



MEDIA LITERACY FRAMEWORK IN FINNISH EDUCATION SYSTEM

And how to support teachers in media education

Julia Alajärvi, Senior Adviser, National Audiovisual Institute (KAVI)



- KAVI is governmental organisation under the Ministry of Education and culture
- Media education one part of the institutes work, aiming to promote media literacy and develop media education
- Coordinates the field of media educators, both in formal and informal sectors

Media education policy guiding the work

- Situated in the administrative sectors of ministry of education and culture
- Broad cross-sectoral perspective included
- Vision for the future media literacy work in Finland
- Aims and proposed actions
- Description of the current state of media literacy
- Implementation (governmental stakeholders)



Media education policy guiding the work

- Vision: Everyone's opportunities to develop their media literacy are improved in Finland. Media literacies that promote good, meaningful life are an important element of civic competence
- Media literacy is promoted and supported with the help of **high-quality, systematic** and **comprehensive** media education



Media education policy guiding the work

- Not a binding document, but gives guidance for all relevant sectors, incl. formal education
- Media education is aimed for all age groups
- KAVI is responsible for implementing and reporting of the results
- [The document in English](#)





- [Micro video series](#) Media Literacy in Finland – media education policy in 6 videos



- Finnish Media Education [promotion video](#)

Finnish educational system

- **Early childhood education and care**
(~80 % participate)
- **Pre-primary school** (at the age of 6, compulsory)
- **Primary school, classes 1-9**
- **Preparatory education and training**
 - General upper secondary schools
 - Vocational institutes

Finnish educational system

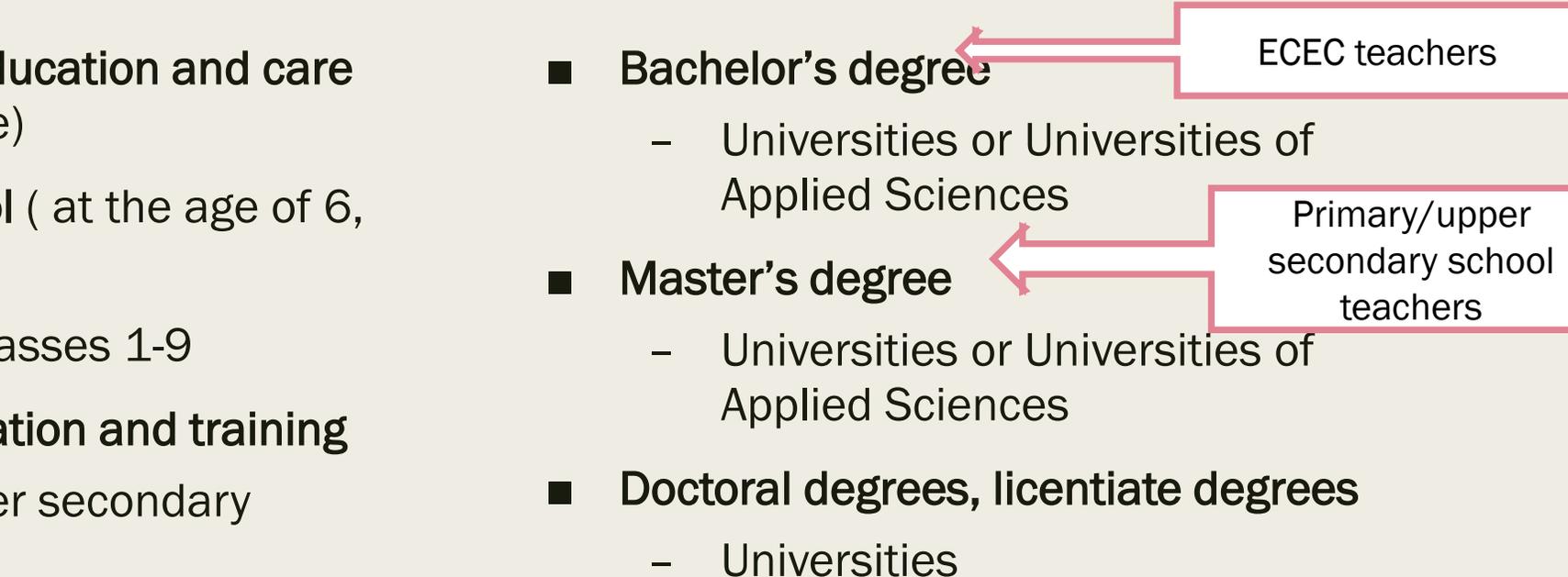
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- **Doctoral degrees, licentiate degrees**
 - Universities

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ECEC teachers



Primary/upper
secondary school
teachers

For the context: Facts about teachers

- Highly educated, profession is valued
- Work is very autonomous
- System is based on trust – no inspections or national level tests
- Universities are independent while organising teacher training
- In-service training is offered by multiple stakeholders and funded by the government
- The autonomy of the teachers brings a lot of responsibilities
 - Also the need to keep up to date and take part in trainings



Core curricula and media education

- All educational stages have their own core curriculum
- Media literacy is integrated - appears particularly in subjects like native language and literature, social studies and visual arts education
- Mentions are not always clear and explicit
- Seven transversal/multidisciplinary competences to increase dialogues between the subjects
 - Media literacy is mostly under the competence module of Multiliteracies



Primary school (ages 7 to 16) transversal competences. Picture: Researchreal.fi

Survey for teacher students

- Conducted in 2017 after the renewal of primary school core curriculum
- Review of teacher training curricula in all universities and questionnaire for students
- Key findings:
 - The role of media education varied greatly between the universities
 - Media education was mainly integrated to ICT studies
 - 70% of students: too little media education – a worry how to teach without proper training
- KAVI is planning to renew the survey in coming years

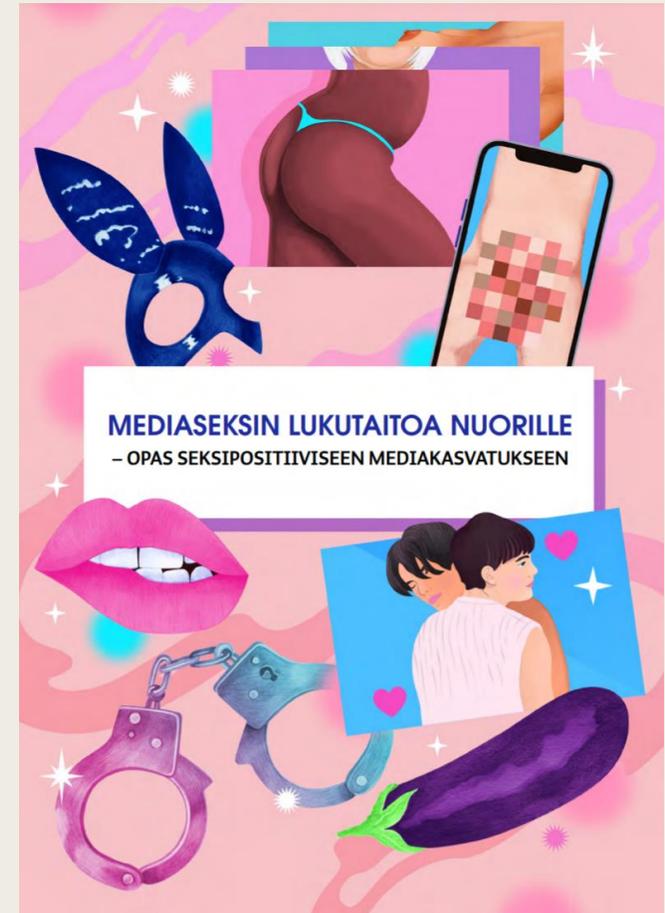


Student and teacher surveys on ICT

- **OPEKA** (teachers), **OPPIKA** (students) and **ROPEKA** (principals) are ongoing and continuous surveys
- Measuring the level of ICT use and competences of both individuals and communities
- A majority of schools and teachers submit answers
- Teacher survey data available for all, some questions cover media literacy



Strategies to support educators



Guide: Media sex literacy, 2021

Strategies to support educators

- Maintaining a national hub for media literacy and education resources – Media Literacy School webportal
- Creating new resources and offering training about topical issues
- Take part in curricula renewal work
- Running development projects and initiatives



Guide: Media sex literacy

New Literacies programme 2020–2022

- Based on surveys (for e.g. OPEKA and OPPIKA) a need for better implementation of ICT skills and media literacy was found
- Coordinated by KAVI and the National Agency for Education – funded by the ministry
- The programme created **competence descriptions** in three different areas
 - *Media literacy*
 - *Programming*
 - *Information and communications technology (ICT)*



New Literacies programme 2020–2022

- Descriptions are based on national core curricula from ECEC to primary schools (ages 0-16)
- Follows a cumulative path of learning, media literacy is divided in three areas
 - *Interpretation and evaluation*
 - *Media production*
 - *Operating in the media environments*

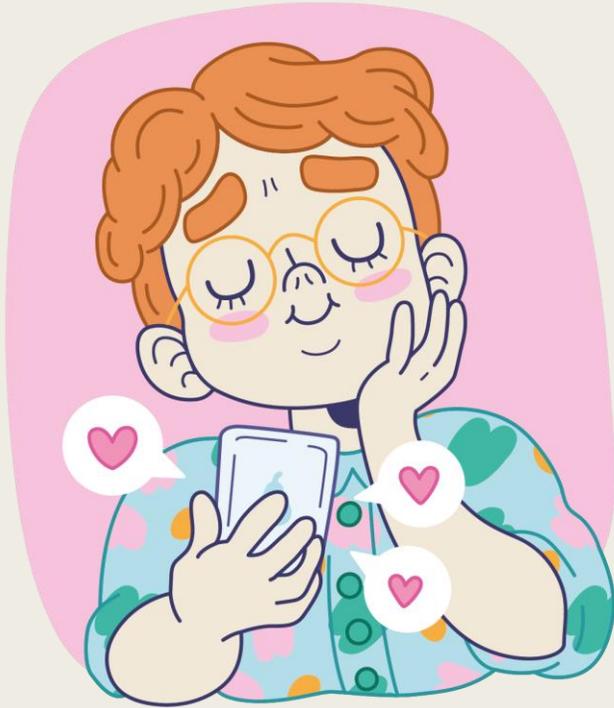


New Literacies programme 2020–2022

- Ultimate goal to improve children's media and digital skills and ensure equality of the education
- Help teachers to gain better competences needed in today's mediated culture and best practices to teach them – based on the curricula
- Several guides and trainings for teachers in different forms, pilot schools
- [Presentation video in English](#)



Thank you for listening!



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