



INFORMATION AND COMMUNICATION TECHNOLOGIES
AT SCHOOL'S EVERYDAY LIFE 2009

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INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs) AT SCHOOL'S EVERYDAY LIFE 2009

INTERIM REPORT RECOMMENDATION SUMMARY

Ubiquitous Information Society Advisory Board

1 Fast communication networks and operational technical solutions for every school

Prepare national recommendations for data connectivity and technical solutions for the organisers of basic education. Define national software solution and architecture interface specifications. Arrange a modern terminal machine for every teacher to plan and carry out teaching. Arrange municipalities' and other education authorities' data administration to support learning, teaching and pedagogical solutions.

2 Schools' technical and pedagogical support into order

Map the municipal education boards' data administrations', municipal service providers' and procured data administration's service and cost level. Draft a set of measurements with which education boards and schools can agree on the ICT service levels with the data management or service providers. Organise and agree a peer support model to support information and communication technology's pedagogical use in schools. Support personnel are needed to support the use in schools.

3 Adopt student-centered working methods that support communal modes of studying and activate students

Record the means of embedding ICT into National Core Curriculum for Basic Education, in addition to results-orientation and content. Use collaborative pedagogical methods and activating working methods in the planning and implementation of teaching. Develop models to support teachers' pedagogical planning so that the communal learning environments fit naturally into teaching. Make use of existing features in network environments and platforms in the evaluation process.

4 Ensure e-learning materials are available to all, they are experiential and support reflective learning

Develop open electronic materials and material classification inclusive of a search system. Link materials and know-how acquired in various projects over the recent years so that they are available through a shared search index. Direct learning material production towards supporting experiential, empirical and reflective learning in cooperation with commercial operators as well as media and publishing houses. Explore which immaterial rights questions make the development of teaching using information and communication technology more difficult.

5 Transform schools' operational culture to be communal

Create the foundation for cooperation between stake-holders related to the school and strengthen cooperative spirit by making use of the communal environments and spaces made available by the network. Make use of students' ICT know-how in teaching and learning. Support and activate the cooperation between schools and homes through various electronic cooperation forums.

6 Update educational authorities' and school management's skills

Create incentives, support functions and real-world models to educational authorities and heads of schools to further develop the use of ICT in teaching as well as teachers' media skills. Support heads of schools' and school administrators' networking to facilitate peer-to-peer operations. Organise a national supplementary training programme to enhance the know-how on change management and the educational use of ICT amongst heads of schools and educational administrators.

7 Take partnerships between schools and companies to a new level

Create new practical models for partnerships between schools and companies. Update existing guidelines. Facilitate new ways for students to familiarise themselves with work and business-life through the use of ICT.

8 Teacher education to meet the needs of schools

Carry out an international review on how Finnish teacher education meets the future needs of schools in terms of educational use of ICT in teaching and learning. Take educational use of ICTs and media literacy into consideration during teacher recruitment. Teacher education degrees will include courses developing ICT in teaching competence and media skills. In addition, teacher training institutions will be equipped with the latest ICT for teaching purposes.

9 National strategic plan for the educational use of ICTs

Further define national targets, create a concrete action plan and launch an efficient support and guidance for implementation. Create a monitoring system and implementation schedule. Prepare a recommendation on the utilisation of ICT in pedagogical setting and the development of students' media literacy skills as part of basic education curriculums.

More information:

<http://blogs.helsinki.fi/oppiailoakouluun/in-english/>

<http://www.arjentietoyhteiskunta.fi/inenglish>