

Together Towards Tomorrow – How to Develop the School for the International Collaboration

Skupaj v jutrišnji dan – Kako pripraviti šolo za mednarodno sodelovanje

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Abstract

Many teachers recognise that the traditional school classroom structures do not support the introduction of multimedia equipment connected to electronic network to pupils and teachers and the international projects. When introducing international projects into education, the learning targets should start with the link to the curriculum. Related to this, examination and assessment systems should be renewed to ensure that they are appropriate to the digital age. Teachers also tell that there is not enough time to teach/learn with the new challenges, with new methods. New didactic methods are needed. Together with teachers there are possibilities to find some solutions to do qualified international projects.

Povzetek

Mnogi učitelji ugotavljajo, da tradicionalna šolska razredna struktura ni primerna za uvajanje elektronske multimedijske opreme, namenjene učencem, učiteljem in mednarodnim projektom. Ob uvajanju mednarodnih projektov v učni proces moramo učne cilje povezati s kurikulumom. V skladu s tem je potrebno posodobiti tudi sistem preverjanja in ocenjevanja ter s tem zagotoviti, da bo primeren za elektronsko dobo. Učitelji se pritožujejo, da nimajo dovolj časa, da bi se seznanili z novimi metodami ter učili po njih in v skladu z novimi izzivi. Zato potrebujemo nove didaktične pristope. Vendar pa lahko skupaj z učitelji vedno poiščemo rešitve, ki bodo omogočile strokovno izvedbo mednarodnih projektov.

Key words

innovation, school of future, practical tips

Ključne besede

inovacija, šola prihodnosti, praktični nasveti

There are about five million teachers and 350,000 schools in Europe. Introducing ICT and international networking into European education systems is an enormous, complex, and challenging task. Over the past twenty years, three main phases of policy development in the adoption of ICT in education in the European countries can be identified.

Phase 1 In the late 1970s and early 1980s, the first computers came in some schools, mainly in Northern Europe. Most often, the objective was to teach computing as a subject. Internet was not a tool in the schools. Only some schools had local email systems.

Phase 2 was marked by the integration of multimedia computers and ICT within the curriculum, not only as an independent subject, but also as a tool integrated in all domains. Some European schools had possibilities to use Internet.

Phase 3 started when all European countries declared computer networking as a key objective. Computers were connected locally within classrooms and schools creating local area networks; LANs were linked to each other and to international, regional and national networks via the Internet. This was also the time that project working and new pedagogical innovations were needed.

Many teachers recognise that the traditional school classroom structures do not support the introduction of multimedia equipment connected to electronic network to pupils and teachers and the international projects. When introducing international projects into education, the learning targets should start with the link to the curriculum. Related to this, examination and assessment systems should be renewed to ensure that they are appropriate to the digital age. Teachers also tell that there is not enough time to teach/learn with the new challenges, with new methods. New didactic methods are needed.

From National Strategy to Practice

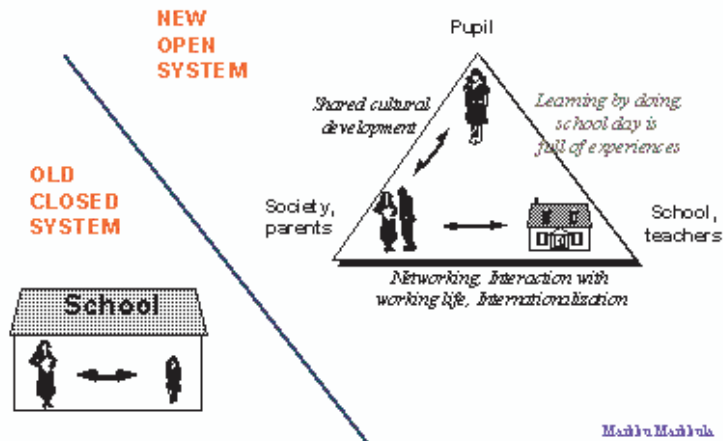


It is not only the learners and teachers level that needs innovations. The school and municipality has to give resources to these changes.

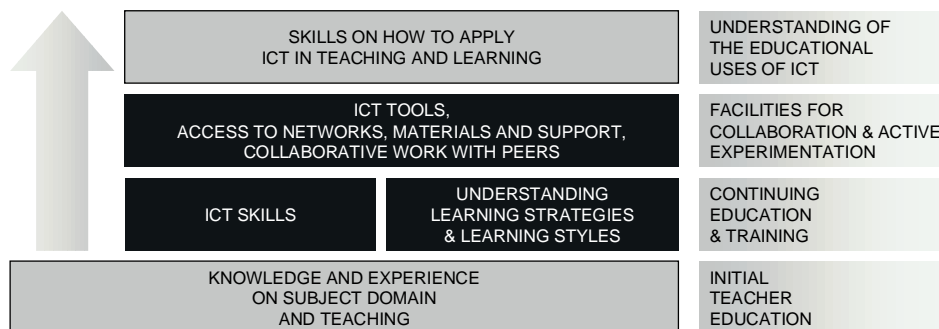
School of the Future

In the School of the Future education is about learning, not about being taught. Classrooms loose their walls as they get more online education and are networking – doing together with other classrooms, stakeholders, organisations etc. The successful online classroom combines information technology with appropriate pedagogy and the didactics. Learning is a partnership between students, teachers, parents, employers and the community. The School of the Future ensures that graduating students are ready for work and social life and enables the networking and integration of educational courses and other services between and within different educational organisations and within different European countries.

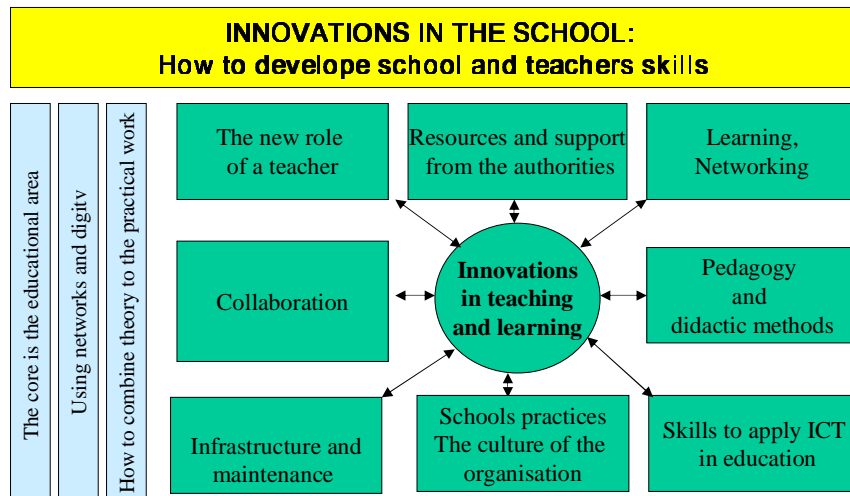
Children Have an Enormous Capacity to Learn = Schools Are Changing through Networking



Good Practices for Implementing ICT in Education



Roadmap for developing teacher's skills on how to successfully apply ICT in teaching and learning (Koskinen & Rimäli)



Some practical tips

IEARN

(www.learn.org)

All projects within iEARN are designed and facilitated by participants to fit their particular curriculum and classroom needs and schedules. The site of iEARN includes for instance project, partners and tips on International Online Collaboration

European Schoolnet

www.eun.org

European Schoolnet is a international partnership of more than 20 European Ministries of Education developing learning for schools, teachers and pupils across Europe. It provides insight into the use of ICT (information and communications technology) in Europe for policy-makers and education professionals.

How to evaluate the projects

European Language Portfolio

http://www-user.uni-bremen.de/~jsuther/self_assessment_writing.html

[http://culture2.coe.int/portfolio/inc.asp?L=E&M=\\$t/208-1-0-1/main_pages/welcome.html](http://culture2.coe.int/portfolio/inc.asp?L=E&M=$t/208-1-0-1/main_pages/welcome.html)

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At the moment I work in Mankkaa School as a science teacher. My former positions are Development principal in the City of Espoo, Department of Education, Specialist in The National Board of Education (educational networks, virtual school), Coordinator in Helsinki University (teacher training), Coordinator in Helsinki University of Technology (teacher training)

In 1998 I was awarded and got The Educational Technology Prize 1998 by the Ministry of Education and the National Board of Education

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Duties I have been or am involved with:

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Member in EUN-European school net Geography department

Coordinator of Iearn Finland

Member of Espoo's Nature School 1992-1994

Board Member of Computer Mediated Learning in Finnish Biology and Geography Teacher Association since 1994 -

Member of Freenet Finland Pedagogical Board 1993-1995

Member of the "IT Strategy in the Schools" project group of the Ministry of Education 1994-1996

Member of Ellinet (European Lifelong Learning Initiative) Finland Steering Committee 1995-1996

Member of the Information Society Forum of the Ministry of Finance 1996 -1999

The Chair of the Association of Learning Technology OPTEK since 1997-1999

Member of the board of OTE (Pedagogical technology magazine published by the National Board of Education) since 2000 –

Boardmember of the association of eLearning since 2002