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Tämä numero on kansainvälinen erikoisnumero, jota jaetaan kansainvälisissä tapaamisissa.

Contents Sisällys

Pehr-Olof Rönnholm

Professional Teachers in PISAland

PARENTS IN ALL CULTURES are preoccupied with thoughts about their children's future. Education is a big element in these concerns. With growing wealth, expectations of schools increase.

It is therefore very natural that the outcome of the PISA survey have resulted in demands for improvements in school systems the world over.

While Finnish parents still have a humble attitude despite the good reports, some government authorities are boasting about the results. Their feelings are nourished by the numerous study tours from the People's Republic of China in the east to most EU countries in the west.

FINNISH EDUCATORS on their part cannot help being satisfied with the results, but they know on the other hand that now there is only one thing to do, and that is to work even harder. This happens when teachers think that the demands on them are already too heavy.

In any case they ask themselves, why Finnish students perform so well. What is behind the results? And what can we learn from them in order to keep up the level of performance?

Depending on who is answering, the response in Finland varies. I will try to present some of the reasons I personally believe in. I have looked at the conclusions of researchers and opinions of school administrators, and listened to teachers.

FIRSTLY WE SHOULD recognize that Finnish society in general places a high value on literacy: there is a much stronger reading culture than in many other countries. This translates into willing and informed parental support for students. This fact does not diminish the influence of the education system.

A GENERALLY-HELD opinion is that the basis is equal educational opportunity irrespective of the home where the student lives, gender, economic background or mother tongue. This includes regional accessibility of education and an education totally free of charge. It has been an important goal for school reform in Finland since the 60s that everyone should have equal access to education and equal opportunities within school.

We have had to accept that equal results were too much to hope for, but we still want to come as close to that as we can.

THE COMPREHENSIVE, non-selective basic education aims at including everyone, which in practice means that ability grouping and streaming leading to a dead end for a part of the age group is forbidden. And it is obvious that this pays. We lose very few individuals with potential, which is extremely important for a small nation.

We are obliged to offer a special or remedial education that must meet high standards in order to live up to the inclusion ideals we have set.

THE SCHOOL AIMS at offering individual support for learning, which seems to benefit at least those with learning difficulties of some kind. On the other hand, we have a feeling that the most gifted students are never challenged to the top of their ability, and some of us find comfort in thinking that they gain socially from being integrated among mainstream students. Even if this is true, we could do more within the system and offer more individualised education to those whose capacity is hardly ever fully activated.

It should be said, even if it can be read between the lines above, that no

separation of the sexes is allowed. This is perhaps where it is most obvious that equal educational opportunity does not mean equal results. Or perhaps we need to ask: Is the education offered gender-neutral? Perhaps it is biased and therefore the results seem to favour girls, at least at the school level.

THE NATION has highly qualified, autonomous teachers. Teachers have a 5-year-long university education, which has probably helped to maintain their traditionally high social status.

Evaluation in school is student-centred, and teachers carry out student assessment and grading with their own instruments – no centralised mandatory testing exists.

Teachers have to pay a price for this. Because teachers' duties are measured by the number of lessons given, and most of the increase in workload consists of out-of-class duties, teachers feel that they need a total reform of their work profile.

The current situation makes them tired and does not give enough room for professional development.

NEVERTHELESS, education, to an extent that is not the case in many other countries, is by and large in the hands of the teachers. At present they are working with the common goal of creating a society richer in cultural as well as economic terms, where individuals can realise their potential.

HOWEVER, such a student-focused, comprehensive system should not be taken for granted. At present teachers feel they are trusted and respected. Students feel their best interests are at the heart of teachers' actions. There is trust between all parties and the wider society.

But this trust could easily be lost if government decided, in the interests of short-term gain, to intervene, to play a more decisive role in what is taught, or how students' learning should be assessed.

If teachers are downgraded to become 'deliverers' of a curriculum decided by others and administrators of assessment systems which others have devised, as has happened in many other countries, the effects will be felt in classrooms all over.

Teachers and students who lose ownership of what happens in the classroom are less likely to approach their work with energy and enthusiasm. There is also a grave danger that some teachers may learn such new lessons too well and start focusing on test results instead of the long-term educational goals that make a real difference to society. We need to guard our autonomy.

PISA-maan ammattitaitoiset opettajat

Vaikka PISAn tuloksia yleisesti vähätellään maassamme ja huonoja puolia kaivetaan esiin, hallituksessa ylvästellään niillä, sillä monen muun maan hallitukset ovat lähettäneet tänne edustajiaan selvittämään, miten tähän on päästy.

Opettajat taas huomaavat, että on työskenneltävä yhä kovemmin, jotta asemat säilytetään. Ja opettajat ovat yksi hyvien tulosten avaintekijöistä.

Suomen opettajakunta on huippukoulutettua verrattuna muihin maihin, heillä on yliopistotutkinto ja viiden vuoden koulutus. Arviointi on oppilaskeskeistä ja kansallisia testejä ei tehdä. Opettajille tämä on raskasta. Koska työn määrä lasketaan pidetyistä oppitunneista, ja lisääntyvä työ on luokan ulkopuolista, opettajat tuntevat tarvitsevansa työprofiilinsa täydellistä uudistamista. Nyt työ on niin raskasta, ettei lisäopinnoille tahdo löytyä aikaa.

Opettajamme ovat yleisesti arvostettuja ja tekevät paljon itsenäistä työtä, ja toivoa sopii, että näin on jatkossakin, kaikkien parhaaksi.

Lyhennelmän Pehr-Olof Rönnholmin pääkirjoitukseen kirjoitti Paula Malin

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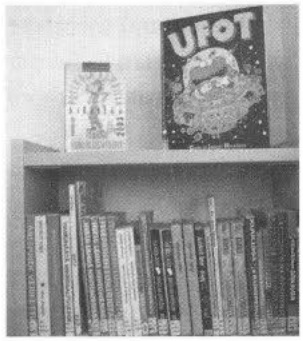
From Classroom Autonomy to Government Diktat: *The politics of literacy in England*



Introduction

During the last few decades, education in England[1] has undergone massive changes. The accepted view in the profession used to be that the nation's teachers should be 'free to decide what should be taught and how it should be taught'. No-one had the right to tell teachers what to do in the classroom, or how to do it.

In 1976 things changed. The Prime Minister, James Callaghan, argued for a 'core curriculum of basic knowledge', together with 'a proper way of monitoring the use of resources in order to maintain a proper national standard of performance'. With these words he had opened the door to the 'Secret Garden' of the school curriculum.

Politicisation of the literacy curriculum

Phase 1

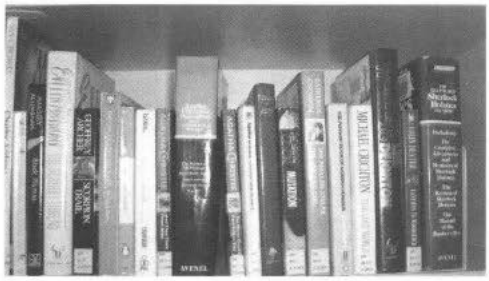
Within twelve years, in 1988, a National Curriculum was introduced. For the first time in the history of education in England, the Department of Education clearly specified what children should *know, do* and *understand.*

This was set out in a ten level framework of Attainment Targets, developed for the whole curriculum (now reduced to eight levels), starting at Level 1, representing average attainment at five years, and progressing to Level 8, representing above average attainment at 16. This framework provides the basis for all subsequent assessment of school students.

The Attainment Targets (ATs) for English were grouped under three headings: speaking and listening, reading and writing. Currently, the AT for reading states at Level 4 (the mean for 11 year olds) "In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information."

At level 4, students' writing, in a range of

1 This article deals with England only, not Scotland, Wales or Northern Ireland.



forms, is "lively and thoughtful", while also showing adventurous vocabulary choices, grammatically complex sentence structure, generally accurate spelling and punctuation and handwriting that is 'fluent, joined and legible' (DfEE 1999).

The National Curriculum assessment results quickly became a very public matter: primary schools were ranked by their children's achievements, and judged in terms of the percentage achieving Level 4 or better at 11 years.

For more than a decade, education policy has been focused on raising the percentage of eleven year olds achieving Level 4. Local Education Authorities, schools and individual teachers are now set target percentages of Level 4 scores for their eleven year olds.

What was intended as the mean achievement for this age group is now used by politicians as the level every eleven year old should achieve.

Phase 2

In 1998, the National Literacy Strategy (NLS) was introduced (DfEE 1998). Every teacher and every teacher-educator was presented with a large ring-binder. After an introduction, imposing a uniform approach to lesson design, for all primary children, day after day and year after year, came the termly specifications.

Under the headings of 'word level', sentence level' and 'text level', for each of the three terms of the school year, these set out in extraordinary detail what children should be taught. For example, in Term 2 of Year 3, when children are 7 to 8 years old, the document specifies 27 items of knowledge, skill or understanding at 'word level', 11 items at 'sentence level' and 17 items at 'text level'.

All this was very far removed from the very open approach to literacy teaching for which England had been famed in earlier decades.

And this was only the beginning of a continuing process. Soon after came a large box with a handle. Inside were six booklets, two videos and some sound tapes. Since then, term by term the documents have accumulated, covering a range of special aspects of literacy teaching, such as 'grammar for writing' and ideas for teaching groups of children with special needs.

As if the material was not self-sufficient, huge training programmes were developed and delivered, more closely scripted than the lessons teachers were meant to deliver to their classes.

Insecure and unadventurous teachers certainly welcomed the clear guidelines and expectations. But the bolder and more imaginative felt constrained by the tight planning required and the need to meet all those detailed specifications, no matter what were the capabilities, interests and experiences of the children in the class.

So a programme, introduced to eliminate poor teaching, actually resulted in the loss of some very gifted teachers from primary classrooms.

Different Conceptions of Literacy

In England at the present time there are a number of competing conceptions of literacy and its uses. The three positions outlined below are not exhaustive, but they represent the views that currently seem to be informing debate.

An instrumental view of literacy

The government's view is narrow and instrumental, seeing literacy chiefly in economic terms, as a way of raising the Gross Domestic Product. Its focus is therefore on reading more than writing, on information texts rather than imaginative literature and on correct interpretation rather than personal response.

From Classroom Autonomy . . .

This instrumental view sees literacy as a decontextualised skill to be applied to practical situations. There is much stress on the importance of children learning 'the basics', which are seen as the phoneme/grapheme rules for reading, our complex spelling rules and explicit knowledge of grammatical categories and rules.

A social practices view of literacy

Contrasted with this is a view developed by those who have studied literacy – or literacies – in out of school settings, such as homes, workplaces, shopping centres (Taylor, 1998; Barton, 2000). These researchers see that different social groups develop different kinds of literacies, that enable them to operate in their different worlds.

Literacy is not a skill that can be de-contextualised, but a collection of discourses mastered through putting them to use.

School literacy, in this view, becomes only one kind of literacy, neither the standard by which individuals' competence should be judged, nor the only means of entry into a literate world.

Substantial attempts should be made to provide all children with continuity between their in school and out of school experiences.

The distinguished researcher into adult literacies, Mary Hamilton asked at a recent UKLA conference "Why are school teachers so hung up on teaching children to read books when most people outside school don't?"

A transformative view of literacy

Like the social practices view, the transformative view of literacy sees it as essential that the school should recognise and value the literacy experiences children acquire in the world outside school, and in so doing, respect the communities the children belong to.

But in this view, the school also has a duty to introduce children to other ideas, experiences and ways of seeing the world, and to do so through powerful texts that arrest their attention, challenge their understanding and give them experience of language used to powerful effect.

A transformative view of literacy has a strong critical element: literacy is about evaluating texts as well as making meaning from them.

This means that children should be taught to take a thoroughly critical view of what they read, rather than accepting the authority of the author unquestioningly. But critical literacy is not enough.

A transformative literacy can enable readers and writers to see other ways of being in the world, other possibilities for action and reflection.

Politicisation of the Act of Teaching

The National Literacy Strategy (NLS) doesn't just specify what children should learn. It also sets out how this should be taught. It specifies:

Transmissional teaching

This is the style of teaching where the teacher sees her role as transmitting her knowledge and understanding to the children. They play no active part in deciding the topic, producing ideas or questioning what they hear or read.

The teacher as the unquestioned authority

The kind of teaching re-

quired by the NLS does not allow the teacher to share an evaluative role with the students. Exchanges follow the classic 'Initiation, Response, Evaluation' (IRE) format, where the students are confined to the role of responding and are not permitted to evaluate.

Yet this is what the NLS terms interactive (DfEE, 1998). Students are thus denied the opportunity to take responsibility for decision-making, an essential part of mastery.

No room for the unexpected

The NLS instructs teachers to plan a week or a fortnight's lessons in advance, specifying exactly what is to happen at each stage in the lesson. And the lessons for children aged from five to eleven are expected to conform to the standard format set out in the initial document (DfEE, 1998), with the first 15 minutes devoted to 'word level' work led by the teacher, the next 15 minutes on sentence or text level work, again led by the teacher, followed by 20 minutes of 'group work' in which children sit in groups of approximately the same attainment level, working on tasks de-

vised by the teacher, then a final 10 minute plenary session, for which the children come together with the teacher to give an account of what they have learned.

But the most effective teachers adapt their teaching, from minute to minute, to what they know and learn of their students, recognising, valueing and building on the children's contributions (Geekie).

Mechanisms for Implementing (or Imposing) Policy

The architects of the NLS made every effort to ensure that their vision was translated into action. They tackled the task on a number of fronts.

Policy drivers

In addition to the mass of material arriving at schools, the strategy has an army of 'policy drivers' - over a hundred employees, who operate at various levels to spread the word.

As well as the National Director there are Regional Directors and a host of local Literacy Consultants, trained to transmit the specific instructions to headteachers, classroom teachers and teaching assistants, and to see that they are closely followed, through numerous meetings and school visits, at which the literacy consultants use more centrally prepared material and a centrally prepared script, that leaves no room for teachers' concerns or ideas.

Assessment of students

All students at publicly funded schools in England are formally assessed in English (and other subjects) at the ages of 7, 11, and 14 through Standard Achievement Tasks (SATs). Schools' scores on these SATs are published in newspapers, in league table form, like football teams.

All this assessment of children is compulsory in publicly funded schools: teachers cannot avoid spending a heavy proportion of their time in administering the various instruments or preparing children for them, so that they score as well as possible.

But these tests have become so much a part of the culture of primary schools that many schools do actually opt for extra voluntary tests. Our children are now among the most heavily assessed in the world.

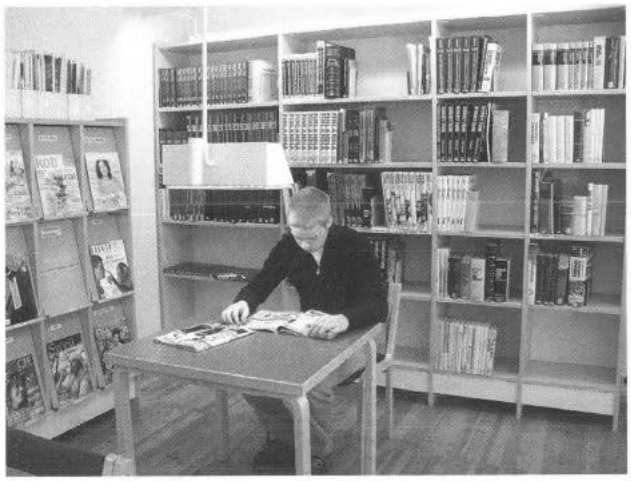
Inspection of teachers

There are some differences between the NLS and Ofsted, England's school inspection agency, the Office for Standards in Education, which sees its role to ensure not that all the instructions of the NLS are followed, but that the requirements of the National Curriculum are met.

However, this may not always be apparent to those undergoing inspection. Inspection used to be a matter of assessing whether teachers were achieving the school's aims. Time used to be given to discussion with teachers about their intentions and aspirations for the children.

Now the focus is only on whether teachers are achieving the government's aims and conforming to a set of preconceived expectations; inspectors arrive with large ring-binders specifying the behaviours they

From Classroom Autonomy . . .



wish to see.

Their observations consist largely of ticking boxes (with a heavy emphasis on spelling and reading accuracy) rather than careful interpretation of what is being taught and learned.

Schools found deficient are 'put into special measures' which means that the school has to produce an action plan for improvement. Failure to improve within a specified period may result in closure of the school. The reports of all school inspections are now published. So inspections matter.

Preparation before they take place and action following up their recommendations afterwards are time-consuming and stressful and cited as reasons for teachers leaving the profession.

Negative Indicators

The government has tried to claim that these policies have led to a marked and continuing improvement in literacy teaching and learning in England. But the figures tell a rather different story. In 1995, only 48 % of 11 year olds reached Level 4, but by 2000 the figure had risen to 75%. However there has been no significant improvement since that date.

And the earlier increase has been called into question, as indicating children's growing familiarity with the format and requirements of the testing procedure, rather than real improvements in their competence as readers and writers (Tymms 2004).

Tymms and others have argued that the 'high stakes' nature of the tests, the fact that scores affect the reputation of schools and therefore professional lives of teachers, means that they cannot be taken at face value. These criticisms have been endorsed by the government's Statistics Commission (2005).

Meanwhile Wales has taken a much looser approach than England to both testing and literacy teaching: they have a national strategy for literacy, but it is a product of collaboration between teachers rather than imposition from above. And, having scrapped the formal testing of seven year olds, they have also ceased to publish the scores of individual education authorities and schools. So testing in Wales is not 'high stakes' in the way it is in England.

Yet the scores of the Welsh eleven year olds have risen smoothly, and continue to rise: starting in 1995 from an even lower base than England's 48 %, the Welsh eleven year olds have now outstripped their English counterparts, with 79 % now being judged to be at Level 2 or above.

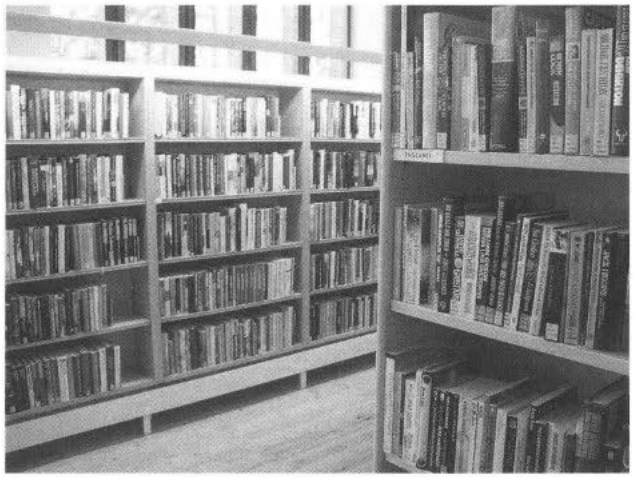
Progress in International Reading Literacy Study (PIRLS 2001)

The government was delighted when the results of this survey, involving children in their fifth year of formal schooling, were published (Mullis et al. 2003). The mean scores of England's ten year olds on the test items placed them third out of the 35 countries involved, just behind Holland, with Sweden at the top of the table. (Finland did not participate.)

Our children's high scores were taken to be a vindication of the tightly controlled approach of the NLS, with its focus on getting the bits and pieces right.

However, the survey also showed, as the official report for England stated, that:

"pupils in England have



a poorer attitude towards reading, and read less often for fun than similar pupils in other countries" (Twist et al. 2003 p.48).

Indeed, in terms of their attitude to reading, our children were near the bottom. This result was quite shocking, since a large proportion of children in English primary schools used to like reading.

This new finding seemed to be borne out by numerous anecdotal accounts of children and teachers being bored by the NLS, and prompted the National Foundation for Education Research (NFER) to re-run an investigation into primary children's attitudes to reading. The results showed that the nine and eleven year olds surveyed were more confident of their capability than those some five years before, but also far fewer found reading enjoyable (Sainsbury, 2003). The NLS was introduced just after the first survey.

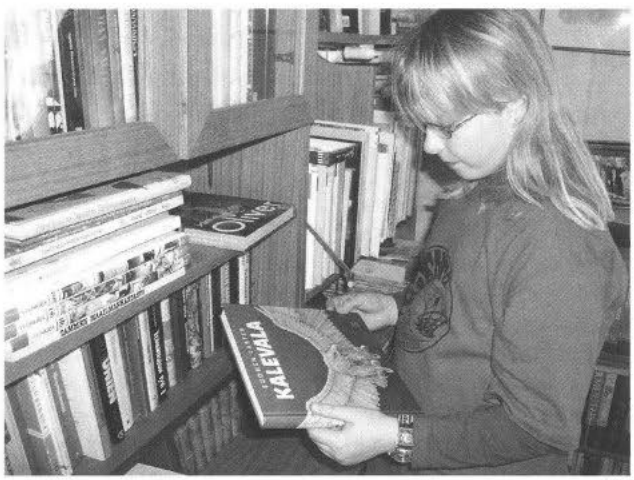
Qualification and Change

The Strategy is not all as bleak as I've painted it: it does allow teachers some (slight) freedom of action. You can choose which texts you work with on particular topics. While teachers are urged to plan very tightly, and to do so within the confines of the framework, this is not a scripted approach. Teachers choose their own words.

And strong-minded teachers can adapt tomorrow's plans in the light of what happened today, and put text level matters before sentence and word level concerns. They can, if they are ingenious and bold, even find time to read whole texts aloud to their children and let their children write whole stories.

And such boldness pays off, even in terms of SAT scores. A survey by Graham Frater, a former Chief Inspector for English, has shown that the most effective teachers work with whole texts at the forefront of their planning and teaching (Frater 2000). Those who stick closest to the NLS guidelines are less successful.

Many thoughtful, informed, principled and productive teachers of literacy have worked, and are continuing to work, on the inside of the NLS, trying to introduce a greater focus on whole texts and more respect for teachers and their ideas. The United Kingdom Literacy Association (UKLA) has worked with government agencies, including the NLS, on topics such as multi-modal writing and raising boys' achievements in in writing (UKLA 2004).



Another Way Forward?

Official reports

In 1999 a report was published on creativity in education that has since been slowly reverberating through England's education system. All Our Futures, also known as the Robinson Report, strongly recommended that more attention be given to fostering creativity in all aspects of education (NACCCE 1999). It was warmly received by both educators and government.

The government's priorities haven't changed: creativity is seen as bringing economic benefits.

"Economic performance depends increasingly on talent and creativity." (David Blunkett 2001 p. 3)

Since that date a number of official papers have been produced by various government agencies, urging teachers to take more creative approaches and providing examples of creative initiatives in many areas, including lit-

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eracy teaching (e.g. DFES 2003).

Pleas by teachers

Teachers at all levels, have become tired and dispirited by the amount of paperwork required of them and the restrictions imposed on them. They do not feel free to follow the children's interests, or their own.

The Pullman effect

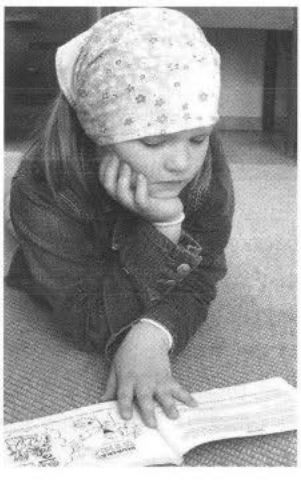
The acclaimed children's writer (read by many adults) Philip Pullman has spoken for many other authors, and won much support from parents and teachers in attacking the NLS for subjecting children to endless tedious exercises and denying them pleasure in reading literature.

Towards a transformative future?

In England right now, we need to loosen the Strategy up. But we need to do this in a way that is careful and principled, that does not lose sight of the 'bits and pieces of literacy' but teaches them in the context of reading and writing for real purposes. To make real advances, we need to consider carefully all the aspects of literacy teaching that have been sidelined by the NLS. We must:

- discuss widely what literacy education is for;
- draw on research about effective literacy teaching;
- work with teachers to develop their confidence and creativity;
- help them put autonomy, pleasure and meaning back at the heart of their teaching.

Only if we do so will our children develop a real commitment to literacy. **Teachers in Finland have much to learn from our recent history.**



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Henrietta Dombey

Lukutaito-politiikkaa Englannissa -

koulun itsemääräämisoikeudesta hallituksen sanelupolitiikkaan

Melkoinen myllerrys on tapahtunut Englannin kouluelämässä viime vuosikymmeninä. Kun koulut päättivät ohjelmistaan ennen melko itsenäisesti, vuonna 1976 pääministeri James Callaghan vaati perustiedoille lukusuunnitelmaa ja kansallisia oppimisstandardeja. Kahdentoista vuoden työn tuloksena maan opetusministeriö selkeästi esitti, mitä koululaisen piti tietää, tehdä ja ymmärtää.

Pian alkoi koulujen rankkaus tulosten perusteella. Vaatimukset olivat yksityiskohtaiset, jopa opittujen sanojen määrä oli ilmoitettu. Tämä johti pian kauas pois avoimesta lähestymisestä lukutaidon opetteluun, josta Englanti oli ollut kauan kuuluisa.

Ja homma vain paisui, pian kouluille tuli laatikollinen kielenopetusmateriaalia ja seuraavina vuosina lisää. Vaikka ohjelman piti olla riittävä, suunnattomia harjoitusohjelmia kehitettiin. Lukutaitokin käsitettiin monella tavalla ja tästä johtuen sitä myös opetettiin erilaisin painotuksin.

Kielteisiä vaikutuksia alkoi näkyä yhä enemmän ja lopputuloksena on, että englantilaislapset lukevat harvemmin huvikseen kuin muiden maiden lapset.

Teitä parempaan tulevaisuuteen löytyy kyllä, mutta kirjoittaja haluaa varoittaa, että suomalaisilla opettajilla on paljon opittavaa Englannin kouluelämän lähihistoriasta.

Lyhennelmän
kirjoitti Paula Malin

arch project commissioned by the Teacher Training Agency. Exeter: University of Exeter for the TTA

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1 This article deals with England only, not Scotland, Wales or Northern Ireland.

E. D´Angelo,
J. Oliva,
L. Benítez,
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R. Sobrino y
D. Viadero

Information and Communication Technologies as a Tool for Development in the Literacy of Students with Difficulties

In picture left: Javier Cabanero, Rosa Sobrino, José Oliva, Estela D´Angelo, Laura Benitez & David Jorganes.

The Spanish Association of Reading and Writing (AELE) together with the research team LECCO of the Complutense University of Madrid, whose main researchers are Estela D'Angelo and Jose Oliva, presents the report of the CRIJ Program (Communication in Network for the Childhood and Youth) made in the context of the web www.dioperico.com, during academic years 2002/03 and 2003/04. This study works in the development of the written language and the use of the ICTs.

Espanjalaisten artikkelissa esitellään CRIJ –ohjelma, joka on verkossa tapahtuvaa lapsille ja nuorille suunnattua kommunikaatiota. Sen tarkoituksena on tuoda uusi teknologia osaksi luokan arkipäivää ja integroida myös mukaan ne oppilaat, joilla on lukemis- ja kirjoittamisvaikeuksia.

Ohjelma tarjoaa teknologisen vaihtoehdon opetussuunnitelman kehittämiseen; oppilaat ovat kirjoittajia, toimittajia, kriitikkoja ja lukijoita heitä varten tehdyillä verkkosivuilla.

Tapausselostuksessa esitellään luku- ja kirjoitustaidon sekä digitaalisten taitojen kehittymistä lapsella, jolla on diagnosoitu kehitysviivästymä.

DIOPERICO was born with the intention of approaching new technologies to the daily life of the classrooms and not only for being used with closed applications that train the students in certain contents, also for the curricular development of the areas of knowledge through opened applications, such as the word processors, browsers, power points, etc.

As well, the CRIJ Program wants to integrate students with difficulties in the acquisition of reading and writing.

The study uses communicative contexts that start up a great number of functions of the language (not only metalinguistics ones, which is the high-priority in most of the observed classrooms) and respect the primitive stages of the reading and writing system in which they are.

Why a CRIJ program

The CRIJ program connects with the conclusions of the PROAI research (Problems in the Initial Literacy) also developed by the LECCO research team. It was developed from September of 2000 to June of 2003 and analyse the 73 classrooms of Primary School (students aged 6 to 8) of the Community of Madrid (Spain).

Some conclusions of that study (D´Angelo et al, 2003) are:

* Children stages in the acquisition of the literacy are not recognized by teachers.

* Learning difficulties increase when primitive stages of language are not respected.

* The non-implementation of communicative sequences at schools, reinforces metalinguistic functions.

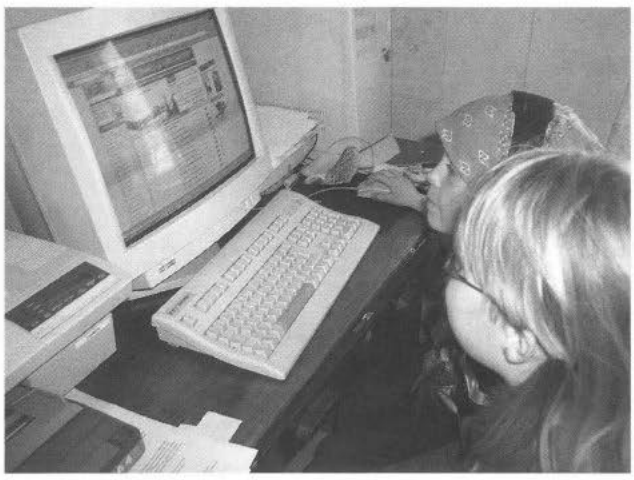
We also wanted to know what was happening with use of the computers in the Spanish environment, and although Spain needs to develop the use of ICTs (Internet, computers...) by the families, in the schools:

* The Spanish Educative Centers have enough computer resources to use them like a tool in the development of curriculum.

* In order to integrate computer into the curricular development some resources are necessary and a basic technical formation but also training in the creation of computer sequences in communicative contexts.

* The teacher who feels capable in the use of computers, uses more this tool in his classes and allows pupils´ check out in the development of the tasks.

Finally, the results from PISA 2000 reflected, in Spain, high levels of academic failure and low literacy competence levels. These results become worst in the present report of PISA 2003.



How the program works

The CRIJ Program has four main focuses:

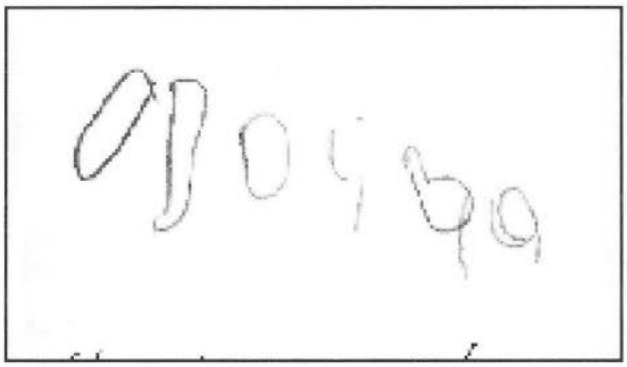
1. Offer technological alternatives for curriculum development through the participation of the children in a communicative project: being authors, editors, critics and readers in a website created for them.

2. Support the participation of students with literacy problems, in different interactive processes, so that they get to know their reality and other children's reality through the use of computers and the Internet.

3. Build a space for the training and the exchanging of experiences according to their needs for teachers and parents, trying to help and solve questions about school and family life related to the children's learning process.

4. Offer a seminary where teachers can develop ICTs skills.

The CRIJ Program was developed in two different moments. First, into the seminary of pedagogical innovation where the group of teachers and the research team were worked together, and later, into the classrooms



Example 1
"Emiliano, hace mucho que no te veo"
"It's a long time ago that I do not see you"
(normalized transcription) 17-09-2002

where the tutors implemented sequences that have been worked in the mentioned seminary.

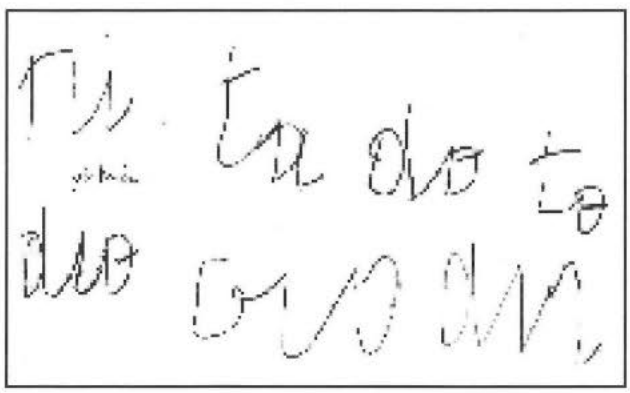
Eight teachers with thirty-two pupils with literacy difficulties worked in both academic years in their schools and in the seminary, all of them started with different levels of training in the communicative focus, little skills in the use of computers and mainly using metalinguistic functions in their literacy tasks.

Another group of teachers worked on their own, because being Dioperico an open program any teacher that would like to use this tool (in an educative context) can participate by submitting articles to the Dioperico´s newspaper.

Twenty two teachers and nearly three hundred students (ages from three to twelve) from different regions in Spain and one form Argentina made the most of this tool.

Nevertheless, an important part of the program was developed in the virtual space that the ICTs offer us: the contact online between teachers and the Research Group to demand aid and give advising. This space, made a close monitoring quite easy, by the researchers, of the work that teachers made in their classrooms and their approach to the new technologies.

Now, we want to present a case study of one participant, trying to focus the literacy and the digital skills development, as an example of our practice.



Example 2
"He pintado un elefante"
"I have drawn an elephant"
(normalized transcription) 5-11-02

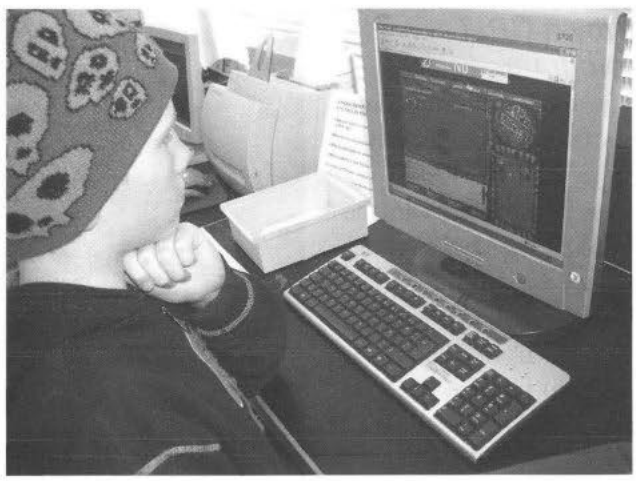
Case study: Joaquín

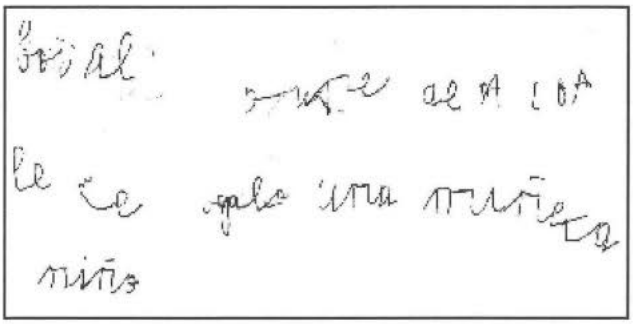
Joaquín began to write for *Dioperico* being 6 years old and studying 1st course of Primary Education in the academic year 2002/03. He had been diagnosed with a maturative delay and presented difficulties in the acquisition of the writing and the reading skills. His teacher was formed in the communicative focus although he did not apply it as general rule in his work. On the other hand, the teacher did not feel able in the computer use either, and did not use it in his private life.

At this moment, Joaquín is in a very primitive stage in the acquisition of the writing skill, using determined marks (pseudo letters) and distinguishing his writing and his drawing (example 1).

In example 2 Joaquin already uses conventional marks. He takes interest in the form of the letters and its connection with the phoneme. The sound begins to be something important for him. When he writes, he tries to put a mark for each stress of emitted voice. He has passed to the syllabic stage of conceptualization of the writing.

The advance of Joaquin is excellent. In this moment he is in an alphabetical-initial level of the

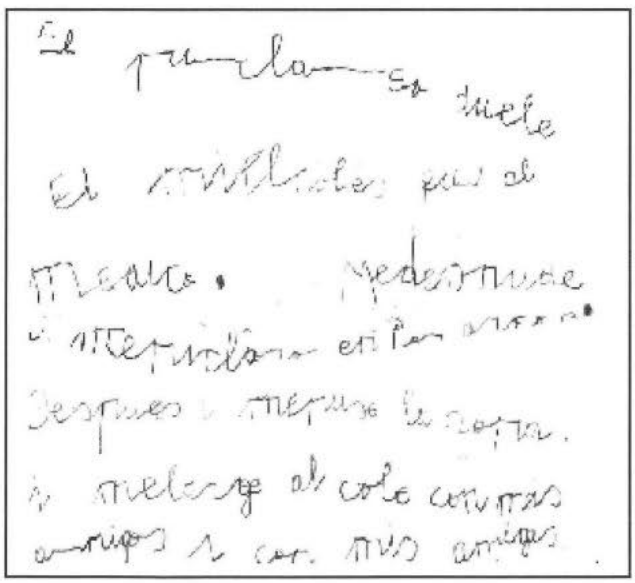




Example 3
"Voy al cumple de Alba y le voy a regalar una muñeca"
"I'm goig to Alba's Birthday party and I'm going to give her a doll"
(normalized transcription) 22-11-03

acquisition of the writing skill. There is a great correspondence between the graphemes and their phonemes, in spite of finding some confusions. However, the groups consonant – vowel ("muñeca") and others like CVV ("boi") or VCV ("una") are established (example 3).

In example 4 it is possible to verify that Joaquín is already in an alphabetical stage of conceptualization of the written system. He can incorporate orthographic norms to his writings as the use of the period and the capital letters.



Example 4
"El pinchazo duele .El miércoles fui al médico. Me desnudé y me pincharon en los brazos. Después me puse la ropa y me largué al cole con mis amigos y mis amigas"
"The injection hurts. Last Wednesday I went to the doctor and he put me an injection. After that, I dressed myself and I went to the school with my friends"
(normalized transcription) *18-12-02*

At the same time, he can face the resolution of groups CVVC (*"despues"*) *and uses different connect*ors to link his ideas giving coherence and cohesion to his production.

At the same time, in an emotional level, the student is able to, by himself, face acts of writing and reading, showing interest by these tasks, in contrast with its inhibition or initial frustration.

Up to now the role of the ICTs has been more an incentive than a didactic tool. The student made his productions by hand and in paper and was the teacher, who along with him, was in charge of sending an "email" with the digitalization of the images offering itself as model in the handling of the computer.

The return of the works through the Web page, not only motivated Joaquin at the time of writing by the pleasure to see his productions in the computer, but that animated him to read the commentaries that accompanied the news that appeared in DIOPERICO (more readable since they were not images of manuscripts) and to participate actively in the productions of the others commenting them with his teacher.

For the teacher, the formation received in the seminary and the possibility of raising doubts to the research team through the "email", gave him security to face the new

Example 5
Ola me llamo Joaquín. Voy al colegio romero peña. Soy muy feliz por que tengo juguetes.
"Hi! My name is Joaquín. I study at the school Romero Peña. I'm very happu cause I have toys"
(Writing on computer) Febrary 2003

El desfile de La Solana.

El lunes fue el desfile de los mayores.
Los mayores se disfrazaron de demonios y ángeles.

Joaquín Gómez Pimpollo García Catalán
Martes, 2 de marzo de 2004

"The procesion at La Solana

Last Monday the grown-ups make procesión. They dressed up of demons and angels. I was with my father and my cousin. I looked at the procession at La Solana"
Tuesday 2nd March, 2004

Example 6.

methodology that incorporates the use of the computer.

Joaquin begins to use the word processing to elaborate his works (example 5). Since it is not a closed program, it allows him to have great freedom to carry out his writings.

At first, the student could lose himself in its use, but a clear boundary of the purpose of the activity on the part of the teacher and his advising in the use of the tool causes Joaquin to feel very motivated and reassured in front of the keyboard and the screen of the computer. The use of the automatic corrector of program Microsoft Word is used by the teacher as a short time for pondering about what may have happened for the error signal to appear and to be corrected by the student.

Once this skill is acquired the teacher is no longer needed for self-correcting so the student himself investigates how to solve the problem.

In example 6 the teacher is a little more focused on teaching Joaquin the possibilities of playing with the format of the text, colours, fonts, etc.

The computer use is already integrated in Joaquin's school life and, once he has done the improvements in his pieces of news helped by his teacher (work in the zone of next development - Vigotsky, 1979), they investigate together the possibilities that the program of word processing offers to play with forms, sizes colours and information organization. We may also observe that the journalistic discourse is already internalised.

Joaquín already writes his own headlines, proposing the main subject. He also includes the date and his signature. Complementarily to this process, the teacher is approaching the use of other computer applications and proposing his students activities in which they incorporate them (for example Power Point, chats, e-mail, browser...).

Nowadays, Joaquin carry on his literacy development and is not considered as a student with literacy difficulties.

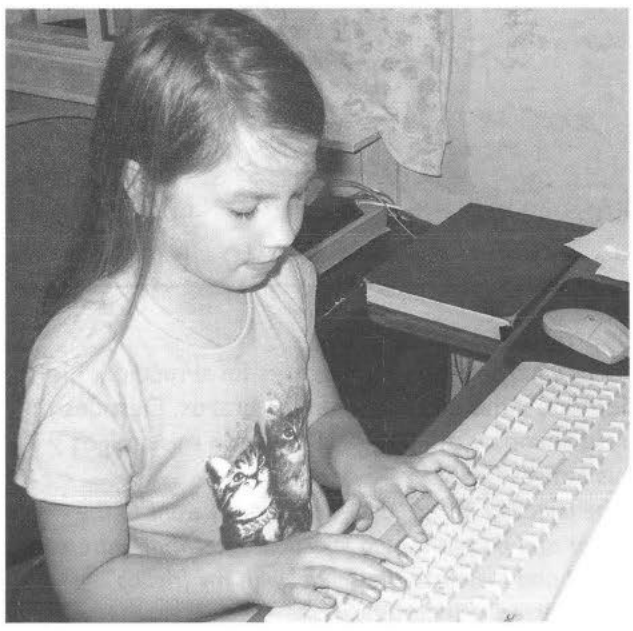
Some considerations

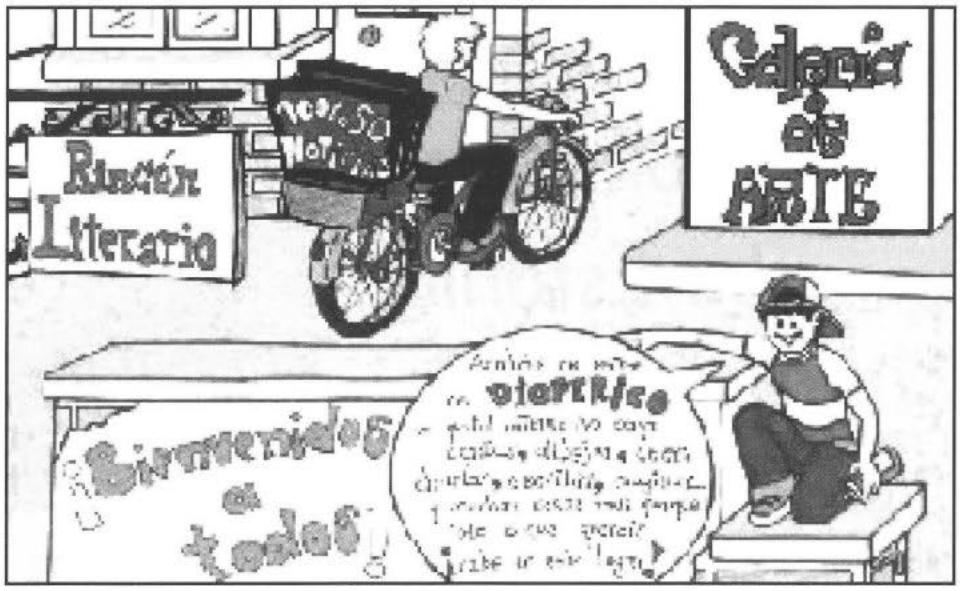
We want to outline a series of general considerations that connect with the initial focuses that have oriented this program and help us understand the reality in interrelated terms. Although, the subjects that worked in this project can be fitted in general profiles (infantile, educational, etc.), its contribution can be applied beyond the limits of this study. The summary of these considerations is defined in the following terms:

THE PROPOSAL of tasks guided to a clear aim and that starts up the maximum number of functions of the language, in our program the digital newspaper *DIOPERICO*, allows us to improve the curricular competences of the students with reading and writing difficulties. Influential factors in this question, seem to be: the knowledge of the process conceptualisation of the writing system (Ferreiro y Teberosky, 1979) (that can make easier the involvement of the students with and without literacy needs in "true acts" of reading and writing) and the evaluation offered through a communicative didactic approach, being the ICTs a didactic tool as well as a reason to write and read.

This way, the student can be located in the place of a person in process of learning, able to face the fact of writing and reading, even though, he/she is not so fluent in the alphabetical combinatory.

TEACHERS HAVE shown moments of low





self-regulation in the processes of innovation demanding plenty of help from the team of researchers. We considered that the processes of innovation and change have a complex character and that the teachers can have a certain resistance by diverse factors: methodology, emotional, social, etc.

In the case of our program, we have appreciated less resistance (and easy incorporation of the ICT's into their classrooms) by the development of a mediation that has tried to act from the own context of each school and each teacher (and not only through a technical training on ICTs, which is also necessary).

A CHANGE in the attitudes of the students about the learning of the reading and the writing skills has been observed. They have been influenced by the teachers and researchers attitudes, as well as by the communicative tasks where they can be writers and readers (when they have used written language in its whole extent functions and the level of primitive language they have reached has been respected), but also with the use of the ICTs: the use of different computer applications (opened and closed) has contributed to the literacy awareness of the students though the development of other curricular subjects.

THE AUTONOMY of the student can improve when the teacher is able to create an open and clear didactic sequence in which the teacher offers one task for all the students and expects different answers from the students based on their different levels of development.

Crij´s future

From this academic year 2004/05, *DIOPERICO* has been developed and offers three options for students and teachers: a digital newspaper, a literacy corner and an art gallery, more than eight hundred students are signed in our web. All news, artistic works, tales, stories, etc. are welcome, only a Spanish or English translation is required (with the teachers help).

We are waiting for you at *www.dioperico.com*

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SPANISH ASSOCIATION OF READING AND WRITING

www.asociacionaele.org (Spanish and English)

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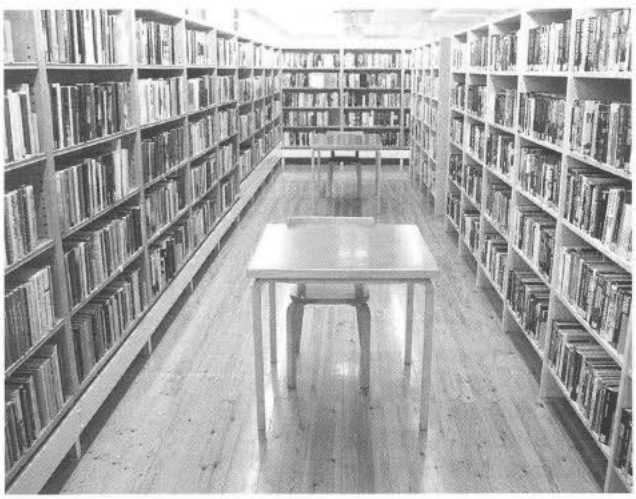
Estonian Reading Association

Literacy in Estonia and the Estonian Reading Association

Estonians consider themselves a highly literate nation and there is a good reason for this view. In 1525 the first book was published in Estonian and the first ABC-book followed in 1686, when Estonia had some 350 000 inhabitants. In 1806, when the first Estonian newspaper was printed, the rural Estonian population was almost entirely literate. Since the beginning of the 20th century the literacy rate has always been higher than 90 %; in 2000 the census showed it the be 99.8 %. In addition, the promotion of literacy was one of the boasts of the Soviet occupants in 1940. So anyone who speaks about literacy problems in Estonia is thought to be ignorant or scare-mongering.



Yet, despite all this history, Estonia still has literacy problems. No programmes have been developed for adult literacy or dyslexia, and they receive no attention. Until now, Estonia has not participated in international reading surveys such as PISA or PIRLS.

But in 2003, Estonia came 5th in science and 8th in maths in the TIMSS study. The problem of teaching reading is that it is mainly thought to be appropriate only for the elementary grades and mother tongue lessons.

Today, 46 % of the population read less than they did during the Soviet era because of lack of time or money (Saar Poll, 2003), and fewer children's books are bought.

TO IMPROVE literacy, we need to develop the literacy environment and materials for literacy teaching, and beyond that, teacher training, policymaking and research. We also need to inform the general public and change attitudes.

MODERN SOCIETIES are held to rest on three pillars - the state, the business sector and the third sector – non-governmental organisations. NGOs can play a role as a catalyst or mediator between the government and the business sector. Civic initiatives provide better results in a number of spheres, including education innovation, government regulations or activities of private businesses.

THE ESTONIAN Reading Association (EstRA) (Eesti Lugemisühing) plays this role in Estonia today. It was established with the support of the Finnish Reading Association in May 1992, as a voluntary organisation that brings together individuals interested in reading and problems connected with reading and literacy.

EstRA now has more than 150 members, repre-

sentatives from different professions related to reading, such as teachers, librarians, teacher trainers, university professors and students.

EstRA is active on a national as well international level, organising annual conferences and seminars on different subjects related to literacy promotion; putting on workshops and exhibitions to promote the ideas of IRA in Estonia; carrying out research projects and charity projects, often in co-operation with governmental and non-governmental and business organisations.

THE STATE ORGANISATIONS need expertise from NGOs., while EstRA needs project-based funding. The interests of both parties have come together on such projects as *The National Assessment of Mother Tongue Skills in the 3rd Grade*, a project carried out in co-operation with the National Centre of Examination and Qualification, and *A Taxonomy of General Competencies for the New Curricula*, a project carried out in co-operation with the Centre of Curriculum Development of Tartu University.

In this project functional literacy is included with other competencies underlying the new Estonian curriculum, such as thinking skills, learning skills, self-oriented skills and social skills.

EstRA is also running a number of other projects in co-operation with other NGOs and the business sector, such as *Reading is Fun* (http://www.lom.edu.ee), for which the project managers are Anu Ratasep and Hele Kriisa (lom@lom.edu.ee).

This project's aim is to give Estonian and Russian speaking students, as well as students with hearing and speech disabilities, a chance to discuss popular books, which they have chosen themselves via the Internet.

In January 2005, this project won an Award for innovative reading promotion from the International Development in Europe Committee (IDEC) of the International Reading Association.

THE PROJECT *Reading Nest* is managed by Maili Vesiko (maili.vesiko @tu.ee), and was started in order to give teachers new ideas about how to make books and reading activities interesting for children. The project works with teachers to promote creativity in planning and carrying through their work, and is based on the idea of the Step by Step program, where a book corner or reading corner is used as one classroom activity. A carefully prepared reading corner system can stimulate children's use of books. Skilled and creative teachers will make books and reading activities attractive for children.

SO FAR, 86 mentors have been trained by EstRA specialists to train preschool and first grade teachers in the countryside and to co-ordinate the introduction of reading corners (or reading nests) and competition between them.

Mentors have trained about 1000 teachers who have joined the project, each of whom has created a reading corner in their group or class.

TO TAKE PART in the Reading Nest competition, classes and groups present a creative outcome of work carried out in the reading corner, such as a poster, a self-made book, a newspaper or a poem. A conference of the Reading Nest project is planned, where participants can share their experiences of the project. There will be also an exhibition of creative outcomes.

THE PROJECT-COMPETITION *Reading Games* is managed by Kadi Lukanenok (kadi.lukanenok @tu.ee). The goal of the

competition is to encourage teachers to create reading games, to develop reading skills and popularize reading.

The best products will be published by the Koolibri Publishing House in sets of games for use in kindergartens, schools and at home.

LITERACY WAS and still is a key for coping in society. Now we are talking about society in transition and are not sure whether this transition is for a good or bad, in terms of literacy. The question is: can we adapt our literacy-teaching environment and content to new circumstances and demands? A text can be read from a screen or paper, but both processes require the reader to understand information, analyse it critically, apply it and also to enjoy reading.

Teaching and developing these skills can be successful only through systematic, well-planned team-work.

The Estonian Reading Association sees its role as a catalyst and mediator between different organisations in the field. Nokia's slogan "Connecting people" also describes EstRA activities as well.

For more information about EstRA, go to www.viru.tu.ee;reading @tu.ee

Meeli Pandis:

Lukutaito Virossa ja EstRA

Virolaiset pitävät kansaansa erittäin lukutaitoisena. Ensimmäinen kirja julkaistiin vuonna 1525 ja aapinen vuonna 1686. Kun ensimmäinen sanomalehti ilmestyi vuonna 1806, maan maalaisväestö oli melkein täysin lukutaitoista. Tästä huolimatta Virolla on lukutaito-ongelmia.

Aikuisten lukutaidottomuutta tai dysleksiaa hoitamaan ei ole olemassa ohjelmaa, ne eivät saa mitään huomiota. Tähän mennessä Viro ei ole osallistunut kansainvälisiin tutkimuksiin kuten PISA tai PIRLS, kunnes se selviytyi viidenneksi tieteissä ja kahdeksanneksi matematiikassa TIMSS- tutkimuksessa vuonna 2003.

Nyky-yhteiskunta seisoo kolmen tukijalan varassa, valtion, liike-elämän ja yksityisen sektorin. EstRA tämän kolmannen sektorin edustajana kohtaa kätevästi sekä valtion että liike-elämän. Se on käynnistänyt useita hankkeita näiden tuella edistääkseen erilaisia lukutaidon alueita.

Pyrkimys on saada lukutaidon opettaminen vastaamaan ajan vaatimuksiin, jotka muuttuvat koko ajan.

Lyhennelmän kirjoitti Paula Malin

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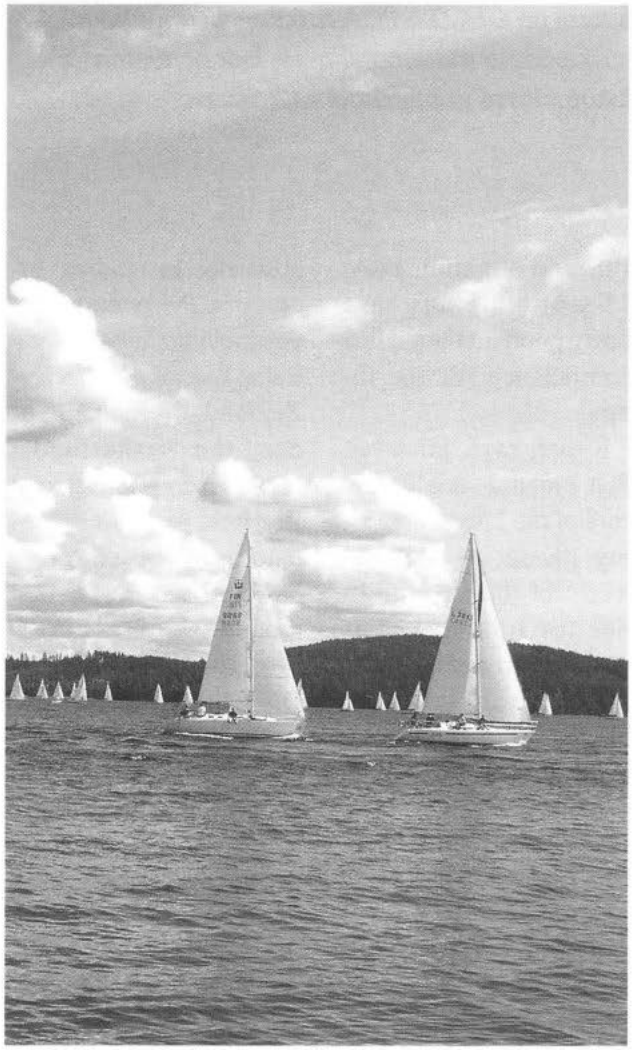
PISA 2003 Assessment:

Finnish students top achievers in the OECD

Finland at the top in mathematics, science, reading literacy, and problem solving



Finnish 15-year-olds were among the best in all four domains assessed in the PISA 2003 survey comprising 41 countries. In comparison to the previous assessment in 2000, the performance level of this age group has risen in mathematics and science. In reading literacy Finland has kept her position as the leading country.

Finland also does well in terms of educational equality when compared to other countries. In mathematics, for example, the differences between boys and girls, schools, and regions are among the smallest in the world. Also the Swedish-speaking students in Finland reached close to the top in all assessment areas.

PISA 2003 assessment focused primarily on students' skills in mathematics, but their skills were also tested in science, reading literacy, and problem solving. PISA programme is targeted at 15-year-old students; in Finland they are mainly 9th-graders in the comprehensive school. PISA 2003survey involves 41 participating countries (or regions), 30 of which are OECD countries. In Finland, the assessment involved 5796 students from 197 schools. The survey is conducted in Finland by the Institute for Educational Research, University of Jyväskylä, in co-operation with the *Ministry of Education.*

Finnish teenagers´ mathematics skills the best in the OECD

On average, the mathematics skills of 15-year-olds in Finland are the best across all OECD countries. As for other OECD countries, only Korea, the Netherlands, and Japan reach this level, while outside the OECD, Hong Kong (China) scores even higher than Finland. All Nordic countries, except for Norway, are above the OECD average.

In Finland the differences between students in mathematics are among the smallest of all participating countries. Nevertheless, these differences are rather big in Finland as well. In this assessment about 7% of the Finnish 15-year-olds reached the category of top performers, while the OECD average is 4%. The highest percentages of top performers were found in Belgium (9%), Korea (8%) and Japan (8%). Finland's high average level is based on the small percentage of low achievers. In Finland only 6% of students remained below the level PISA defines as passable in mathematics with regard to information society. Across all OECD countries on average, as many as 21% of students failed to reach this passable level.

According to Senior Researcher Pekka Kupari from the Institute for Educational research, who is in charge of the mathematics section of

Suomi on OECD:n PISA-tutkimuksen mukaan kärkipäässä matematiikassa, luonnontieteissä, lukutaidossa ja ongelmanratkaisussa

PISA in Finland, most 15-year-old Finns have fairly good mathematical competence for the future.

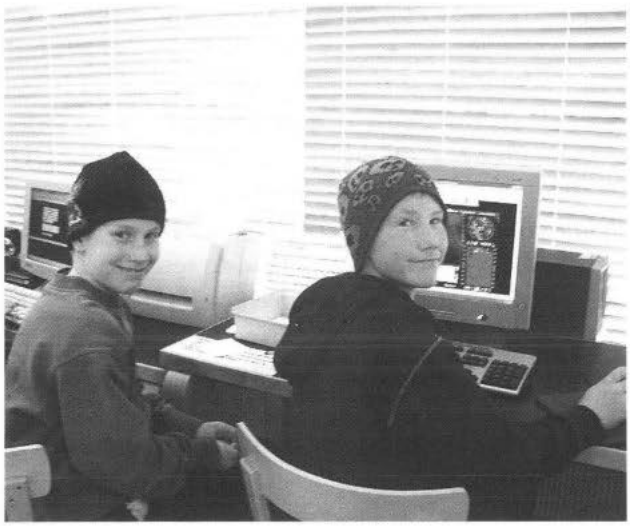
Kupari says, however, that Finland should take care of the lowest achieving group, as well, in terms of their possibilities for further studies and employment prospects. There could also be more top performers in mathematics.

Reading literacy still the best of all OECD countries

On average, Finnish students' reading literacy skills proved to be the best of all countries studied.

Only Korea reached the same level. Finland's success in the field of reading literacy is thus continuing, as Finland held the top position in the previous survey, as well. Other high-ranking countries in reading literacy in the present survey include Canada, Australia, Liechtenstein, New Zealand, Ireland, Sweden, the Netherlands, Hong Kong (China), and Belgium. Apart from Finland and Sweden, other Nordic countries scored around the OECD average. The results of non-OECD countries are generally below average, except for Liechtenstein and the Chinese Hong Kong and Macao, who reached relatively high scores.

In Finland the differences between students in reading literacy are smaller than in any other OECD country. Similarly, the percentage of weak readers is the smallest of all participating countries. Of Finnish students, 15% were categorised as top readers, while the OECD average is 8%. Only New Zealand (16%) had a higher percentage of top readers than Finland. With regard to information society, an adequate level of reading literacy was reached by 80% of the Finnish students, while the OECD average is 58%.



Finland among the best also in science

In this survey on 15-year-olds' knowledge in science, Finland shared the top ranking with Japan.

Within the OECD, only Korea reached a similar level. As for the Nordic countries besides Finland, only Sweden is above the OECD average. Outside the OECD, only Hong Kong and Macao in China as well as Liechtenstein score higher than the OECD average. Also in science the between-student differences in Finland are among the smallest in the OECD.

According to Pasi Reinikainen, who is in charge of the science section of the survey in Finland, these results show that young people in our country have got a sound knowledge base to build on when it comes to active citizenship, for instance in environmental issues. Young people should have opportunities to use this competence to a greater extent.

High achievement also in problem solving skills

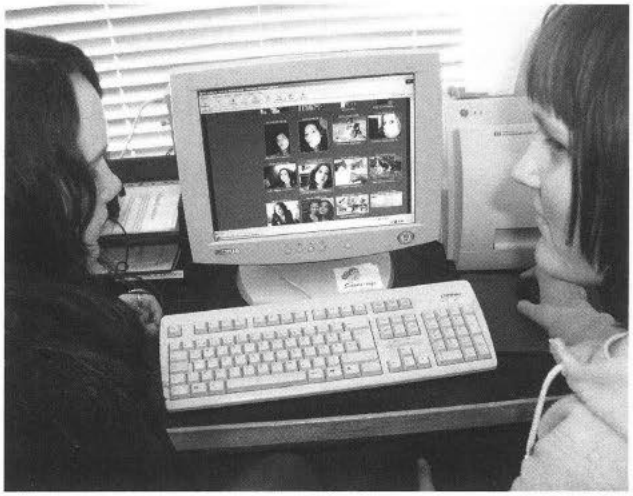
The PISA 2003 survey included a new domain: problem solving. This domain tests students' skills in solving problems that are not restricted to any specific school subject.

Finnish students were successful in this domain, as well, reaching the second highest average score after Korea. Also Japan and Hong Kong (China) performed at an equally high level in problem solving. As for the Nordic countries, also Denmark, Sweden and Iceland scored above the OECD average. As in the other domains, differences between Finnish students were once again among the smallest in the OECD.

The performance of swedish-speaking finns is close the top

The students of Swedish-speaking schools in Finland achieved internationally close to the top, yet remaining slightly below the national average in all four domains assessed.

The best domain for the Swedish-speaking Finns was reading literacy, and they also did quite well in mathematics and prob-



lem solving. They also scored clearly higher than their peers in the other Nordic countries. The Swedish-speaking Finns' performance is reported more closely in another release, which is available on the website specified at the end of this text.

Finnish students´ learning results improved

Science is the domain where Finnish students have made greatest progress between the 2000 and 2003 surveys. At the same time, differences between students have slightly increased, but are still among the smallest of all nations. Of all participating countries, the results for science improved in twelve and decreased in five countries.

In mathematics Finnish students' results have slightly improved. At the same time the differences between students have diminished in Finland Also in other OECD countries the average level of student achievement in mathematics has risen, although slightly less than in Finland.

There are considerable differences between countries in this change, however. For example, in Belgium, Poland and Czech Republic mathematics results have improved clearly more than in other OECD countries.

In reading literacy the general level of performance has remained much the same both in Finland and in other OECD countries.

Highest increases in the national scores for this domain can be found in Poland and Korea as well as, outside the OECD, in Liechtenstein and Latvia. Within the OECD countries, reading literacy scores have decreased the most in Japan and Austria, and among the other countries in Mexico and Russia.

In Finland the differences between students have slightly diminished in light of the two surveys (in 2000 and 2003) so that the respective percentages of both

the weakest and the best readers have slightly decreased.

Boys better in mathematics, girls in other domains

In mathematics Finnish boys did slightly better than girls, on average. This is typical in all participating countries except for Iceland and Thailand. Senior Researcher Pekka Kupari points out that in Finland this gender difference in student achievement is relatively small.

In science and problem solving, Finnish girls are slightly better, on average, than boys. There were 13 countries where boys clearly outperformed girls in science, whereas in only three countries it was the other way round. In problem solving, Iceland, Sweden and Norway were the only OECD countries besides Finland where girls did better than boys.

Girls show higher reading literacy levels than boys in all OECD countries. Gender differences are clearly wider in reading literacy than in mathematics. Nonetheless, Finnish boys are better readers than boys in any other OECD country, says Professor Pirjo Linnakylä from the Institute of Educational Research. In Finland the gap between girls' and boys' reading literacy scores has slightly diminished since the previous measurement in 2000.

Home background is reflected in mathematics results

In all participating countries the children of families belonging to the highest socioeconomic category reach considerably better results in mathematics than their peers from lower socioeconomic categories. In Finland, however, the effect of parents' occupational status on student performance is the smallest of these countries. The situation is almost the same in Iceland and Japan. In Finland, even the group of students in the lowest socioeconomic quarter performs above the OECD average.

Between-school differences in mathematics are small

Finland and Iceland showed the smallest between-school differences in students' mathematics achievement in this survey. In Finland, the variance between schools explains only 5% of the total variance in student achievement. In many countries even more than half of the total variance

in student achievement can be explained by between-school variance.

As much as 95% of the variation in Finnish student achievement comes from between-student variance within schools. Therefore, in order to reduce differences in learning, says Pekka Kupari, we should address the differential factors among students, such as their attitudes and confidence in their own learning potential.

No big differences in mathematics achievement across the country

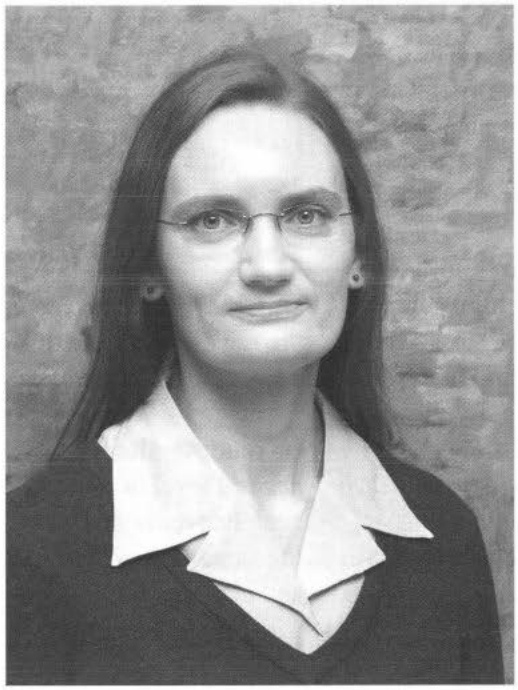
Student achievement in mathematics is fairly equal in different parts of Finland. Only the students of Middle-Finland performed at a slightly lower level than their peers in Uusimaa or in the southern and eastern regions. There were no significant differences between Northern Finland and the other parts of the country. When parents' social status was controlled for in the analysis, Eastern Finland stood out as the highest achieving region. Then again, differences between rural and urban schools were negligible.

Confidence in mathematical skills is important

From the national perspective, attitudes towards mathematics contribute essentially to the differences in student performance. In Finland, high mathematics achievement is connected with strong confidence in own skills and learning potential as well as with interest in mathematics and low anxiety in learning. Also external motivation - in this case, the experienced importance of mathematics for further studies and prospective employment - is a major factor explaining achievement differences among Finnish teenagers. In contrast, parents' socioeconomic status and the number of cultural items at home have a weaker explanatory force in Finland than in the other OECD countries.

KT Maarit Arvaja

Koulu ei tue yhteisöllistä oppimista



KM Maarit Arvajan kasvatustieteen väitöskirjan "Collaborative knowledge construction in authentic school contexts" (Yhteisöllinen tiedon rakentaminen kouluissa) on tarkastettu Jyväskylän yliopistossa.

Maarit Arvaja havaitsi väitöstutkimuksessaan, etteivät koulun toimintakulttuuri ja -tavat tue yhteisöllistä oppimista. Arvaja tarkasteli yhteisöllistä oppimista peruskoulun yläasteella kolmessa oppimisprojektissa, joissa sovellettiin pienryhmätyöskentelyä tai tietoverkkojen välittämää keskustelua.

- Oppimista edistävä yhteisöllinen toiminta, jossa oppilaat rakensivat

Ph.m. Maarit Arvaja: Collaborative knowledge construction in authentic school contexts

The working system at school doesn´t support collaborative studies. The members of the group had to be good friends with each others, so that it was safe to handle conflicts appearing within the group. The results were best, if the task consisted of a lot of pondering, not picking facts from books. Information technology worked best as common memory. If a pupil does not respect his own thoughts, critical thinking does not develop.

yhteistä tietoa tai syvensivät ymmärrystään oppimisen kohteena olevasta asiasta, oli projekteissa harvinaista. Oppilaiden keskustelu oli yleensä pinnallista, asioita tai ilmiöitä kuvailevaa ja faktoja luettelevaa kritiikitöntä tiedonjakamista, Arvaja kuvaa.

Ryhmätehtävien tulisi kannustaa pohdintaan

Yhteinen tieto rakentuu tilanteissa, joissa oppimistehtävä tukee pohtimista.

Arvaja havaitsi, että yhteistä tietoa rakennettiin tilanteissa, joissa oppimistehtävä oli pohtimista tukeva. Tällaisia tehtävänantoja oli projekteissa kuitenkin vähän. Sen sijaan faktatietoa peräävät tehtävänannot, joita oli eniten, johtivat helposti kritiikittömään tiedonjakamiseen.

Ryhmätehtävät, jotka mahdollistavat erilaisten näkemysten arvioinnin ja yksilöllisten kokemusten vertailun, ja jossa oppilaat kohtaavat tiedollisen ristiriidan, tukevat parhaiten yhteisöllistä tiedonrakentamista. Oikean vastauksen löytämiseen kirjasta tuskin tarvitaan neljän hengen ryhmää. Kuten eräässä projektissa työskennellyt poika sanoi ryhmätyöskentelyn hyödyllisyydestä: "Oisin tehnyt sen (tehtävän) nopeemmin ja paremmin yksin".

Tuottaako koulu ajattelijoita vaiko vain tietäjiä?

Hyvä kaveruus luo oppimisyhteisön

Yhteisöllisen toiminnan onnistuminen edellytti positiivista ilmapiiriä, joka mahdollisti tehtävään sitoutumisen ja loi turvallisen ympäristön käsitellä sekä tehtävästä nousevia erimielisyyksiä että ryhmän jäsenten välisiin suhteisiin ja toimintaan liittyviä konflikteja. Tällaisen ilmapiirin luominen onnistui parhaiten kavereiden kesken.

Sen sijaan ryhmäharmonian ylläpitäminen, paine olla samaa mieltä, konfliktien välttäminen ja kritiikitön tiedonjakaminen olivat tyypillisiä silloin, kun toimittiin luokkatoverien kanssa, jotka eivät kuuluneet lähimpään kaveripiiriin.

- Yhteisöllisen oppimisen perusta luodaan parhaiten keskinäiseen kunnioitukseen ja tasa-arvoisuuteen perustuvan luokkayhteisön rakentamisella. Näin kaveriyhteisöstä tulee oppimisyhteisön rakentamisen luonnollinen perusta, Arvaja kannustaa.

Tietoteknologia viihtymisen välineenä

Tieto- ja viestintäteknologiaa käytettiin kahdessa projektissa lähinnä oppilaiden väliseen vuorovaikutukseen. Verkkovuorovaikutus oli luonteeltaan pinnallista ja sitä motivoi enemmän oppilaiden keskinäinen viihtyminen ja viihdyttäminen kuin itse koulutehtävä.

- Tietoteknologian tukemia projekteja suunniteltaessa ja toteutettaessa on tärkeää miettiä, mitä lisäarvoa teknologia tuo opetukseen ja oppilaiden toimintaan. Esimerkiksi kasvokkain tapahtuvan keskustelun siirtäminen verkkoon ei ole mielekästä, koska teknologian välittämä keskustelu on haasteellisempaa kuin kasvokkain tapahtuva keskustelu, Arvaja kuvaa.

Tietoteknologia toimi parhaiten oppimista edistävänä silloin, kun se toimi oppilaiden yhteisöllisenä muistina. Tällöin oppilaat pystyivät palaamaan omiin mietteisiinsä ja käyttämään myös luokkatoverien verkkotuotoksia oman tiedon rakentamisen resursseina.

Koulun toimintatavat yhteisöllisen oppimisen esteenä

- Koulun ja luokan yleiset toimintatavat ja -käytännöt tulevat näkyviin oppilaiden toiminnassa ja puhetavoissa. Faktatiedon ja tiedon oikeellisuuden tärkeys, auktoriteettiusko, oman ajattelun ja mielipiteiden väheksyminen ja niiden kuulumattomuus koulukontekstiin korostuivat oppilaiden haastatteluissa ja keskusteluissa, Arvaja huomasi.

- Jos oppilaat eivät itse arvosta omia ajatuksiaan, tämä asettaa kyseenalaiseksi koko yhteisöllisen oppimisen idean: perustellun ja pohditun tiedon rakentamisen yhdessä oppilastovereiden kanssa ja kriittisen ajattelun kehittymisen. Niin kauan kuin koulun toimintakäytännöt tukevat kilpailua, vertailua, tiedon omistamista ja mitattavuutta, tietoa ei nähdä ajattelun välineenä vaan päämääränä sinänsä. Näin koulu tuottaa tietäjiä ajattelijoiden sijaan.

PhD Aino Ugasteen kasvatustieteen (varhaiskasvatus) väitöskirjan "The child's play world at home and the mother's role in the play" (Lapsen leikkimaailma kotona ja äidin rooli leikissä) on tarkastettu Jyväskylän yliopistossa.

PhD Aino Ugaste:

Roolileikit ovat tärkeitä lapsen kehitykselle

Äiti voi ohjata lapsen leikkiä monin tavoin, sanoo Aino Ugaste.

Nykyään lapset eivät halua eivätkä enää osaa leikkiä ikäänsä vastaavia ja kehittäviä leikkejä. Lasten leikkimaailmassa ensimmäisellä sijalla ovat erilaiset kuvaruutuleikit myös Virossa.

Aino Ugaste selvitti väitöstutkimuksessaan lapsen leikkimaailmaa kotona, äidin käsityksiä lapsen leikistä ja kehityksestä sekä äidin roolista lapsen jokapäiväisessä elämässä ja leikeissä. Ugaste tutki, leikkivätkö lapset kotona, millaisia leikkejä he leikkivät ja miten äiti tukee ja ohjailee lasten leikkejä kotona.

Lapset leikkivät mieluiten sekä yksin että äidin kanssa roolileikkejä. Roolileikit ovat lapsen monipuolisen kehityksen kannalta tärkeimpiä leikkejä. Näissä leikeissä lapset puhuvat paljon ja leikeissä on paljon kuvitelmia, fantasiaa ja luovuutta.

Kun äiti leikkii lapsensa kanssa, leikit ovat kehittyneempiä ja vaihtelevampia kuin lapsen leikkiessä yksin. Yhteisissä leikeissä äiti ei ole pelkästään leikkikaveri vaan leikissä sen rikastuttaja, kommunikoija ja roolien sosiaalisten merkitysten avaaja.

Äidillä on paljon erilaisia mahdollisuuksia lapsen leikkimaailman kehittämisessä kuten myös arkielämän muokkaamisessa. Äidin osuus lapsen leikkimaailmassa ei rajoitu vain lelujen hankkimiseen, vaan äidillä on osa myös aiheiden ja raakamateriaalin tuottamisessa.

Lapset leikkivät vain silloin, kun leikin aihe on jännittävä, mielenkiintoinen ja salaperäinen. Jos äiti on lapsensa kanssa tiiviissä kanssakäymisessä, lapsella on paljon leikkimahdollisuuksia.

Äidin ja lapsen vuorovaikutus voi olla huumoripitoista ja maagistakin.

Äidin ja lapsen leikit ja vuorovaikutus olivat usein lapsen koulutaitojen opettamista ja käytännön taitojen harjoittelua. Äitien vuorovaikutuksessa korostunut opetuksellisuus selittyi sillä, että he ovat epävarmoja lastensa tulevista opinnoista ja koulussa suoriutumisesta. Vuorovaikutukseen liittyi myös hauskanpitoa, huumoria ja magiikkaakin, josta lapset pitivät paljon.

Jos perheessä on kaksi eri-ikäistä lasta, syntyy yhteisissä leikeissä usein jännitteitä leikin idean ymmärtämättömyydestä ja lelujen vuoksi. Samoin useat ongelmat syntyivät sen takia, etteivät lapset kyenneet seuraamaan leikin sääntöjä tarkasti ja rehellisesti.

Tutkimustulokset antavat opettajille tietoa lasten arkielämästä perheen kontekstissa sekä äidin osasta lapsen maailman luomisessa kotona. Näin opettajilla on mahdollisuus sensitiivisesti käsittää ja tukea lasten vanhempia uusissa yhteiskunnallisissa olosuhteissa.

Tutkimus osoittaa myös, että lasten vanhemmilla on monenlaisia mahdollisuuksia lapsen kehityksessä keskeisimmän toiminnon - leikin - ohjaamisessa.

Ph.d. Aino Ugaste, Estonia: The child's play world at home and the mother's role in the play

Children prefer playing role games more than before, also with their mother. The parents have lots of possibilities to enrich the playing world of their children.

Kerhotarjonta muuttaa oppilaiden ajanviettoa

Tulokset Sitran rahoittamasta kokonaiskoulupäivän kokeilusta osoittavat, että lukuvuosien 2002-2003 ja 2003-2004 aikana oppilaiden osallistuminen kerho- ja harrastustoimintaan on lisääntynyt.

Club activities of school children have increased during recent years. They change a lot children's daily schedules. The amount of clubs has increased and they more often take place at the school building. The activities often end before 5 o'clock pm. The amount of children with no activities has diminished, so has also the time they spend alone at home.

Kerho- ja harrastustoiminta on enenevästi ajoittunut ennen kello 17:ää ja kerho- ja harrastustoimintaa järjestetään yleisemmin koulun tiloissa. Samalla niiden oppilaiden määrä, joilla ei ole yhtään harrastusta, on vähentynyt ja oppilaiden ilman aikuisen läsnäoloa viettämän ajan määrä ennen koulun alkua ja koulupäivän jälkeen on vähentynyt.

Aamu- ja iltapäivätoiminnan tarve ei rajoitu pienimpiin oppilaisiin Koulussa järjestettyyn aamutoimintaan osallistui keväällä 2004 ainakin joskus 66 % ensimmäisen, 47 % toisen ja 32 % kolmannen luokan oppilaista sekä 20 % luokkien 4 - 6 oppilaista.

Vastaavasti koulussa järjestettyyn iltapäivätoimintaan osallistui 90 % ensimmäisen, 73 % toisen, 67 % kolmannen luokan ja 55 % luokkien 4 - 6 oppilaista.

Aamu- ja iltapäivätoiminnan tarve ei rajoitu pienimpiin koululaisiin

Aamu- ja iltapäivätoiminnan sekä harrastustoiminnan järjestämisen ansiosta oppilaiden yksin tai tovereiden kanssa viettämän ajan määrä väheni. Ensimmäisen ja toisen luokan oppilaiden yksinolokerrat olivat tavallisimmin alle tunnin mittaisia ja pitkä yksinolo kosketti yhä harvempia lapsia.

Oppilaita, jotka olivat yli 10 tuntia viikossa yksin iltapäivisin, oli 24 % keväällä 2003, mutta vain 14 % keväällä 2004. Näitä oppilaita oli sekä alaettä yläkoulun puolella; järjestetystä tarjonnasta huolimatta 5 % ensimmäisen luokan oppilaista oli 3 - 5 tuntia yksin ainakin jonakin iltapäivänä viikosta.

Kerhotoiminnassa kysynnän ja tarjonnan vastaavuutta voisi parantaa

Keväällä 2004 neljä viidestä (80 %) oppilaasta osallistui johonkin kerhoon tai harrastusryhmään. Yleisimmin oppilaalla oli yksi harrastus, mikä onkin riittävää, jos oppilas osallistuu siihen säännöllisesti ja pitkäjänteisesti.

Kerhotoiminnan tarjonnan ja toiveiden välillä oli kuitenkin ristiriitaa. Uintia, elokuvia, itsepuolustusta, käsitöitä, bändi/orkesteritoimintaa, kotitaloutta, valokuvausta, elektroniikkaa, tietotekniikkaa ja askartelua toivottiin huomattavasti enemmän kuin mihin oli mahdollisuuksia. Tarjonta ja kysyntä olivat jokseenkin tasapainossa joukkueurheilun, instrumenttiopiskelun ja tanssin osalta.

Tyttöjä kiinnostivat erityisesti kuvataide (28 %), tanssi, uinti, kotitalous, soittotunti ja käsityöt (21 %) ja poikia joukkueurheilu (42 %), tietotekniikka, itsepuolustus, uinti, kotitalous ja elektroniikka (13 %).

Harrastukset ennen kello 17:ää ja koulun tiloissa

Syksyllä 2002 harrastuskerroista oli kello 17:n jälkeen 64 %. Sen suhteellisessa osuudessa on

tapahtunut vähennystä joka lukuvuosi 20 prosenttia siten, että keväällä 2004 vain 24 % harrastuskerroista oli kello 17:n jälkeen. Keväällä 2004 suurin osa harrastamisesta (68 %) tapahtui ennen kello 17:ää joidenkin oppilaiden (9 %) harrastusaikojen ajoittuessa tämän ajankohdan molemmin puolin.

Suurin osa (82 %) harrastuskerroista, joita oppilailla oli ennen kello 17:ää, oli koulun tiloissa, mutta iltaharrastaminen painottui koulun ulkopuolelle (88 % harrastuskerroista). Projektin tavoitteena on ollut kehittää koulusta toimintakeskusta ja liittää harrastukset osaksi oppilaiden koulupäivää, jolloin illat rauhoittuisivat perheen keskinäiselle yhdessäololle. Tavoitteessa on onnistuttu.

Harrastuksiin osallistumattomat

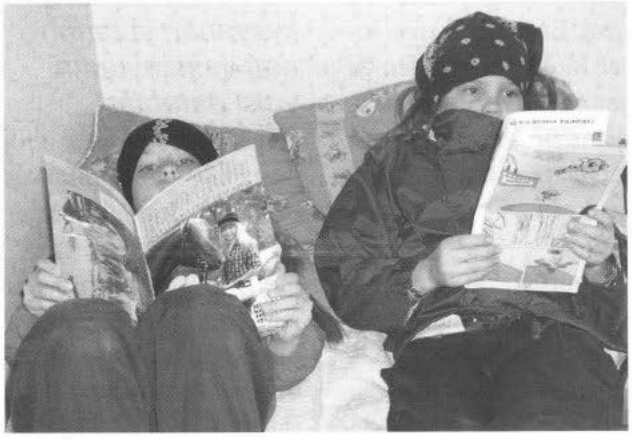
Mihinkään kerho- tai harrastusryhmään osallistumattomia oli 20 % oppilaista keväällä 2004; määrä on kokeilun aikana pudonnut useita prosentteja. Haluttomuus harrastustoimintaan osallistumista kohtaan on kaiken aikaa ollut suurinta 7. ja 8. luokan oppilailla. Heidän joukossaan oli keväällä 2004 eniten sekä niitä, joilla ei ollut mitään harrastusta (noin kolmannes), että niitä, jotka olivat luopumassa harrastuksestaan (noin neljännes). Kokeilussa on pyritty vetämään mahdollisimman monia mukaan harrastustoiminnan piiriin, koska monien tutkimusten perusteella tiedetään, että harrastuksilla on sekä koulumenestyksen että muun kehityksen kannalta myönteisiä vaikutuksia. Vapaa-ajan toimintakulttuuri kehittyy oppilaan kokemusten myötä asteittain. Siirtyminen entisen ala-asteen koulusta yläasteelle saattaa katkaista aktiivisen osallistumisen harrastustoimintaan. Ohjauksen laatu vaikuttaa myös ratkaisevasti osallistumiseen.

Harrastusta vailla olevien toiveet harrastuksesta vastasivat täysin niitä toiveita, joita oli aktiivisillakin harrastajilla. Tarjonta ja toiveet eivät heidän kohdallaan ehkä ole kohdanneet, sillä tavallisin harrastamattomuuden syy näillä yläluokkien oppilailla oli kiinnostuksen puute (56 %) ja halu olla tovereiden kanssa (42 %). Jotkut (14 %) halusivat olla yksin kotona. Oppilaat saivat valita vastaukseksi useampia syitä. Alaluokkien oppilaista kolmannes mainitsi edellä mainittujen lisäksi myös sen, että kotona oli joku aikuinen.

Kokonaiskoulupäivän kokeilu

Kokeilussa, joka on osa valtakunnallista MUKAVA-hanketta, on pyritty eheyttämään oppilaiden koulupäivää siten, että vapaa-ajan toiminnan mahdollisuuksia on järjestetty koulun tiloissa ja oppilaan koulupäivään niveltäen. Oppilaille on tarjottu hoivatyyppistä lepoa ja huolenpitoa perusryhmissä, joista he ovat voineet mennä joitakin kertoja viikossa valitsemiinsa harrastusryhmiin.

Kokeilu on toteutettu neljällä paikkakunnalla: Jyväskylässä, Kuopiossa, Sievissä ja Sipoossa. Se on koskenut peruskoulun luokka-asteita 1 - 8. Vapaa-ajan käyttöä koskevan kyselyn palautti 1218 oppilasta; palautusprosentti oli 73. Projektia johti Jyväskylän yliopistossa professori Lea Pulkkinen; projektin pääkoordinaattorina toimi KT Leevi Launonen.



Kansainväliset tapahtumat

14th European Conference on Reading "Literacy without boundaries" Zagreb, Kroatia 31.7.–3.8.2005.

Pääpuhujat ovat: Dick Allington, IRA:n presidentti; Renate Valtin, Humboldt University, Berlin; Aleksandar Stipcevic, kirjan historian ja lukemisen sosiologian tutkija ja Danko Plevnik, lehtimies. Esiintyjien joukosta löytyy kuusi suomalaista. Kongressiin odotetaan n. 400 osanottajaa. Ohjelmassa on n. 130 esitelmää ja työpajaa.

Järjestelystä vastaa **Hrvatsko èitateljsko dru√tvo** (Croatian Reading Association) ja Euroopan komitea IDEC (International Development in Europe Committee). Osallistumismaksu on 20.7.mennessä 150 e. Lisätietoja sähköpostitse <congress@event.hr> tai FinRA:n kansainväliseltä sihteeriltä <aselin@abo.fi>.
http://www.hcd.hr/conference

• Mr. Stipe Mesic, President of the Republic of Croatia, is the Patron of the Conference
• The Mayor of the City of Zagreb will host a Reception for all participants
• The Conference is supported by:
The Ministry of Science, Education, and Sport of the Republic of Croatia, The Ministry of Culture of the Republic of Croatia City of Zagreb, Zagreb Tourist Board, Croatia Tourist Board, Goethe Institut Zagreb

20th International Literacy Conference on Learning

Faculty of Education, University of Granada, Spain, 11–14 July 2005.
Lisätietoja:
http://www.LearningConference.com.

Den fjärde nordiska kongressen om dyslexipedagogik

Folkets Hus, Stockholm, 8 – 10 augusti 2005
Världsledande internationella och nationella forskare och pedagoger kommer att medverka, Franck Ramus, Frankrike, Usha Goswami, England, John Rack, England, Torleiv Höien, Norge, Pekka Niemi, Finland, Ingvar Lundberg, Sverige, Ian Smythe, England, Jörgen Frost, Norge och Martin Ingvar, Sverige är några av det femtiotal föreläsare som tackat ja till att medverka.
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• tar upp den senaste forskningen om dyslexi/läs- och skrivsvårigheter
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• tar upp dyslexi och andraspråksinlärning
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• tar upp läs- och skrivproblem i tonåren
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Professional Development Unit, University of Strathclyde, 76 Southbrae Drive, Glasgow, G13 1PP
http://www.strath.ac.uk/Departments/PDU/conf/isec2005/intro.html

Carita Vesander
erityisluokanopettaja:

Helmittäminen - avain lukutaidon oppimiseen

Luku- ja kirjoitustaidon oppiminen on monen pienen koululaisen mielestä se tärkein asia, jota varten kouluun tullaan. Monella lapsella saattaa kuitenkin olla erilaisia hahmottamisen vaikeuksia, jotka voivat hidastaa tai muuten vaikeuttaa luku- ja kirjoitustaidon oppimista. Nykyään yhä enemmän meidän opetustyön ammattilaisten täytyy miettiä erilaisia menetelmiä käytännön opetustyön toteuttamiseen. Tässä artikkelissa esittelen Helmittämisen – kehittämäni menetelmän luku- ja kirjoitustaidon oppimiseen.

Olen erityisluokanopettaja Jyväskylästä ja työskentelen Starttiluokan opettajana. Oppilaani ovat 7-vuotiaita.

Olen viime vuosina yhä enemmän tavannut lapsia, joilla on monenlaisia oppimisen pulmia, esimerkiksi erilaisia hahmottamisen vaikeuksia.

Tällaisista oppimisen hidasteista huolimatta näillä lapsilla on samanlainen into ja halu oppia lukemaan ja kirjoittamaan kuin kenellä tahansa.

Näiden taitojen oppiminen saattaa heillä kuitenkin viivästyä ikätovereitaan huomattavasti enemmän hahmottamisen vaikeuksien takia. Tästä johtuen olen kehittänyt uuden menetelmän lukemaanopettamiseen, ***HELMITTÄMISEN***.

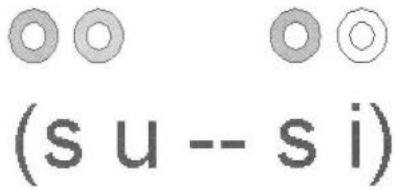
Helmittäminen perustuu äänteiden yhdistämiseen (kuten esim. KÄTS –menetelmäkin).

Helmittämisessä äänteiden merkkinä ei ole kirjaimet vaan helmet. Tietyllä äänteellä on tietyn värinen helmi (valkoinen helmi tarkoittaa i –kirjainta, punainen helmi s –kirjainta jne.). Helmittämisen avulla lapsi pystyy oppimaan lukemista visuaalisen hahmottamisen vaikeuksista huolimatta. Helmittämisessä poistetaan "häiritsevät" visuaaliset kiemurat eli kirjainmuodot.

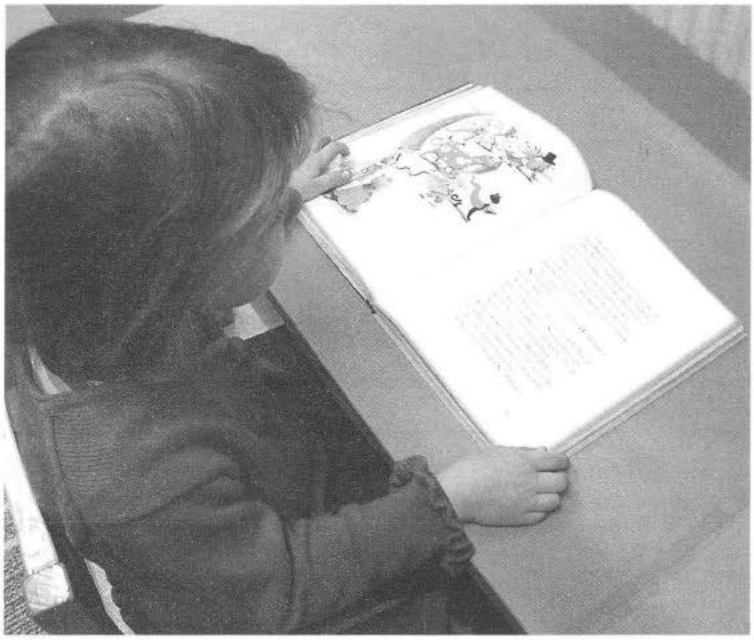
Lapsen oppiessa yhdistämään äänteitä ja lukemaan helmitettyjä sanoja hän siirtyy vähitellen kirjainten avulla tapahtuvaan ns. perinteiseen lukemiseen. Tässä siirtymävaiheessa helmien yläpuolella on äänteitä vastaavat kirjainlaput, jotta lapsi oppii vähitellen oppimaan myös ns. perinteisiä kirjainmerkkien muotoja.

Lapset harjoittelevat äänteiden yhdistämistä ensin konkreettisten helmien avulla, taitojen mukaan siirrytään edellisen sivun kuvassa olevan esimerkin kaltaisiin paperitehtäviin.

Seuraavassa piirrettynä esimerkki helmittämis –menetelmällä kirjoitetusta sanasta:



Äänteiden oppiminen voi tapahtua mukavasti eriväristen helmien avulla. Valkoinen helmi tarkoittaa i-kirjainta, punainen helmi s-kirjainta.



Jokainen Starttiluokan oppilas on oppinut lukemaan ensimmäisenä kouluvuonna helmittämisen avulla.

Helmittäminen on jo käytäntöä

Aloitan joka lukuvuosi lasten lukemaan ja kirjoittamaan opettamisen tällä kehittämälläni **helmittämis** –menetelmällä. Tällä tavalla pystyn poistamaan visuaalisesta hahmottamisesta johtuvat pulmat lukiopetuksen esteenä.

Kun lapset ymmärtävät äänteiden yhdistämisen helmien avulla, he siirtyvät kirjainten avulla tapahtuvaan lukemisen ja kirjoittamisen opetteluun.

Helmittäminen on käytössäni nyt kolmatta vuotta ja tulokset ovat lupaavat. Helmittämisen avulla jokainen Starttiluokan oppilas on oppinut ensimmäisen kouluvuotensa aikana lukemaan ja kirjoittamaan.

Tällä on erityinen merkitys heidän itsetuntonsa kohottajana, ". . . tullaanhan kouluun siksi, että oppii lukemaan ja kirjoittamaan".

"Salapoliisitehtäviä"

Lasten kanssa puhun "salapoliisitehtävistä". Lasten mielestä on hauska opetella lukemaan ja kirjoittamaan salapoliisitehtävien avulla, joita heidän vanhemmat eivät osaakaan. Heistä on riemastuttavaa neuvoa vanhempiaan lukemaan heidän kirjoittamaansa "salapoliisikirjoitusta".

Helmittämisen avulla voin myös tarvittaessa opettaa pois lasten ennen kouluuntuloa oppimaansa tavulukemista, jos tämä selvästi vaikeuttaa heidän lukiprosessiaan.

Esikouluryhmissäkin helmitetään

Teen tiivistä yhteistyötä kahden lähipäiväkodin esikouluryhmän kanssa. Yhteistyötä toteutetaan viikottain.

Esikoululaiset ovat ohjauksessani viikoittain yhden tunnin ajan, jolloin hekin pääsevät tutustumaan mm. tähän helmittämiseen.

Lapset eivät itse välttämättä lainkaan yhdistä helmittämistä lukemistaitoon, tekeväthän he "vain" salapoliisitehtäviä.

On erittäin tärkeää, että esikoululaisten sekä pienten koululaisten kaikessa oppimisessa muistetaan leikinomaisuus. Tällöin oppimisessa on aitoa riemua.

Olen suunnittelemassa jatkotutkimusta helmittämisestä lukiopetuksen eräänä menetelmänä.

Pearls-in-a-band-reading

(s u -- s i)

Carita Vesander is a teacher of a special group of school starters. Her pupils tend to have different difficulties in decoding letters into words. She has developed a system of her own.

She combines letters into words using pearls of different colours. A white pearl is I, a red one is S, and so on. Thus visual disturbances, like the shapes of letters, are away. When the child learns to make words with pearls, the letters are added above the pearls.

In the beginning, the pearls are there, then gradually they can be placed with traditional letters.

Carita Vesander is planning further studies, in order to develop her system further.

Abstract translated into English by Paula Malin

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FinRAn ja IRAn jäsenyydet

FinRA ry (Finnish Reading Association) toimii edistääkseen kielellistä kommunikointia. Yhdistys haluaa lisäksi yhdistää lukemisesta ja yksilön kielellisestä kehityksestä kiinnostuneet ihmiset.

Yhdistykseen kuuluu erityisopettajia, luokan- ja aineenopettajia, tutkijoita sekä myös muita halukkaita.

FinRA ry kuuluu International Reading Associationiin (IRA). FinRAn jäsenen tulee maksaa oma jäsenmaksunsa IRA:lle, mikäli haluaa liittyä IRA:an. Jäsenmaksu vaihtelee sen mukaan mitä julkaisuja haluaa tilata. Perusjäsenmaksu (36 USD) sisältää Reading Today – sanomalehden. Yksi lisäjulkaisu maksaa 61 USD, kaksi lisäjulkaisua 86 USD, kolme lisäjulkaisua 111 USD. Vaihtoehtoiset julkaisut ovat: The Reading Teacher (lk 1-6) ; Journal of Adolescent and Adult Literacy (lk 7 - 9 ja aikuiset) ja Reading Research Quarterly (tutkimus). Maksamalla lisämaksun 129 USD voit myös liittyä kirjakerhoon ja saada kaikki IRAn vuoden aikana julkaisemat kirjat 50 % alennuksella.

Liittymiskortit viereisellä sivulla.

Medlemskapet i FinRA och IRA

FinRA r.f. (Finnish Reading Association) verkar för att främja den språkliga kommunikationen. FinRA vill vara en förenande länk mellan människor vilka är intresserade av läsning och individens språkliga utveckling och problem i samband därmed.

Till föreningen hör speciallärare, klass-, och ämneslärare och forskare samt andra som är intresserade av föreningenssyften.

FinRA hör till International Reading Association IRA. FinRAs medlem bör erlägga individuell medlemsavgift till IRA. Medlemsskapet kostar olika beroende på antalet publikationer medlemmen önskar. Avgift 36 USD inkluder Reading Today -newspaper. En alternativ journal kostar 61 USD, två altrenativa journaler kostar 86 USD och alla tre kostar 111 USD.

De alternativa journaler är: The Reading Teacher (grundskolan 1-6); Journal of Adolescent and Adult Literacy (grundskolan 7-9 kl. och vuxna) ja Reading Research Quarterly (forskning).

Medlemskort s. 32.

FinRAn julkaisujen tilauslomake

KPL

_____ A 7 ***Lukemisen ja kirjoittamisen testejä, 1997.***
Koonnut Keski-Suomen aluekerho / Arja Huhtala-Virpi
Laaja kooste vanhoja ja uusia testejä ala- ja yläasteelle, myös abiturienteille. ***17 €***

HUOM! Tyhjennämme varaston!
C -sarjan tuotteiden hinnat alennettu!

_____ C 1 ***Puheopetuspelejä, 1994.***
Tuija Panu-Somppi
Puheopetuspelit on värikäs, uusi noppapelimateriaali, joka sisältää 6 pelialustaa ja niihin kuuluvat tehtävälaput. ***10 €***

_____ C 2 ***Lukiopetuspelit, avaruus, 1996, Loppuunmyyty***
Tuija Panu-Somppi

_____ C 3 ***Lukiopetuspelit, vanhat autot, 1996, Loppuunmyyty***
Tuija Panu-Somppi

_____ C 4 ***Kuva-Sana-Peli, 1997, Loppuunmyyty***
Tuija Panu-Somppi,

_____ D 1 ***Portfolio - miten aloitin, så här började jag, 1996***
Virpi Ravolainen - Pehr-Olof Rönnholm (toim.) ***17 €***

_____ D 2 ***Alkuopetus - meidän mallimme, sexåringarna i skolan, 1998***
Ann-Sofie Lyytinen-Lund (toim.) ***20 €***

_____ D 3 ***Oma OPS - Henkilökohtainen opetussuunnitelma 2001***
Arja-Leena Aalto - Ann-Sofie Selin (toim.) ***20 €***

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