

Finnish Compulsory Schools in the Digital Age 2018

Report:

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History

- Idea to create tool to empower teachers, principals and schools to develop their digital competences
- Self-evaluation tool – evidence based development
- Skills, attitudes, pedagogical usage of ICT in education, strategies and readiness for change
- From information through reflection to personal and school development

Opeka for teachers, Ropeka for principals and Oppika for students

- Widely used
 - **49193** teacher answers
 - 1360 Principals
 - 60 000 + students
- Available in
 - Finnish
 - Swedish
 - English (not oppika)
- System provided also data for research purposes
- Available at www.opeka.en ; www.ropeka.en

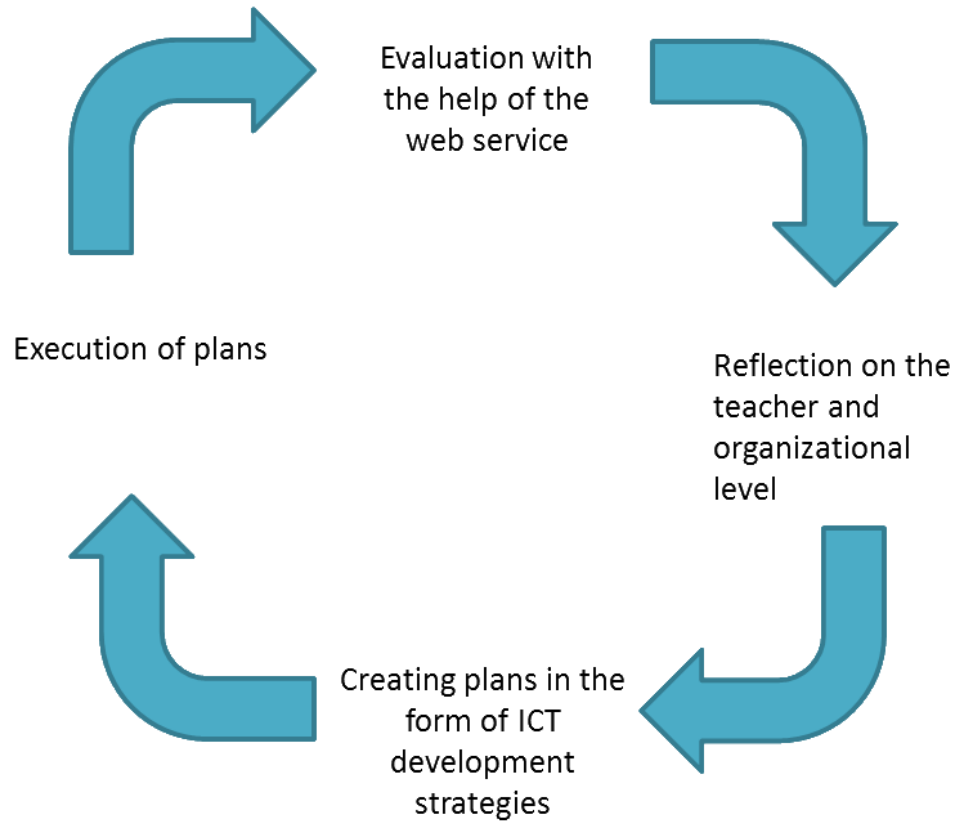
Need – evidence based school development

- Schools, municipalities, ministry need information on the use of ICT in education
- Information is needed for
 - Planning
 - Designing interventions
 - Measuring the impact of interventions
 - To get the most out of scarce resources
 - Is there equality what comes to resources, teachers skills and usage of ICT in education?
- Government decided to set up long term follow-up study how things develop in Finnish schools between 2016 -2018

Benefits

- For Teacher: Opeka provides information about teachers usage of EdTech, comparative information how her usage is compared to other teachers and recommendations how to improve situation
- For School/Principal: Opeka provides picture about schools digital culture as well as comparative information how school is doing comparing other schools. It also provides recommendations how to improve situation.
- For Superintendent. Opeka provides over results about how schools in her district is doing and possibility to compare situation with other districts. Opeka also shows are resources equally distributed and well utilised.
- Nationwide – how are things in Finland
- Opeka provides systematic and sustainable process to develop teachers work and it that way improve schools digital teaching and learning culture.

The learning cycle according to Kolb (1984) in Opeka context



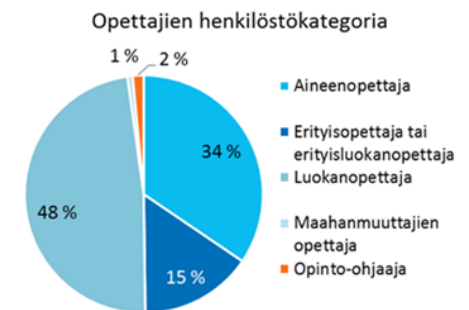
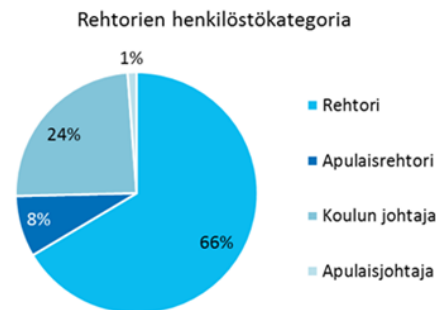
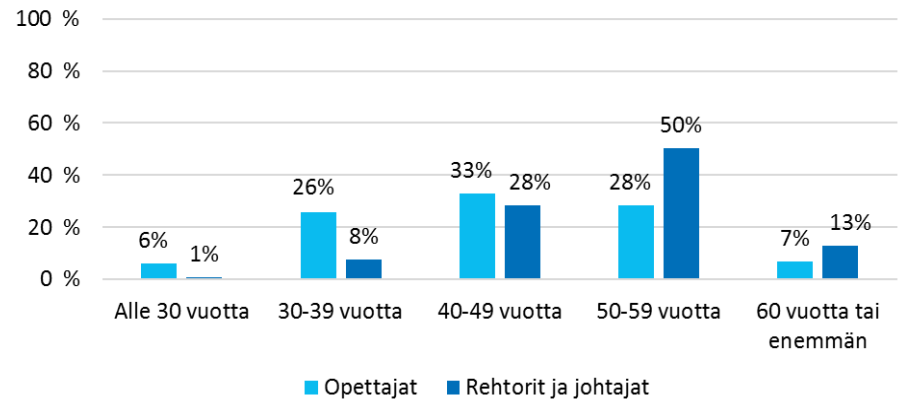
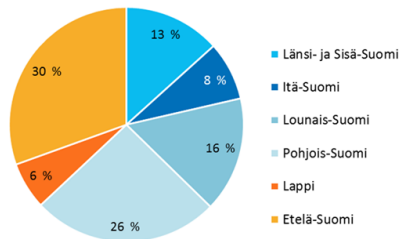
Teachers and Principals – representative sample

4 513 teachers

- 2017: N=1 753
- 2018: N=2 760

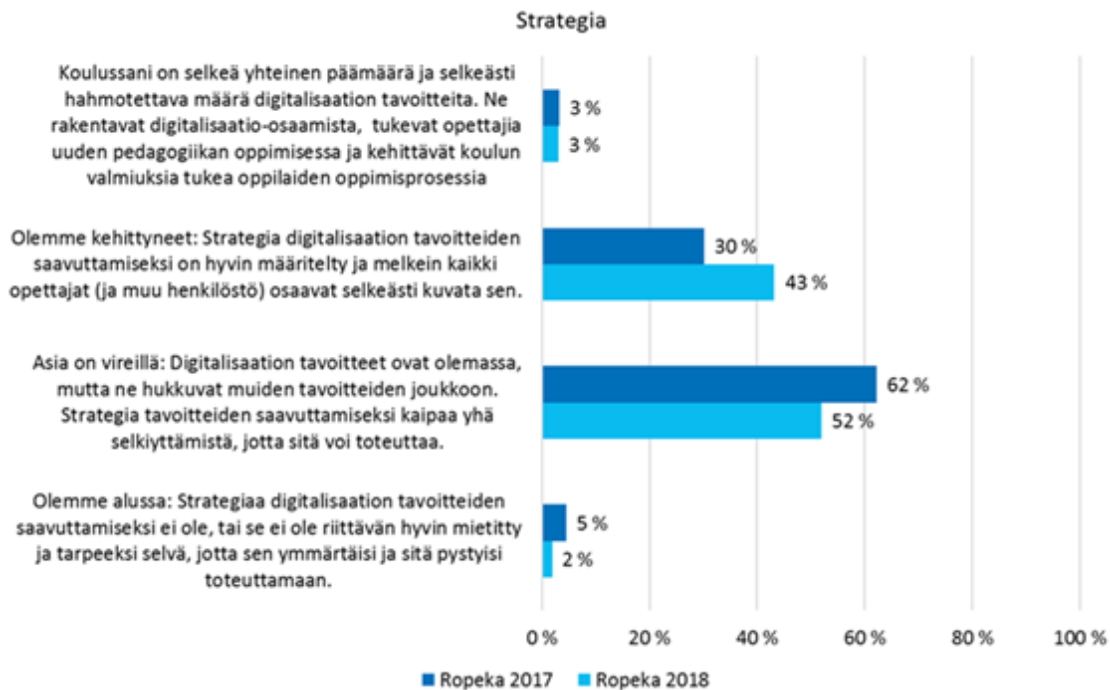
331 principals

- 2017 N=159
- 2018 N=172

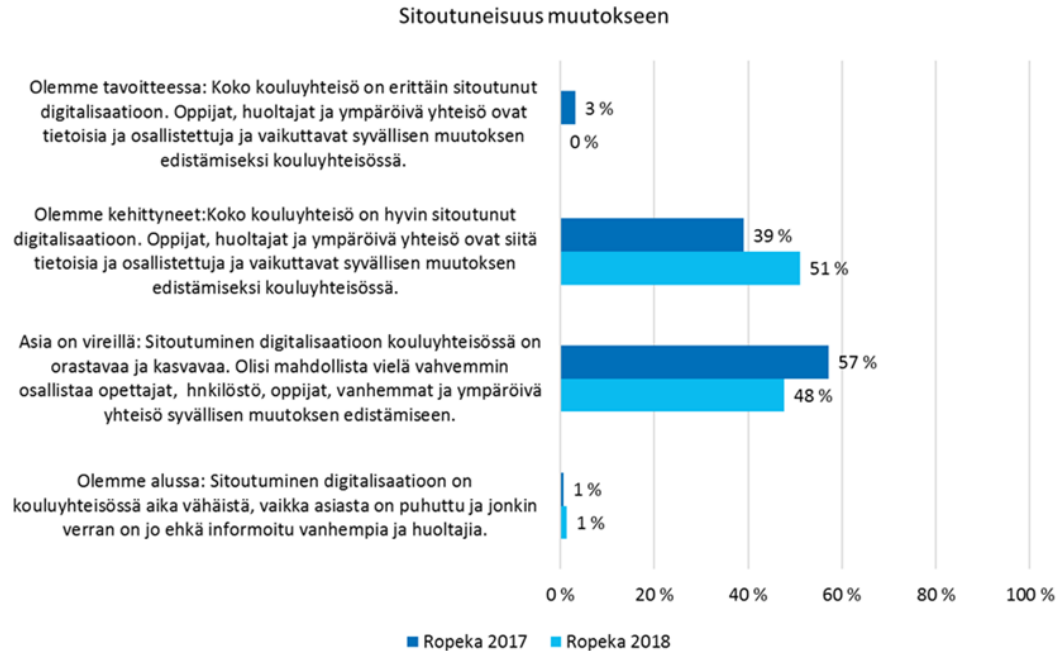


Lisäksi vuonna 2016 selvityksessä oli mukana 3579 opettajaa

Schools work for digital strategy has slowly developed - Principals

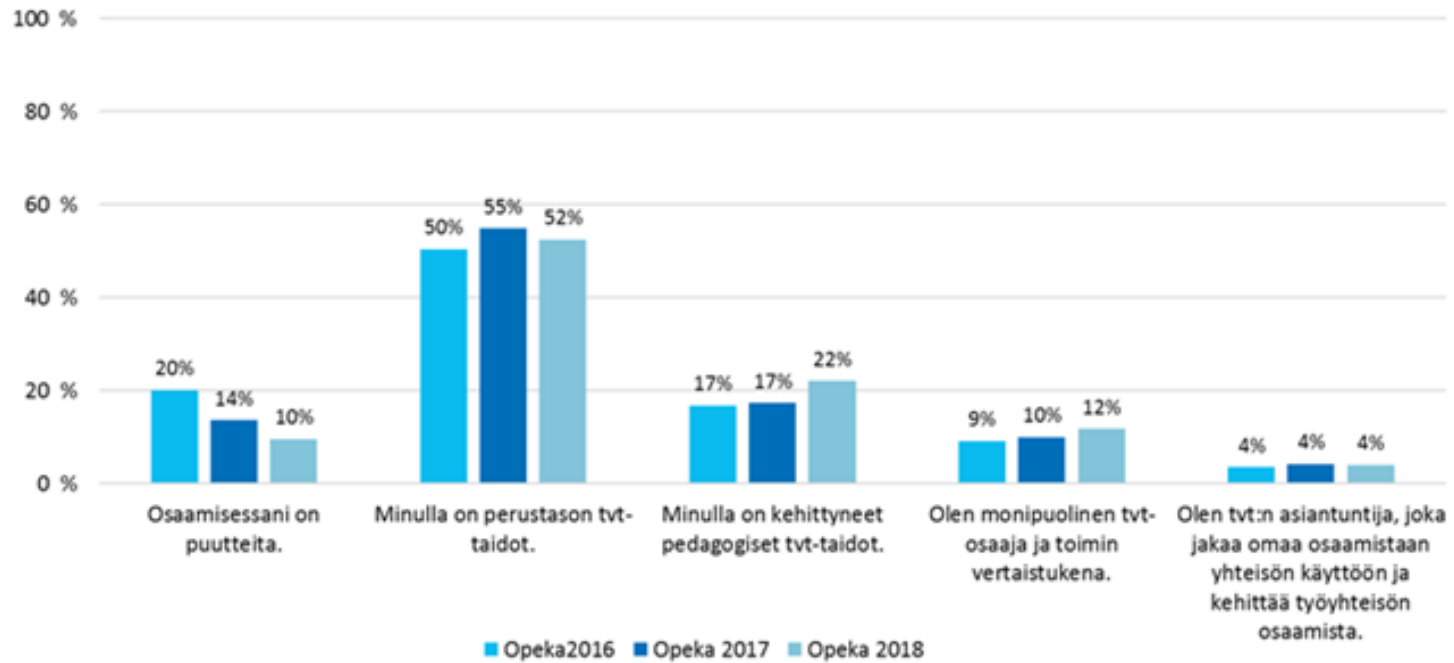


Schools are better committed for digital change - Principals

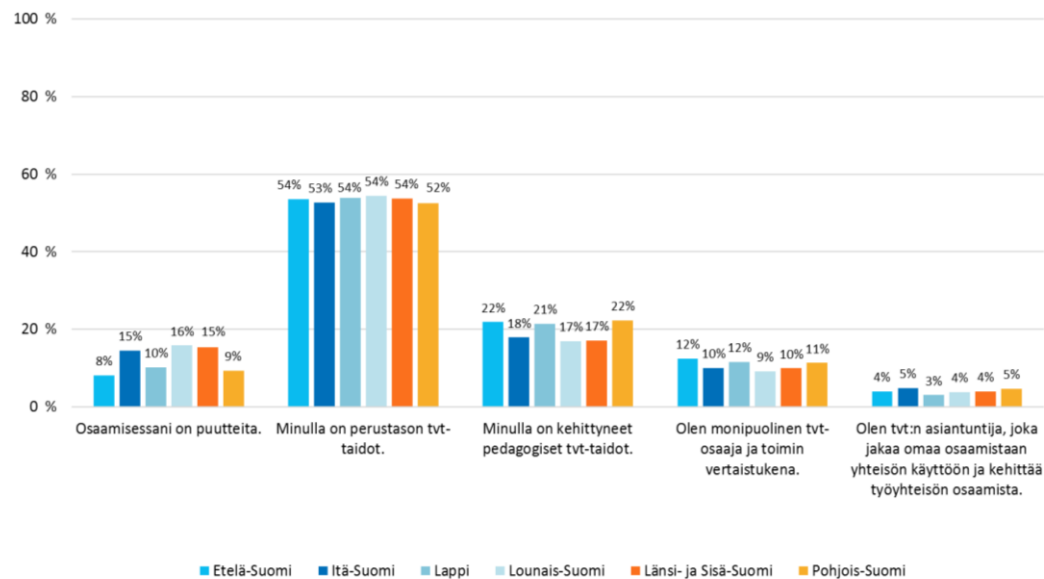


- Myös digitalisaation kehittymistä suhteessa tavoitteisiin arvioidaan kouluissa hieman useammin
- Edelleen rehtorien mukaan kehityskeskusteluissa otetaan esille myös opettajan tieto- ja viestintäteknologinen osaaminen (ka 4,28).

Teachers ICT-skills have developed

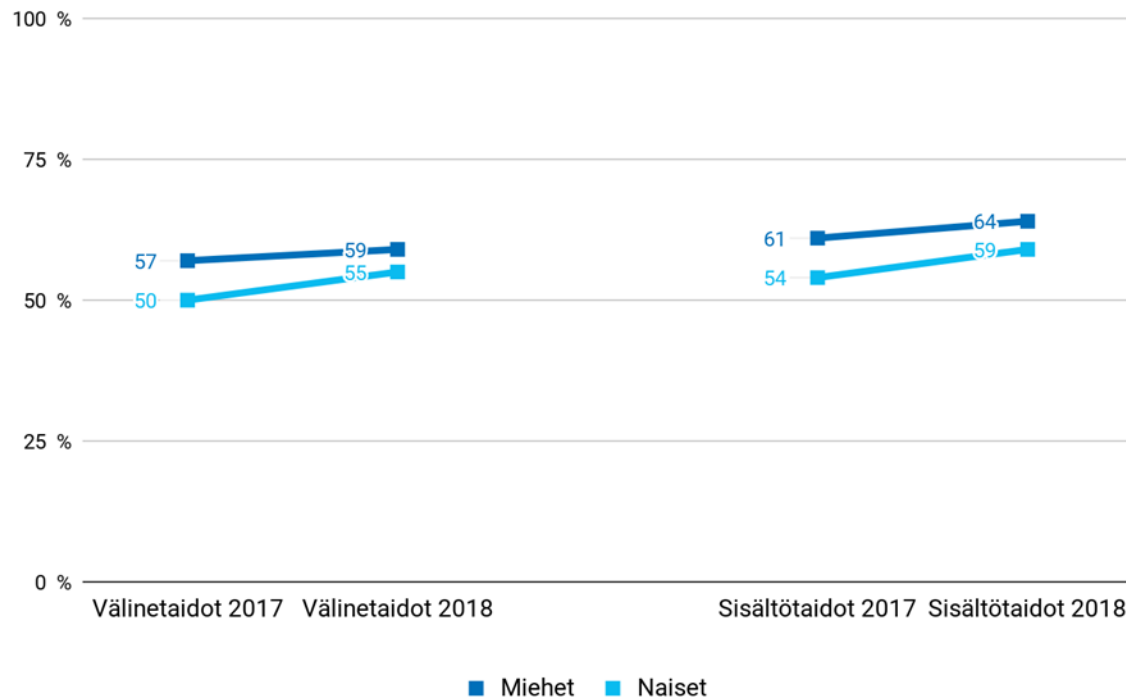


Skills among teachers are quite equal in different part of the country

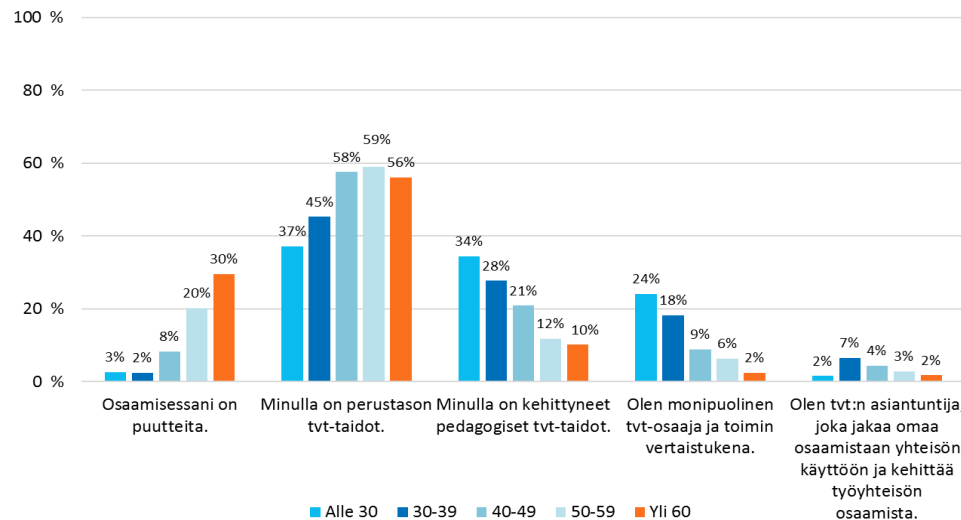


- Pohjois- ja Etelä-Suomen opettajat arvioivat valmiutensa suhteessa OPS:n vaatimukseen hieman paremmiksi kuin Lounais-Suomen sekä Länsi- ja Sisä-Suomen opettajat
- Kokonaisarvioissa (kuvio) Pohjois- ja Etelä-Suomen lisäksi Lapin opettajat kokevat vähemmän puutteita osaamisessaan

Acual skill test – same result

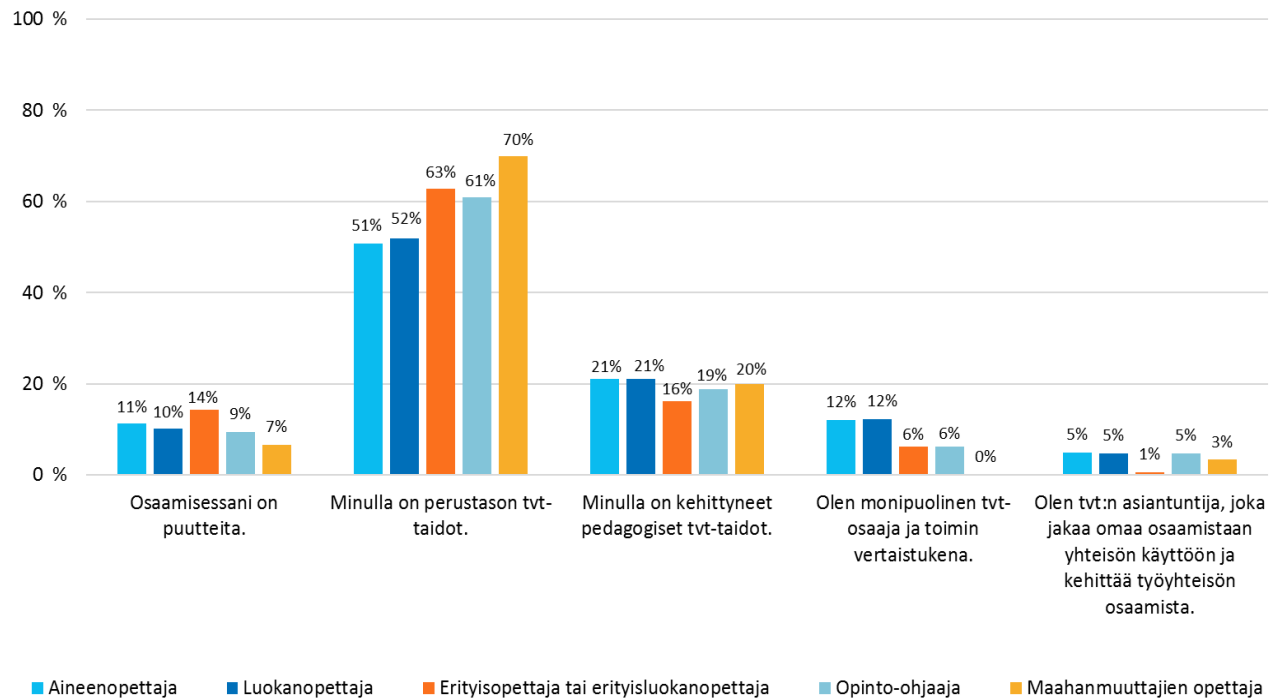


Younger teacher generation are more skillfull than older ones

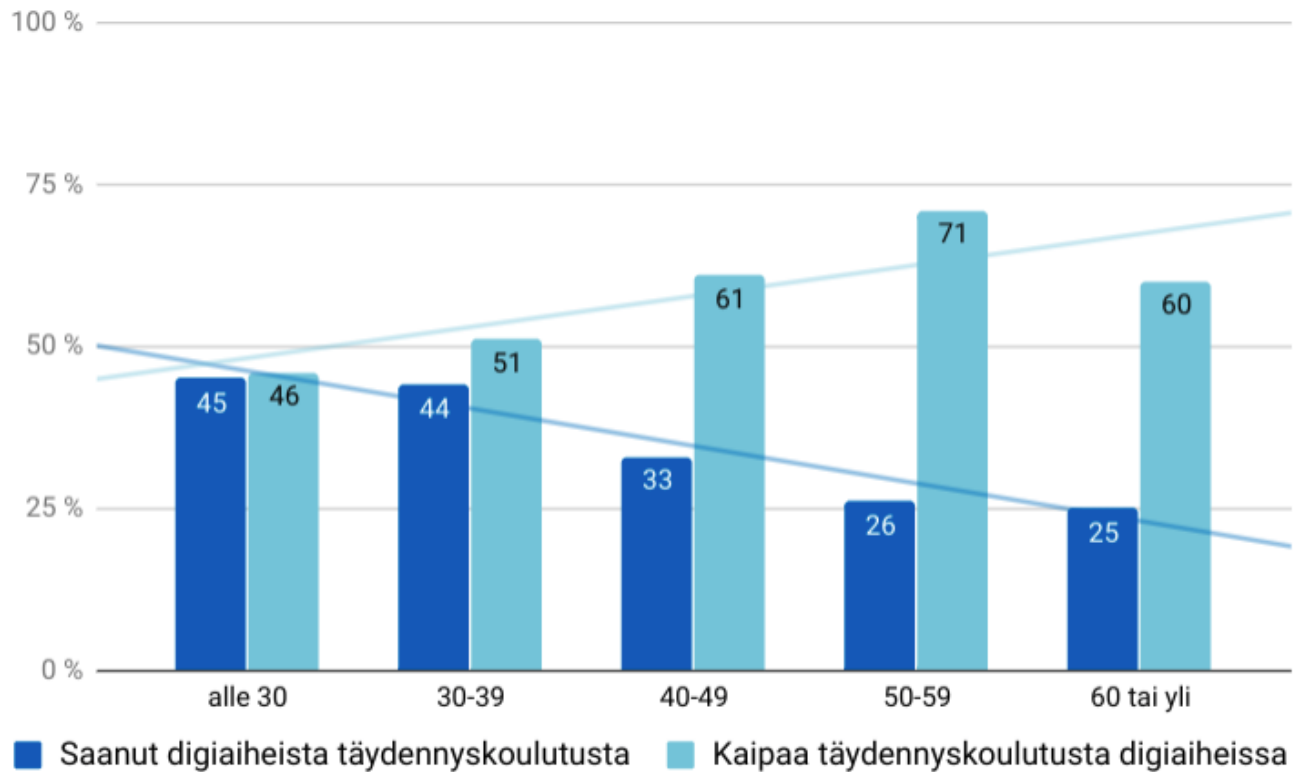


- Lähes kolmannes yli 60-vuotiaista ja viidesosa 50–59-vuotiaista opettajista kokee osaamisessaan olevan puutteita.
- TVT-asiantuntijoiksi itsensä arvioineita on vähiten alle 30-vuotiaiden ja yli 60-vuotiaiden joukossa.
- Mies- ja naisopettajien arviot omasta osaamisestaan eroavat myös jonkin verran.
- Erityisesti kahdessa osaavimmassa ryhmässä naisten osuus on lähes 10 % pienempi kuin miesten.

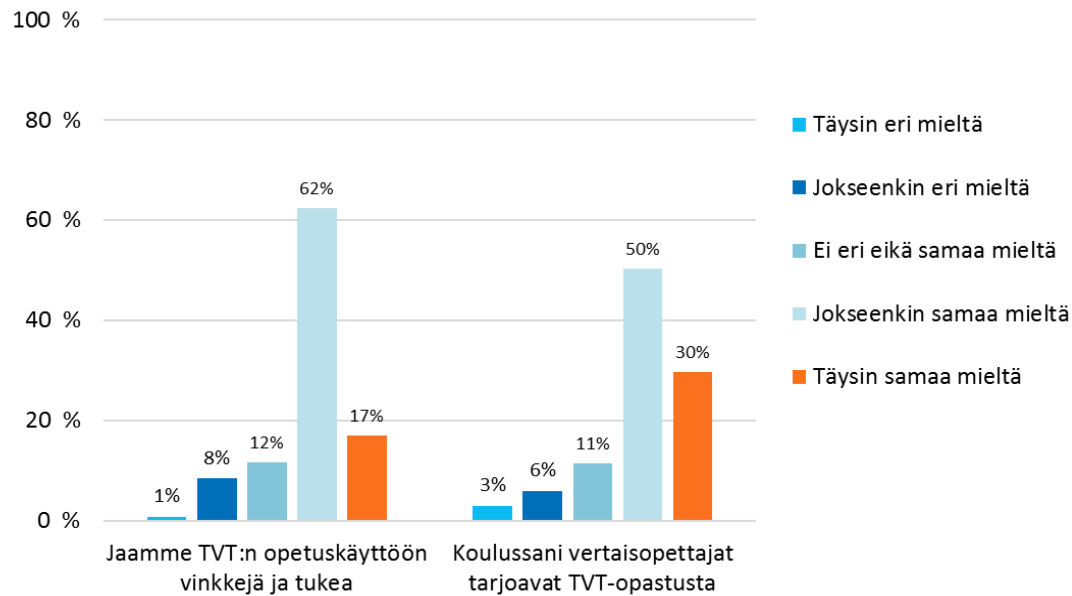
Special-education teachers have more challenges in their skills



Inservice-training is not provided equally



Tutor-teacher system is almost in every school



- Yli 80 prosentilla kouluista toimii tutoropettaja tai muu pedagoginen tukihenkilö

Teachers versus Principals

Questions	Positive answers	
Question	Ropeka (N=142)	Opeka (N=1342)
In my school we have shared goals how to utilize ICT in education	69 %	46 %
In my school it is easy to develop new things	89 %	67 %
We have tutor – teacher system in my school	86 %	76 %
In our development discussion between principal and teacher we also discuss about ICT-skills	87 %	54 %

Some recommendations

- Principals need to put more emphasize to strategic work together with school community
- Principal is responsible to make it sure that needed infrastructure and tools are there to make it possible for teachers to use versatile pedagogical models and practices.
- Municipalities must provide enough resources to principals so that they can provide up-to-date learning environments.
- For Principals it is needed to to build up their own mentoring model to provide them support both strategi issues as well as many other areas in change manangement.
- Tutor teacher model is highly appreciated among teachers and principals. It should be developed as permanent strucutre of Finnish education system.

Recommendations

- Student lack of many crucial IT-skills. That should take into account and make it sure that student have relevant ICT-skills and capabilities to use them in the real life context and solving problems etc.
- Student should have more active role in schools and have opportunities to produce content and learn how to use all kind of digital services provided by society and service providers.
- Teachers inservice-training should have special attention to over 40-year old teachers and special-education teachers
- We should develop "Evidence based development culture at schools "
- That's why it is needed to have long term process to follow to digitalization process in schools from principals, teachers and students point of view. In that way we can also better guarantee equal education in different part of Finland.

Kiitos!

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