

Curriculum and Teaching Critical Skills in
Schools – MIL session

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The new Finnish curriculum, multiliteracy & active citizenship



The image shows the front cover of a document. It has a solid blue background. In the top left corner, there is a decorative graphic consisting of several overlapping, curved shapes in shades of blue and white. The title 'NATIONAL CORE CURRICULUM' is written in white, uppercase, sans-serif font. Below it, 'BASIC EDUCATION' is written in a larger, bold, white, uppercase, sans-serif font. At the bottom, the year '2014' is written in a white, sans-serif font.

NATIONAL CORE CURRICULUM BASIC EDUCATION 2014

THE NEW FINNISH CORE CURRICULUM

- The national core curriculum was issued by the Finnish National Board of Education in **2014**.
- Based on that all the Finnish school providers draw up the local curricula, which were implemented starting from 1.8.2016
- The purpose of the core curriculum has been to provide a common ground for the local curricula and thus promote equality and equity in education and the rights of the pupils within the whole country.

Multiliteracy definition

“Multiliteracy means abilities to obtain, combine, modify, produce, present and evaluate information in different modes, in different contexts and situations, and by using various tools.”

OPS 2016



GENERAL GOALS OF MULTILITERACY - GRADES 1-9

- The pupils need multiliteracy in order to interpret the world around them and to perceive its cultural diversity.
- Multiliteracy supports the development of critical thinking and learning skills. While developing it, the pupils also discuss and reflect ethical and aesthetic questions.
- Multiliteracy involves many different literacies that are developed in all teaching and learning.
- The pupils must have opportunities to practise their skills both in traditional learning environments and in digital environments that exploit technology and media in different ways.



**The Finnish
school reform
raises
multiliteracy as
one of the core
elements in order
to educate active
citizens capable
of acting in our
complex
societies.**



Students should be taught basic competences **to use information independently** and **in interaction with others** for problem-solving, argumentation, reasoning, drawing of conclusions.

Students should:

- have opportunities to analyse the topic being discussed critically from different viewpoints.
- be able to know where and how to search information and they should be able to evaluate the usability and reliability of sources.





ACTIVE CITIZENSHIP

The schools should support the students' growth into active, responsible, and enterprising citizens.

- The students should be guided to act in a pluralistic society that understands diversity and respects human rights and equality in accordance with the values and principles of democracy.
- The goal is to provide the students with a knowledge base of how the society works and how citizens can be involved as well as to encourage pupils to become independent societal and economic actors.

Participation

- Participating in civic activity is a basic precondition for an effective democracy.
- Skills in participation and involvement as well as a responsible attitude towards the future may only be learned by practising.
- The school environment offers a safe setting for this, while basic education also lays a foundation of competence for the pupils' growth into active citizens who use their democratic rights and freedoms responsibly.
- The mission of the school is to reinforce the participation of each pupil.



Teachers need updated set of tools and methods

- The quantity of information has increased and the variety of sources has been diversified.
- The media landscape is re-shaping constantly.
- It is more and more difficult to distinguish information from dis-information.
- The recent political campaigns have shown that we are entering to the post-factual era.
- **Schools and teachers need updated set of tools and methods in order to be able to meet the curricula goals and to provide support and encouragement for their pupils which are confronting and dealing with unclear and conflicting information.**

GLOBAL DIGITAL SNAPSHOT

INTERNET, MOBILE, AND SOCIAL MEDIA USERS

ACTIVE SOCIAL
MEDIA USERS



2.789
BILLION

PENETRATION:
37%

MOBILE
SUBSCRIPTIONS



8.047
BILLION

VS. POPULATION:
108%

ACTIVE SOCIAL



2.5
BILLION

PENETRATION:
34%

IDEA

The basic idea of our project was to adapt the proved fact-checking approach and methods used by Faktabaari into the education field linked to the Curriculum of the school in various subjects (mother tongue, history, social studies).



Helsingin ranskalais-suomalainen koulu
Lycée franco-finlandais d'Helsinki



#medialiteracy with future voters

[TWITTER: FactBarEDU](https://twitter.com/FactBarEDU)



PROJECT GOALS

- To raise awareness of methods to fight election populism and pure disinformation by fact-checking tools adapted to future voters;
- To offer pedagogical aids and web-based environment both directly to youngsters and indirectly to teachers and youth workers who can adapt it to their work;
- To demonstrate that youth is capable to digest disinformation;
- To raise awareness and attain publicity via social media of the empowered youth capable of holding politicians and media accountable by using transparent fact-checking tools and spreading factually corrected material in social media, and
- To build up to the positive deterrent to candidates and media to base their arguments to facts, if available.



How to do it?

Students need to have basic information about

- The principles of journalism – how traditional media works?
- Election procedure – how politics works?
- Some examples of the use of purposeful dis-information – motivation teasers
- Key concepts - What is a fact? What is dis-information? Trolls?
- Fact checking methods – How to verify the accuracy and source of information

Pilot project – Communal elections 2016

Students (aged 14)

- received information about the adapted Faktabaari fact-checking methods;
- explored the materials of all the parties of the communal election;
- practiced question making and answering through a mock-interview panel
- Participated in the real election panel with real candidates;
- Took part in a shadow-election, and
- Practiced fact-checking activities in real life situation!



Good questions to explore:

- What the party/politician has really done for the young ones in the past?
- How the commune/region has voted in the cases concerning schooling, youth issues, environment...?
- What promises the parties/candidates make for future? Are they realistic?

Good actions with the class/school?

- Analyse TV-panels and debates together
- Explore pamphlets and party programmes with youth perspective.
- Test right type of questions to force the candidates to take YES/NO positions.
- Organise a role game mock-panels and shadow election in the school.



Outcome

- Students took a real interest in the local election and they learned how the local municipality works.
- They got really active young participants in the local debate.
- They were able to verify themselves if the news/claims were true or not.
- They learned to check the sources and learned where to find help.
- They learned also to adapt the fact checking methods in other areas e.g. to the social media news (Thinking twice before sharing)





Mediakasvatus @ presidentinvaalit

NEXT STEPS



A new media education project linked to the presidential election 2018 adapted to three levels:

1. Primary
2. Secondary
3. Upper secondary

More information

- National Core Curriculum for Basic Education **2014**, Finnish National Board of Education, Publications 2016:5, Helsinki
- Global social media research summary 2017, <http://www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research/>
- National Core Curriculum for Basic Education & multiliteracy compilation <https://kivinen.files.wordpress.com/2017/02/finnish-national-core-curriculum-multiliteracy.pdf>
- Helsingin ranskalais-suomalainen koulu <http://hrsk.fi>
- Faktabaari www.faktabaari.fi
- #Medialiteracy project plan <https://kivinen.wordpress.com/2017/02/07/medialiteracy-with-future-voters/>
- #medialiteracy project information <https://kivinen.wordpress.com/2017/03/20/faktabaari-edu-medialiteracy-with-future-voters/>



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