FINLAND

Country Report on ICT in Education

Available on http://www.eun.org/observatory
Contact: Jukka Tulivuori, Finnish National Board of Education
2015
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1. THE EDUCATION CONTEXT

1.1 KEY EDUCATIONAL CHALLENGES AND PRIORITIES

Currently, the key educational challenges for Finland are the following:

- to develop a comprehensive schools system
- the growing inequality between schools and school areas
- a national project to digitalize schools and learning resources, which is part of the new government programme

1.2 EDUCATION REFORMS

The new core curriculum for comprehensive schools was accepted on 21 December 2014 and will enter into force as of the 1st of August 2016. The main idea of the new curriculum is to replace what to teach by how to teach. The role of ICT is strongly emphasized in all the subjects.

The new core curriculum for upper secondary schools is being slightly reformed at the moment, it will also enter into force as of the 1st of August 2016.

The curricula for vocational education have recently been reformed. The main idea was to put a strong emphasis on competence based learning.

All the core curricula will be available online in structured form in the course of the year 2015.

2. ICT IN EDUCATION POLICY

2.1 NATIONAL/REGIONAL ICT POLICIES

Currently, no national ICT in Education policy exists but the new government programme contains a national project to digitalize schools and learning resources. Several regional ICT policies exist at regional level.

2.2 RESPONSIBILITIES

The Finnish education system is completely decentralized. It is local municipalities that are completely responsible for ICT in schools.

2.3 SPECIFIC ICT INITIATIVES

1:1 mobile learning initiatives (including the use of netbooks, laptops, tablets, mobile phones or other mobile devices)

The government funds numerous local development projects in these areas.

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MOOCs for teacher professional development or initial teacher training or MOOCs for students, including certification

MOOC courses for teacher professional development do not exist yet. At university level and the level of applied sciences, they are, however, already quite commonly used.

ICT for inclusion (early school leavers, migrants, etc.) and special needs (physical, mental, emotional)

FNBE has produced special digital learning resources for immigrants. Schools and organisations for special needs have produced digital resources for their students.

For further information: www.edu.fi
ICT for learning initiatives targeted to boost employability and entrepreneurship

There are a lot of initiatives targeted to boost employability and entrepreneurship.

For further information: www.tat.fi

Cloud computing and connectivity (e.g. wireless Internet, optical fibre connections)

Some initiatives exist that look at cloud computing and connectivity.

For further information:
- https://portal.educloudalliance.org/
- http://www.edustore.fi/

2.4. ICT PRIORITIES

A: Digital Competence Development

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<thead>
<tr>
<th>Area</th>
<th>High</th>
<th>Mid</th>
<th>Low</th>
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</thead>
<tbody>
<tr>
<td>Developing measures to support digital competence for future teachers</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Developing measures to support digital competence for in service teachers</td>
<td>X</td>
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<tr>
<td>Developing measures to support school leaders in the integration of ICT</td>
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<td></td>
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<tr>
<td>ICT for learning initiatives targeted to boost youth employability and entrepreneurship</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICT for accessibility and inclusion: early school leavers, migrants, etc... and special educational needs</td>
<td>X</td>
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Reference to policy action measure related to Digital Competence Development: The new core curricula.

B: ICT in Curricula and Assessment

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<tr>
<th>Area</th>
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<tbody>
<tr>
<td>Developing computer/programming skills</td>
<td></td>
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<td>X</td>
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<tr>
<td>Developing key competences</td>
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<tr>
<td>Developing 21st century skills (critical thinking, problem solving, communication, collaboration, and creativity and innovation)</td>
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<td>Assessing with ICT/ICT based exams</td>
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<td>Learning Analytics</td>
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C: System-wide innovation

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<tr>
<td>Piloting and validating innovative uses of ICT</td>
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<tr>
<td>Mainstreaming ICT in schools</td>
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Reference to policy action measures related system-wide innovation: Government funding for different ICT in Education development projects.

D: Mobile Devices

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<th>Area</th>
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<tbody>
<tr>
<td>Use of tablets</td>
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<td>X</td>
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<tr>
<td>Use of mobile phones</td>
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<td>X</td>
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<tr>
<td>Bring Your Own Device</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Cloud computing</td>
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Reference to policy action measures related to Mobile Devices: https://portal.educloudalliance.org/

E: Use of digital resources

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<th>Area</th>
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<tr>
<td>Developing educational content repositories/metadata</td>
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<tr>
<td>Supporting the development of open educational content and resources</td>
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<tr>
<td>Supporting the develop-</td>
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3. THE CURRICULUM AND ICT

3.1. ICT BASED ASSESSMENT

The school leaving exam will be digitalized between 2016 and 2019 (www.digabi.fi).

The Finnish Education Evaluation Centre is going to digitalize its evaluations in the near future (http://karvi.fi/en/).

3.2. SCHOOL IMPROVEMENT WITH ICT

In Finland, there are no inspections etc. for schools. The University of Tampere, City of Tampere together with the FNBE have produced a national self-evaluation platform for ICT skills of teachers (www.opeka.fi).

3.3. THE CURRICULUM FRAMEWORK

The national curricula are done, once the local authorities and schools designed their own.

3.4. ICT IN THE CURRICULUM

ICT is integrated as a tool across the curriculum, it is not a subject of its own.

3.5. STUDENTS’ ICT COMPETENCE

ICT competence is one of the seven broad-based competences defined in the new core curricula that will enter into force in 2016. These state that ICT is a significant civic skill, and also an aspect of multi-literacy. It is a learning target as well as a medium for learning. One of the aims of general education is to offer students equal opportunities to develop their ICT competence. The use of ICT is systematically embedded throughout the 9 years of general basic education, in different subjects, for integrative/thematic studies, and other forms of school work.

The new curricula will divide ICT competences in four areas:

1) Students are guided to understand the main functional principles, concepts and user logic of ICT, and develop their ICT skills by delivering their own outputs
2) Students are instructed to the safe and responsible use of ICT, and ergonomically sound working methods.
3) Students are taught to use ICT for managing information and inquiry-based and creative forms of work.
4) Students get experience and practice on using ICT for interaction and networking purposes.

The students' opportunities to be active learners and work creatively, finding their own learning paths and learning styles, is important for all of the four areas. Of importance is also the joy of learning and working together, which affect learning motivation. The use of ICT offers students means
Students are guided to learn about different ICT applications and purposes of use, and make note of the significance of ICT on our everyday life, interaction between people, and as an overall means to influence. There is room for discussions on why ICT is needed in studies, in working life and society at large, and how ICT skills have become part of general working skills. Students are taught to measure the impact of ICT from the point-of-view of sustainability, and to act as responsible consumers. During the years of basic education, students are also offered opportunities to interact in an international environment. They gain an understanding of the impact of ICT in the globalized world, the opportunities it offers and the risks involved.

### 3.6. ASSESSMENT OF ICT COMPETENCE

ICT is assessed as a part of subject based assessment.

### 4. DIGITAL LEARNING RESOURCES AND SERVICES

#### 4.1. E-CONTENT DEVELOPMENT

Developing e-content is mainly the responsibility of commercial publishers. Several new companies will produce digital material only (www.eoppi.fi and www.tabletkoulu.fi).

#### 4.2. CONTENT SHARING

Different platforms:
- linkkiapaja.edu.fi
- hyvatkaytannot.oph.fi
- opentunti.fi
- different groups in Facebook

#### 4.3. ACCESSIBILITY FOR LEARNER WITH DISABILITIES AND SOCIAL INCLUSION

Currently, there are no national initiatives to support the accessibility for learners with disabilities and social inclusion.

#### 4.4. WEB 2.0

Currently, there are no national initiatives to promote the use of web 2.0 tools in schools.

#### 4.5. LEARNING PLATFORMS

There is no national policy on learning platforms. The platforms are chosen by the local educational providers. The most common ones are: Fronter, Moodle, Optima, Edison and Its Learning.

### 5. TEACHER EDUCATION FOR ICT

#### 5.1. ASSESSMENT SCHEMES

There is no national assessment framework in place.

#### 5.2. SCHOOL LEADER SUPPORT

There are some training courses available and peer support is promoted.

#### 5.3. ICT FOR INCLUSION

No information available.

#### 5.4. ICT IN INITIAL TEACHER EDUCATION

Independent universities provide the initial teacher training, so it is up to their curricula, if ICT related training is compulsory. At most universities, this is the case.
5.5. ICT IN IN-SERVICE TEACHER EDUCATION

ICT related training for in-service teachers is not compulsory. Various training organisations (local and regional authorities, university training centres etc.) offer such trainings.

5.6. TRAINING THE TEACHER TRAINERS

There is no compulsory ICT related training for teacher trainers.

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