. *Leadership Theory and Practice*. 4th ed. London: Sage.

Clawson, J. G. 2009. *Level Three Leadership: Getting below the surface*. 4th ed. New Jersey: Pearson Education.

Tomlinson, H. 2009. *Educational Leadership: Personal Growth for Professional Development*. London: Sage.

Amstrong, G. & Kotler, P. 2006. *Marketing: An Introduction*. 8th ed. Pearson Prentice Hall. New Jersey, NY.

Shank, M. D. 2009. *Sports Marketing: A Strategic Perspective*. 4th ed. Pearson Prentice Hall. New Jersey, NY.

Fried, G., Shapiro, S.J., & DeSchriver, T.D. (2008). *Sport finance* (2nd ed.). Human Kinetics: Champaign, IL

Assessment criteria

Will be discussed and decided for each project at the beginning.

Sports Organization Development Program Management

Code: MGT1SD004

Extent: 10 ECTS

Timing: Semester 1-2

Language: English

Type: Compulsory

Starting level and linkage with other courses: Sports organization analysis and development planning module successfully completed.

Learning outcomes for the student

After the course the student is capable of creating, implementing and evaluating a targeted development project plan. The student is able to lead and manage different projects related to club and association development.

Course contents

IIHF NAAP – DDP

National Club Development Project

IIHF Development Camp

Cooperation with the business community

The students will cooperate with local clubs, schools, FIHA, IIHF and IIHCE.

International dimension

The international partners of this course are the International Ice Hockey Federation and other sport specific federations and clubs.

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Tomi Paalanen

Assessment criteria: Will be discussed and decided for each project at the beginning.

Information Retrieval and Evaluation

Code: MET1SD002

Extent: 5 ECTS

Timing: Semesters 1 & 2

Language: English

Level: Basic studies

Type: Compulsory

Starting level and linkage with other courses: Critical Thinking and Problem Solving, Information Collection and Analysis

Learning outcomes

The student understands the significance of research, becomes familiar with concepts related to research, and grasps the principles of project management. The student is able to utilize a variety of information sources and assess existing information critically. The student is able to report project and its outcome.

Course contents

- Starting, planning, carrying out, and completing a project
- The nature, criteria and concepts of scientific knowledge
- Academic writing

Cooperation with the business community

The capabilities are assessed as a part of the real-life working projects and processes.

Teacher(s) responsible

Teacher tutors; Markus Arvaja, Pasi Mustonen, Tomi Paalanen, Mika Vähälummukka

Course materials

TBA

Information Collection and Analysis

Code: MET1SD003

Extent: 5 ECTS

Timing: Semesters 2 & 3

Language: English

Level: Professional studies

Type: Compulsory

Starting level and linkage with other courses: Critical Thinking and Problem Solving, Information Retrieval and Evaluation

Learning outcomes

The course provides the basic skills for planning a Bachelor's thesis. The student is aware of different types of theses. Based on the requirements of thesis, the student is able to plan a research or development project. The student learns the methods used to collect and analyse data for research and development project. The student is able to choose the most suited research and project management method and apply it in the thesis project. The student is able to understand the requirements of ethical working methods.

Course contents

- Project and research types
- Research ethics
- The role of a theoretical frame of reference in research
- Creating a thesis plan
- Empirical data collection methods
- Principles of questionnaire design

Cooperation with the business community

The capabilities are assessed as a part of the real-life working projects and during thesis process.

Teacher(s) responsible

Teacher tutors; Markus Arvaja, Pasi Mustonen, Tomi Paalanen, Mika Vähälummukka

Course materials

TBA

Critical Thinking and Problem Solving

Code: MET2SD004

Extent: 5 ECTS

Timing: Semesters 4 & 5

Language: English

Level: Professional studies

Type: Compulsory

Starting level and linkage with other courses: Information Retrieval and Evaluation, Information Collection and Analysis

Learning outcomes

The student extends the awareness of one's characteristics in respect to working life demands. The student is able to understand the requirements of the working life organization at the individual level. The student also becomes familiar with the strategies in recruiting and developing personnel in sports organizations. Based on the professional development profile, the student is able to use appropriate strategies in further developing the individual capabilities and related networks.

Course contents

- Analytical thinking
- Argumentation and reasoning skills

Cooperation with the business community

The capabilities are assessed as a part of the real-life working projects and processes.

Teacher(s) responsible

Teacher tutors; Markus Arvaja, Pasi Mustonen, Tomi Paalanen, Mika Vähälummukka

Course materials

TBA