

LEARNING.
CREATIVELY.
TOGETHER.



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QUALITY IN EDUCATION - POSITIVE
CHALLENGES IN DIGITALIZATION AND NEW
LEARNING ENVIRONMENT

APDC - ASSOCIATION COMMUNICATIONS DEVELOPMENT – CONFERENCE
THURSSDAY 26.11.2015
LISBOA



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THE SCHOOLING SYSTEM

THE TEACHER

THE CURRICULUM

THE LEARNING

ENVIRONMENT

THE FUTURE



THE SCHOOLING SYSTEM



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WHY FINNS SUCCESS IN INTERNATIONAL TESTS?



1. BOUNDARY CROSSING PEDAGOGICAL PRACTICES
2. MULTIPROFESSIONAL COLLABORATION
3. CURRICULUM
4. INNOVATIVE LEARNING ENVIRONMENTS

HIGH QUALITY PUBLIC SCHOOLING
SYSTEM THAT IS EMBEDDED IN
THE FLEXIBLE STRUCTURES WITH
NO DEAD ENDS.

NO NATIONAL ACHIEVEMENT
TESTING, SCHOOL RANKINGS OR
INSPECTORATE.

SCHOOLS AND TEACHERS CAN
DECIDE HOW TO ASSESS
THEMSELVES AND THEIR
STUDENTS.

WE USE SAMPLE-BASED
EVALUATION OF LEARNING
OUTCOMES FOR DEVELOPING AND
IMPROVING THE SYSTEM.

WE DO NOT HAVE STUDENT
STREAMING.

WE USE DIFFERENT KINDS OF MIXED ABILITY GROUPS, SUPPORT WEEK STUDENTS AND ALLOCATE RESOURCES TO MULTICULTURAL SCHOOLS AND DIVERSITIES.

Rather than competition, standardization, test-based accountability or school choice

Finland

relies on collaboration, customization, thrust-based responsibility and equity.



THE TEACHER



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Teacher's profession is highly appreciated
among young people in Finland.

SALARIES?

THE CHARACTER OR THE VOCATION:

Innovative, Creative and Enjoyable,
Independent and Autonomous



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TEACHERS ARE AUTONOMOUS ACTORS
AND DEVELOPERS OF LOCAL
CURRICULUMS

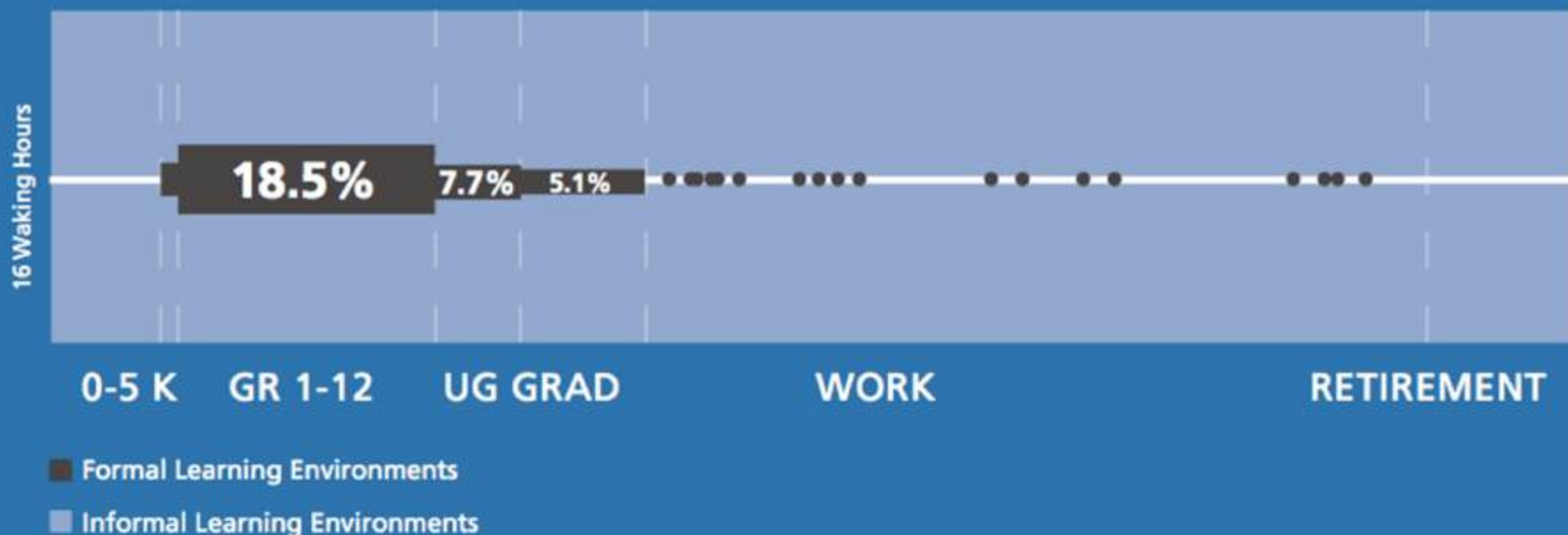


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WHY DO WE NEED HIGH QUALITY TEACHERS?



LIFELONG AND LIFE-WIDE LEARNING



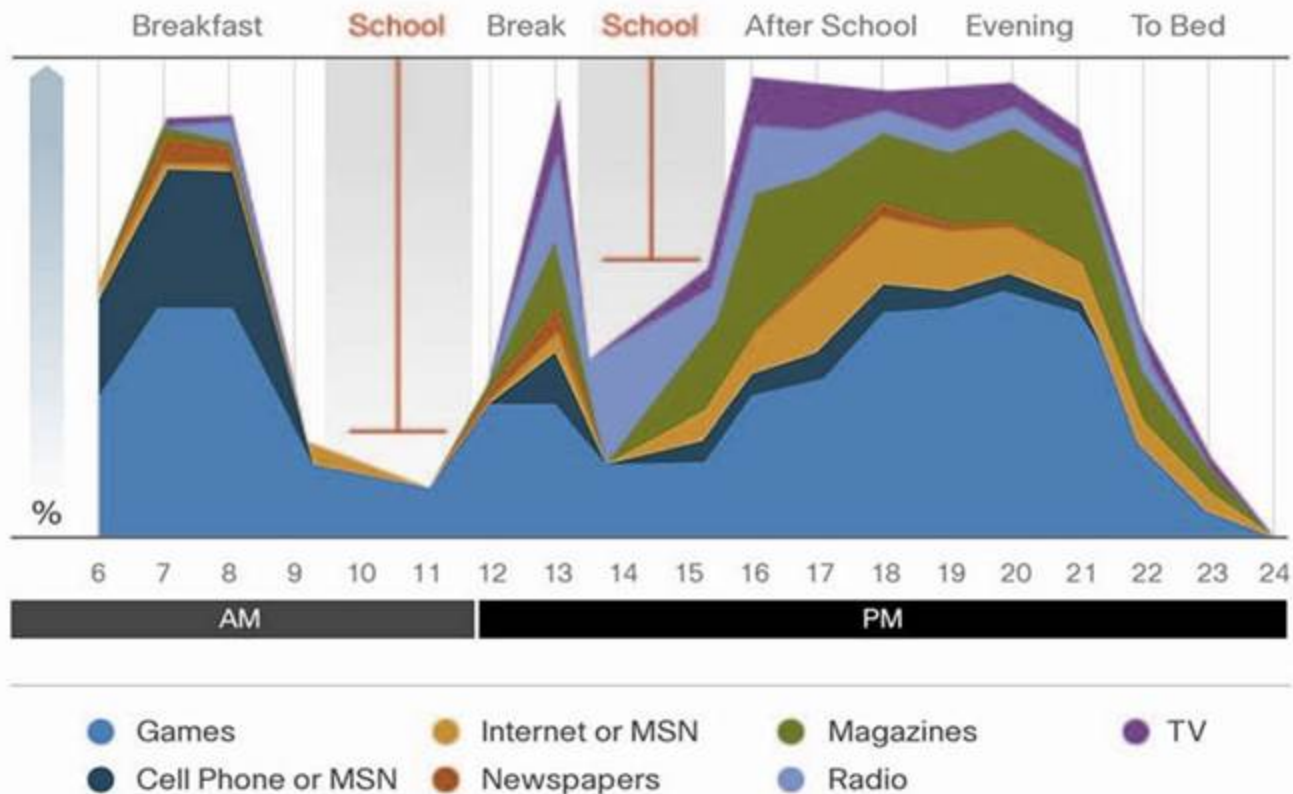
Banks & al. 2006



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FORMAL AND INFORMAL GAP

Media Consumption by Percent

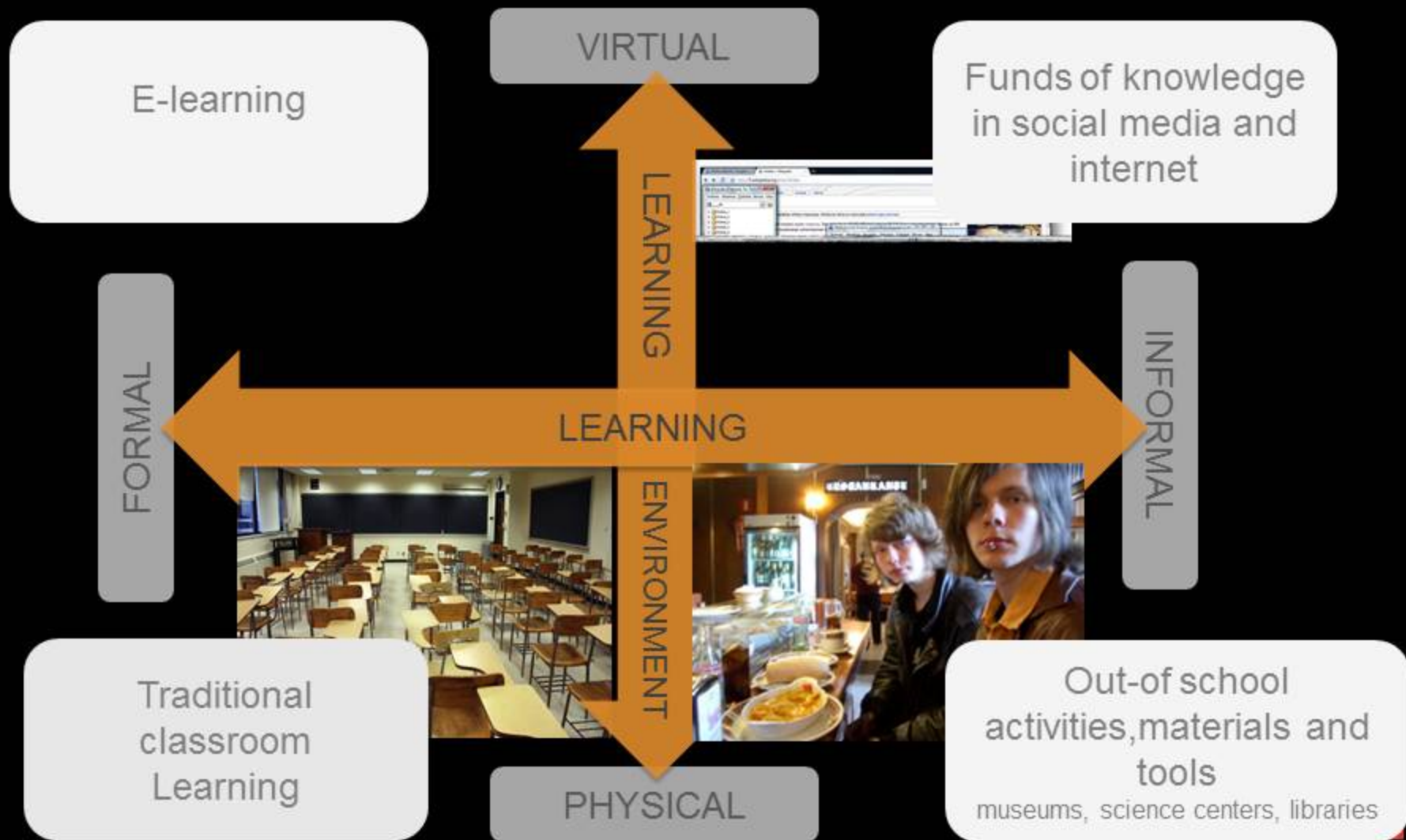


Source: Cisco 2007



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PLACES AND SPACES OF LEARNING



Technology is a part of our social and knowledge practices



Modern theories of learning see *the learner as central in the creation of meaning*, not the teacher, as the transmitter of knowledge.

(Biggs, 1996)



PLACES AND SPACES OF LEARNING

VIRTUAL ENVIRONMENTS

PHYSICAL ENVIRONMENTS

GLOBAL NETWORKS

LOCAL LEARNING COMMUNITIE S

LEARNING THROUGH GAMING AND PLAYING

LEARNING IN AUTHENTIC ENVIRONMENT S

SHARING Vimeo, YouTube

CREATIVITY AND MEDIA PRODUCTION



KAN KROKULAF

(Kangas, Vesterinen & Krokfors, manuscript)

BEST TEACHERS DESIGN PARTICIPATORY PEDAGOGY

TEACHERS ARE

- actors who create pedagogical entities
- boundary-breakers between formal and informal
- initiators of opening the doors of the school locally and globally
- responsible for promoting schools to grow into networked and collaborative learning communities
- pedagogical leaders of multiprofessional collaboration

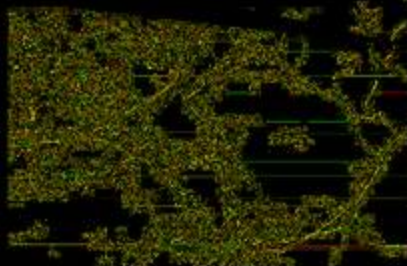




Mahnala Elementary School
Hämeenkyrö



Fiskars Elementary School
Raasepori



AN OPENING LEARNING ENVIRONMENT IN MAHNALA SCHOOL

Mahnala School



BOUNDARY CROSSING PEDAGOGICAL PRACTICES

Parent-teacher association Parents
4h-organization Fishery collective
Pirkanmaa waste management Rope factory
Stone hobbyists Vet
Martha organisation Farms
Forest association Forest
Lakeside, lake

Local Community



TEACHERS ARE HIGHLY
RESPECTED
PROFESSIONALS IN FINLAND.



TEACHER TRAINING IN FINLAND IS
ACADEMIC UNIVERSITY BASED
HIGHER EDUCATION AND ALL
TEACHERS EARN THEIR MASTERS
IN 5-YEAR
STUDY PROGRAMMS AT
UNIVERSITIES' TEACHER
EDUCATION DEPARTMENTS.



A HIGHER CONCEPTUAL LEVEL IS
ADOPTED AND ALSO RESEARCH
AND
INQUIRY IS PART OF TEACHERS
TEACHING STANCE AND
PEDAGOGICAL THINKING.



The TE curriculum and study programs provide students with knowledge and skills for operating as autonomous actors in their fields and developers of local curriculum with the ability to make theory-based decisions by consuming educational research as well as producing pedagogical inquiry.



Because of the changing society also teacher's role is in change. Future teachers are leaders of multi-professional collaboration.

They open the school to the society by opening the learning environments from traditional classrooms to non-formal and informal settings of learning.

Libraries, science centers and museums are already well established and ready to operate. New associates from the 3rd sector and other actors need also to be taken in.



THE CURRICULUM



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FROM SUBJECTS TO TOPICS?

There has been a vivid international discussion around the renewal -
What is Finland doing, they are asking in the international press.

We still highly appreciate and rely on subject matter knowledge,
the ontological and methodological structures of each subject because that
gives us – in our thinking – the basis of understanding the world in a civilized way

But at the same time we need more skills in the rapidly changing world.
We need to shift from what to how and why! Knowledge co-creation needs
interactional skills, innovations are done together.



MULTIPROFESSIONAL COLLABORATION



FISKARI

MAHNALA

	Workshop	Workshop environment	Environment (nature)	Environment (built and cultural)
Preschool	making paper and paper art	paperworkshop	School yard including arboretum	Myllynkivi area
1st grade	woodwork	woodworkshop	Nearby nature	Mahnala village
2nd grade	painting	artist's workspace	Lakeside	Sasi village
3rd grade	knit design	knit studio	Nearby forest	National landscape
4th grade	ceramics	glass studio	The Huutisuo bog	Sikomäki-Pärnämäki, Myllykolu and Töllinmäki
5th grade	blacksmith's work	smithery	Sarkkila lake Kaitajärvi lake's rock area	Stone Age
6th grade	pedagogical museum workshops exhibit workshop	the whole neighbouring area	Sasi forest and stream Seinävuori desert area	Up and Under -environmental artwork

Topics will be a possibility if we understand the rigour of the subjects. Subject matter still is in the center of our scaffolding of our understanding.

Combining our essence of knowing gives us a future challenge and possibility to go further to the phenomenas of the opening future.



NEW LEARNING ENVIRONMENTS



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SCHOOL IS HERE



... AND ALSO HERE

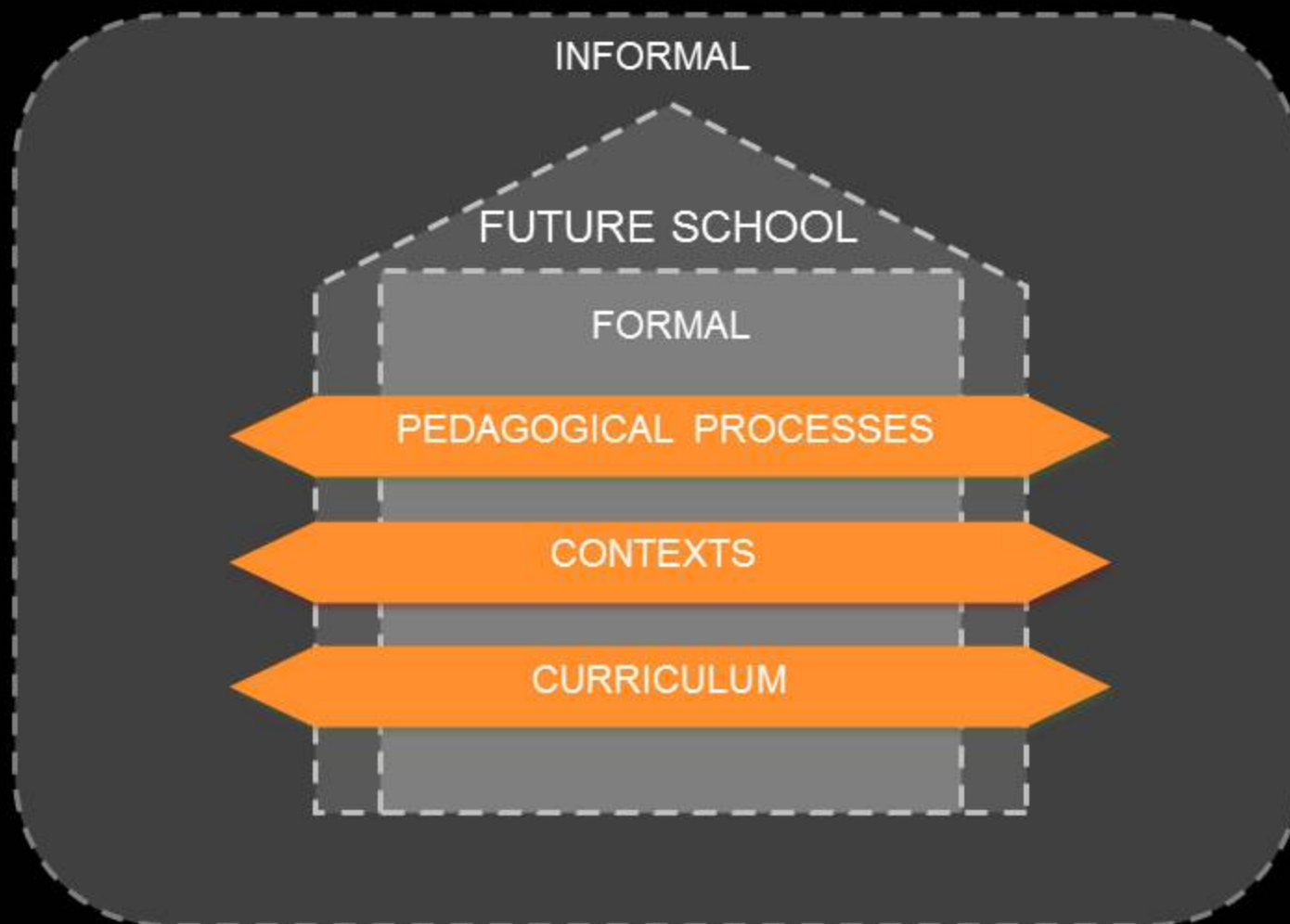


THE FUTURE



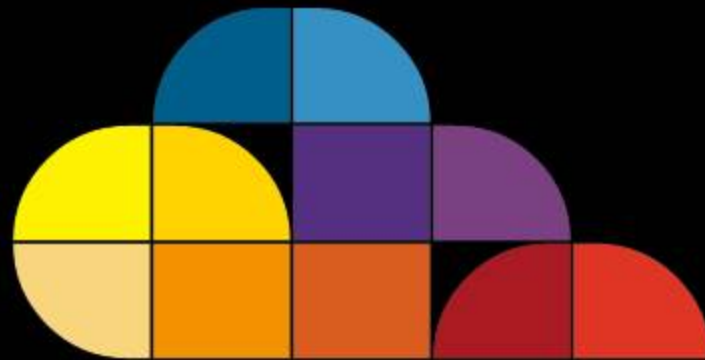
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MODEL FOR OMNIPRESENT PEDAGOGY



STUDENTS' AGENCY





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Participatory network community

THANK YOU and COME WITH!



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