

# WHAT THE ASSESSMENT OF LEARNING OUTCOMES IN HISTORY AND SOCIAL SCIENCES ARE TELLING ABOUT TEXTBOOKS, TEACHING MATERIALS AND METHODS THAT ARE USED DURING THE LESSONS? IMPLICATIONS FOR TEACHER PROFESSIONAL DEVELOPMENT

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**Abstract:** *Teachers' profession is regulated in Finland, and the qualifications required from teachers are defined in legislation. Since 1979 all teachers in general education are required a Master's degree. Finish teacher education involves also pedagogical studies and guided teaching practice, which is implemented in the universities' own teacher training schools. A recent survey showed that 89 % of the Finish principals and teachers were deemed to be qualified to perform their tasks (Kumpulainen 2014, 33). Despite of the good level of teacher training, it seems that teachers' are struggling between contradictory expectations in everyday school life. On the one hand teachers are expected to provide traditional knowledge and the other hand they are expected to use interactive methods, to guide students in the creative use of digital learning environments and e-learning materials. In the Finish educational system the teachers have a large pedagogical autonomy, which is confirmed also in national Core Curricula for basic education (2004) and for upper secondary education (2003). In practice teachers' are able to choose any working method or teaching material according to their pupils. In this paper the pupils' and teachers' belief of teaching and working methods and materials that are used during history and social sciences classes are investigated. Results are presented with the help of assessment of learning outcomes. As a part of assessment of learning outcomes both the pupils and teachers were asked also the question concerning teaching and working methods, textbooks and other learning materials. The system of assessment of learning outcomes is sample based. It means that the sample size is form 5% to 10% of the age group (Jakku-Sihvonen 2013, 24) which means from 4000 to 6000 pupils. The schools represent around 15 % of all the schools that give basic education in Finland (Ouakrim-Soivio 2013, 21). Also 165 teachers were a part of this research. The results indicate that teachers need tools, such as in-service training, so they are able to develop skills and competences that are needed in future.*

**Key words:** *assessment of learning outcomes; basic education; history; social sciences; teacher training*

## Introduction

In Finnish schooling system there is a high-standard uniform instruction in a safe neighborhood school. The local authority has a duty to provide basic education. The comprehensive schools do not select and there is no streaming within schools. Despite of this, the researches and the assessment of learning outcomes have been showing throughout the 21<sup>st</sup> century that the differences between schools and learning outcomes are differentiating.

National tests or inspectorate don't exist in Finnish educational system. In the school level the pupils are given the grades by the teachers. In the national level the sampled based assessments of learning outcomes were conducted by the Finnish National Board of Education since 1998, when the current system was created. Since May 2014 the new Finnish Education Evaluation Centre (FINEEC) conducts the assessment of learning outcomes.

The assessment of learning outcomes in Finland can be treated either as a norm referenced or as a criterion based. It is norm referenced because the results of one pupil have achieved are compared to the results that the pupils who belonged to the same sample have achieved. It can be regarded also as criterion based, because the evaluations are based to the pre-set external criteria, which are achieved or not. (Kansallinen oppimistulosten arviointijärjestelmä 1998, 8; Metsämuuronen 2009, 17; Jakku-Sihvonen 2013, 18.) Finnish Basic education should secure equal and similar opportunities to all the pupils. The basic education system works equally if the learners (pupils) achieve the objectives that are defined in the national Core Curricula in spite of their background, gender or teaching language (Finnish or Swedish). In practice this means that if there are not statistically significant differences between the groups such as boys or girls or between different regions, the objectives for learning that are defined in the National Core Curricula are achieved. The parent's educational background was asked also first time in 2011 while the data of history and social sciences was collected also the first time in Finland (Ouakrim-Soivio 2013, 20). The assessment of learning outcomes can also be considered as a new tool to the schools to reflect how the objectives of teaching and learning in different subjects are achieved both in school level and national level. The sample schools' principals and subject teachers are informed of the scores achieved by pupils at their own school in the assessment of learning outcomes. Each sample school received reference data on the outcomes and learning-related perceptions of its own sample pupils as feedback. Because there is not national examination in the end of basic education, many schools welcome the opportunity to compare their own results and grading practices with national levels. The schools use the assessment of learning outcomes as a tool to develop instructions in different subjects. (Ouakrim-Soivio & Kuusela 2012, 13; Jakku-Sihvonen 2013, 13–14, 18).

In spring 2011, the Finnish National Board of Education assessed first time the learning outcomes in history and social studies in the final (9th) grade of compulsory basic education (Ouakrim-Soivio & Kuusela 2012). As a part of assessment of learning outcomes the pupils were asked also their attitudes towards studying, how often and how much they do their homework, their grades in history and social sciences, how they see themselves as learners and do they have any hobbies that are linked to history or social study.

The teachers were asked mainly the questions that were linked to teaching and curriculum.

A school-specific questionnaire survey was also carried out to principals to investigate teaching arrangements and resources. Both teachers and pupils were asked the questions about materials and methods which are used during lessons, to find out the connections between the learning outcomes and teaching arrangements (Jakku-Sihvonen 2013, 13).

There is relatively little research about what kind of textbooks<sup>1</sup>, other learning materials and teaching methods generates good learning results and raises pupils learning motivation. However there seems to be a need for research where learning materials, methods and outcomes were combined. During the last couple of years the international and national results of learning outcomes has showed that the results of learning outcomes and attitudes towards schooling among Finnish pupils who are in the end of the basic education have been sinking (Kupari et al. 2013).

In 1992 the textbook inspection ended in Finland. Ever since teachers and principals have a large autonomy to choose the textbooks and teaching materials. Internationally compared the Finnish educational system is quite exceptional, because the quality or the content of textbooks or other materials are not externally supervised, inspected or evaluated by any authority. Unlike in many other European countries in Finland the standards<sup>2</sup> or criteria of a good textbook or good teaching material are not elaborated. Many European publishers, authors and teachers find the standards or criteria practical, while choosing the appropriate textbook or other teaching materials.

In Finnish educational system the producers of teaching materials bear the quality of textbooks. In practice the competing textbook publishers and various numbers of textbook series are considered to take care of the quality. Providing that a textbook or teaching material is not high-quality, teachers don't put in to the service. A research was shown that in teachers' opinion a high-quality teaching material has to be clear and inspirational to the pupils. A good teaching material helps also teachers to plan the teaching sessions and more over it supports using the different and versatile teaching methods. (Heinonen 2005, 245.) The essential role of textbooks in everyday school life is told by the fact that many teachers think that the local curricula are based on textbooks not vice versa as it should be (Heinonen 2005, 247).

Teachers' large pedagogical autonomy means in Finnish context that the teachers are able to choose the most functional and suitable approaches and teaching methods as they wish according to the level of their pupils. In the National Core Curricula this is phrased as follows:

*Instruction is to be provided making use of diverse working approaches and teaching methods sensitive to pupils' abilities and suitable for different ages and various learning assignments and situations...Methods and working approaches should be chosen so as to create situations for interactive learning and working together and individually allowing pupils to develop skills that are important in terms of learning and their own future...*

*Each teacher selects the working methods and plans the working approaches in interaction with pupils...*

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1 Textbook means in this context an opus that has been made for teaching purposes while learning material means all kinds of educational material that has to mediate to the pupils and produce permanent learning experiments that are also planned (Heinonen 2005, 7).

2 For instance Ivić, Pešikan & Antić (Ed.) 2013. *Textbook Quality A Guide to Textbook Standards*.

*...Differentiation of instruction is a primary means of taking the needs of the teaching group and the diversity of pupils into account, permeating through all instruction. Attention is given to learning styles and paces of work characteristic of different pupils, different abilities and interests, as well as emotional needs linked to self-esteem and motivation. Developmental differences and backgrounds between girls and boys and between individual pupils are taken into account. Differentiation is used to influence learning motivation. Differentiation of instruction makes it possible to provide pupils with suitable challenges and experiences of success and offer them opportunities to develop and learn according to their own strengths. (National Core Curricula 2004, 17.)*

## **Data**

### **Applied methods**

Data was collected through two-stage stratified sampling from 98 Finnish- language and 15 Swedish-language comprehensive schools representing a comprehensive cross-section of different regions and groups of municipalities. Pupils were selected to take part in the assessment from the schools' 9th grades using systematic sampling. The analyses and results of this report are based on the performances of 4,726 pupils sampled from the 113 schools.

The data was also collected from teachers. In all 165 teachers from 112 schools also answered the questionnaire addressed to them which is 70% of all the teachers from the sampling schools (Ouakrim-Soivio & Kuusela 2012, 32-33).

The history and social studies assignments used in the assessment were based on the command of key knowledge and skills in these subjects as determined in the National Core Curriculum for Basic Education. History is a subject which is taught in grades 5-8, when pupils are from 11 to 14 years old. Social sciences are taught in the last grade of basic education (grade 9) and pupils are normally 15-years old.

## **Findings**

### **The General results of assessment of learning outcomes in history and social sciences**

The assessment of learning outcomes in history indicated that there were no differences in learning outcomes between girls and boys in terms of history. Similarly, regional differences in different parts of Finland or analyzed by different statistical types of municipalities were insignificant.

However, there were differences in learning outcomes in both history and social studies between pupils of Finnish- and Swedish-language schools and between those applying to general upper secondary school and those opting for vocational education and training. There were also differences between pupils grouped according to parents' educational background. (Ouakrim-Soivio & Kuusela 2012, 11-13).

## The textbooks and teaching materials used during the history and social sciences lessons

According to the responses of history teachers, the most popular textbook series in history were following: *Historian Tuulet* (Otava), *Aikalainen* (Sanoma Pro), *Kronikka* (Edita), *Kaleidoskooppi* (Tammi), *Historia Nyt* (WSOY), *Vår Historia 3–4* ( Schildts Söderströms) and *Horisontti* (Otava)<sup>3</sup>. In addition to the textbooks the teachers told that they use also different supplementary materials, such as reading materials, activity sheets, maps and historical documents. Most of the respondents (61%) had slightly or quite a lot of supplementary materials either in their classrooms or nearby. The respondents were telling that they produce themselves regularly their own teaching material. (Ouakrim-Soivio & Kuusela 2012, 34.)

As the figure 1. shows, most of the respondents (88%) used the textbooks quite often or always and only 4% of the respondent informed that they use textbooks seldom or never. Teachers answers are in line with the research results of Heinonen (2005, 245) whereby the textbook continues to play a key role in Finnish basic education schools. More than two-thirds (69%) of the respondents said that they use also the learning material that they have prepared themselves. Non-fiction and reference books are used very seldom during the history lessons. The explanation can be found in the fact that half of the respondents (57%) announced that they use regularly Internet in teaching. According to the history teachers' answers only 4% reported that they use the learning materials that are made by the pupils. Correspondingly more than half (54%) of the respondents announced that they use never or seldom the material that the pupils have been preparing during the history lessons. (Ouakrim-Soivio & Kuusela 2012, 34–35.) The result was unexpected, because many teachers that responded to the questionnaire answered that they use the activating and interactive teaching methods (See Ouakrim-Soivio & 2012, 39). In which case it could be expected that the materials pupils were produced either on their own or in pairs or in small groups, such as power point-presentations or posters would be used much more frequently during the history lessons.

The history teachers' data was collected in April-May 2011 and according to that data one-third (35%) of the respondents declared that they use the digital material they have prepared by themselves. In the other hand almost a half of the respondents (47 %) said that they use seldom or the digital material prepared by themselves. DVDs or CD-ROMs were used by half of the respondents (49 %), but the digital material produced by the publishers was used only 14 % of the respondents. (Ouakrim-Soivio & Kuusela 2012, 35.)

A Finnish publishing house *Sanoma Pro* had a survey in April-May 2014. The data was collected from 1 973 basic education and upper secondary teachers and from 146 principals. According to *Sanoma Pro's* inquiry almost a half of the respondents (47%) answered that they use the teaching material they have prepared by themselves. 79% of the schools which participated to the inquiry announced that they use the digital materials that the commercial publishers have been preparing.<sup>4</sup>

Even though as a part of assessment of learning outcomes in history and social sciences the teachers' answers are not directly comparable to the answers of *Sanoma Pro's* inquiry, it seems that in recent years teachers are more eager to produce their own digital

3 The biggest publisher houses in Finland at the moment are: *Sanoma-WSOY*, *Otava*, *Tammi*, *Edita* and *Gummerus*.

4 The results of the inquiry of *Sanoma Pro* can be found: <http://mb.cision.com/Public/68/9627176/84d90a0400dee2a9.pdf>

learning material. It seems that the publisher's digital material have also become more popular, which can be explained by the fact that the publishers offer broader and more differentiating digital material than three years ago.

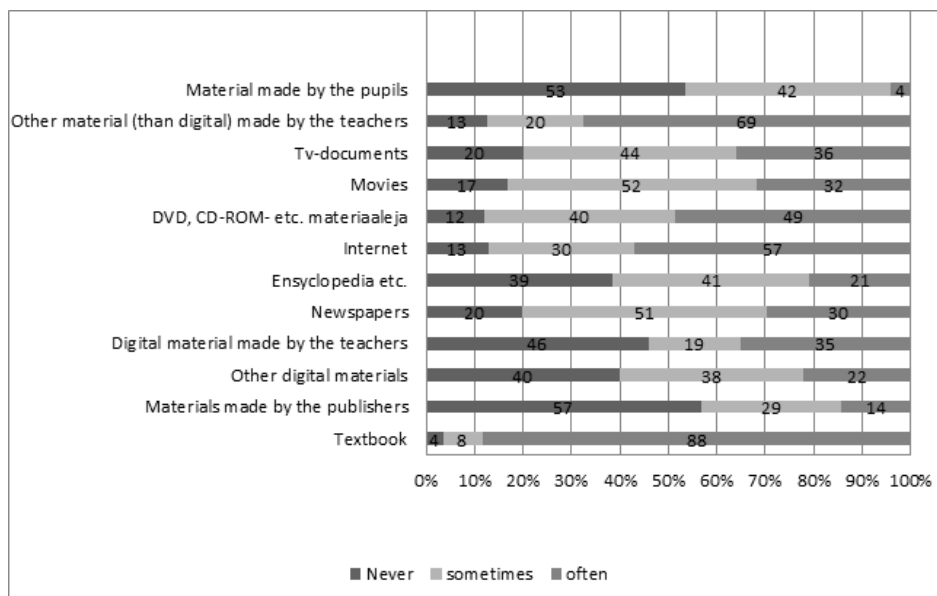


Figure 1. The teaching materials that teachers mention to use during the history lessons (Ouakrim-Soivio & Kuusela 2012, 35).

Teachers' answers in social sciences were similar than in history. 85% of the respondents said that during the social sciences lessons the textbook is used always or quite often. According to the responses of social sciences teachers, the most popular textbook series in social sciences were following: *Yhteiskunnan tuulet* (Otava), *Kronikka yhteiskuntaoppi* (Edita), *Yhteiskunta Nyt* (WSOY), *Aikalainen* (Sanoma Pro), *Ungdom och samhälle* (Schildts Söderströms) and learnin material in Swedish *Vårt samhälle*. (Ouakrim-Soivio & Kuusela 2012, 36.)

Both in history and in social sciences the lack of textbooks and learning material in Swedish came to the front. Especially in social sciences it seems that teachers use the material called *Vårt samhälle*, which is made for Swedish pupils and the material handle the Swedish society.<sup>5</sup> The Finnish speaking pupils succeeded much better in assessment of learning outcomes in history and social sciences than Swedish speaking pupils.

In history the general level of performance among the Finnish speaking pupils were 51% (percentage of correct answers of the total score) while among the Swedish speaking pupils the percentage was 46%. In social sciences the general level of performance among the Finnish speaking pupils was 65% and among the Swedish speaking pupils the success rate was 58%. The Differences between the language groups in both subjects were highly statistically significant. (Ouakrim-Soivio & Kuusela 2012, 55, 68).

The differences of learning outcomes between Finnish and Swedish-speaking schools are assumed to be partly due to the fact that in Finland there are not enough teaching

5 The problem is that there are differences in Swedish and Finnish societies as well as in National Core Curricula in both countries.

and learning materials for Swedish-speaking pupils and therefore teachers in Swedish speaking schools order the history and social sciences textbooks and materials directly from Sweden. The problem is that the materials produced in Sweden do not correspond the objectives neither the content of Finnish Core Curricula.

The figure 2. demonstrates that approximately two-third (59%) of the teachers reported that they use often or always the learning material that they have prepared by themselves. The digital materials that are made by the teachers themselves announced to use 30% of the respondents. One third of the teachers told that they don't prepare any kind of material for social sciences lessons. Internet is used very widely for 73% of the respondents said that they use it for teaching and learning purposes regularly. It seems also that the teachers are using generally newspapers and magazines, for more than half of respondents (59%) announced that they use them as a part of social sciences education. Two-third of the respondent said also that in their schools, there are slightly or quite a lot of newspapers or magazines available for teaching and learning purposes. Instead the movies and the learning materials prepared by the pupils were used least during the social sciences lessons. Approximately 55% of the respondents announced that they don't use at all the material pupils have prepared or they use it very rarely during the social sciences lessons. (Ouakrim-Soivio & Kuusela 2012, 36.)

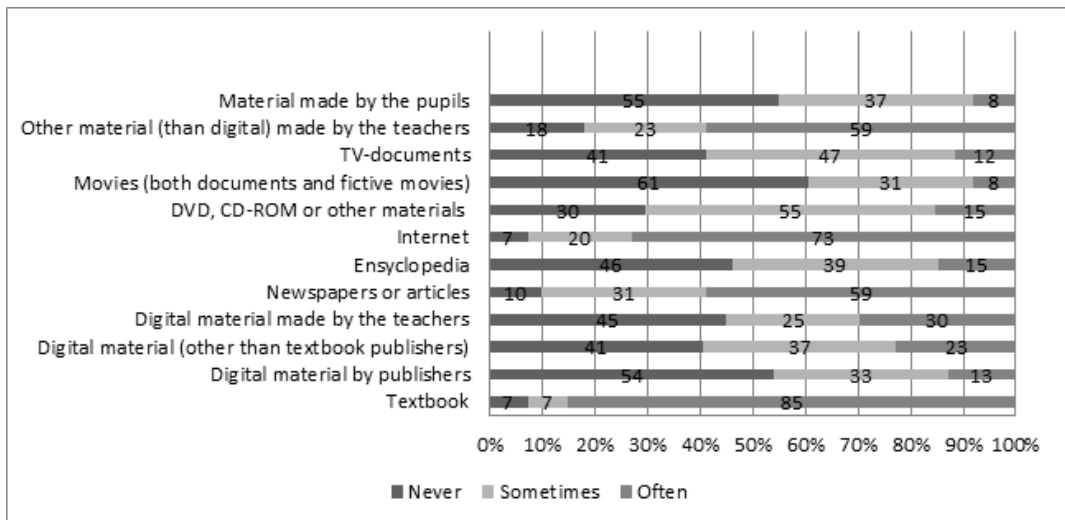


Figure 2. The teaching materials that teachers mention to use during the social sciences courses (Ouakrim-Soivio & Kuusela 2012, 36).

## Teaching and working methods

As a part of assessment of learning outcomes the history and social sciences teachers were also asked questions linked to teaching methods that are used during the lessons. In figure 3. it is shown the teachers' opinions, what kind of teaching and working methods are used during the lessons. In the figure 3. the first six points are related mainly to social sciences lessons, next four points are linked to history lessons and the rest ten points are related to both subjects and the working methods used during those lessons.

83% of the respondents answered that during history lessons causes and consequences are discussed often or almost always. More than half (53%) of the respondents told that historical phenomena are studied using multiperspectivity. One-third (36%) of the teachers that answered to the questionnaire said that pupils explore the historical documents and almost the same number of teachers (35%) declared that pupils are doing exercises almost during every class, where they need to practice historical empathy.

During the social sciences lessons the national and international news were followed most commonly and half of the respondents said that they use newspapers and magazines often or almost always. More than 70% of the respondents announced that practical skills that pupils need when they begin to take care of their own affairs, are learned during almost every social sciences lessons. Despite of previous answer 66% of the respondents said that they practice active citizenship or participation seldom or not at all. Half of the teachers (54%) that answered to the questionnaire mentioned that they practice during the social sciences lessons often or always knowledge and skills that are related to economy.

The responses of history and social sciences teachers revealed that during the lessons the traditional ways of working and methods are still very common. 92% of the respondents told that they have used often or always teacher-centered working methods during history and social sciences lessons.

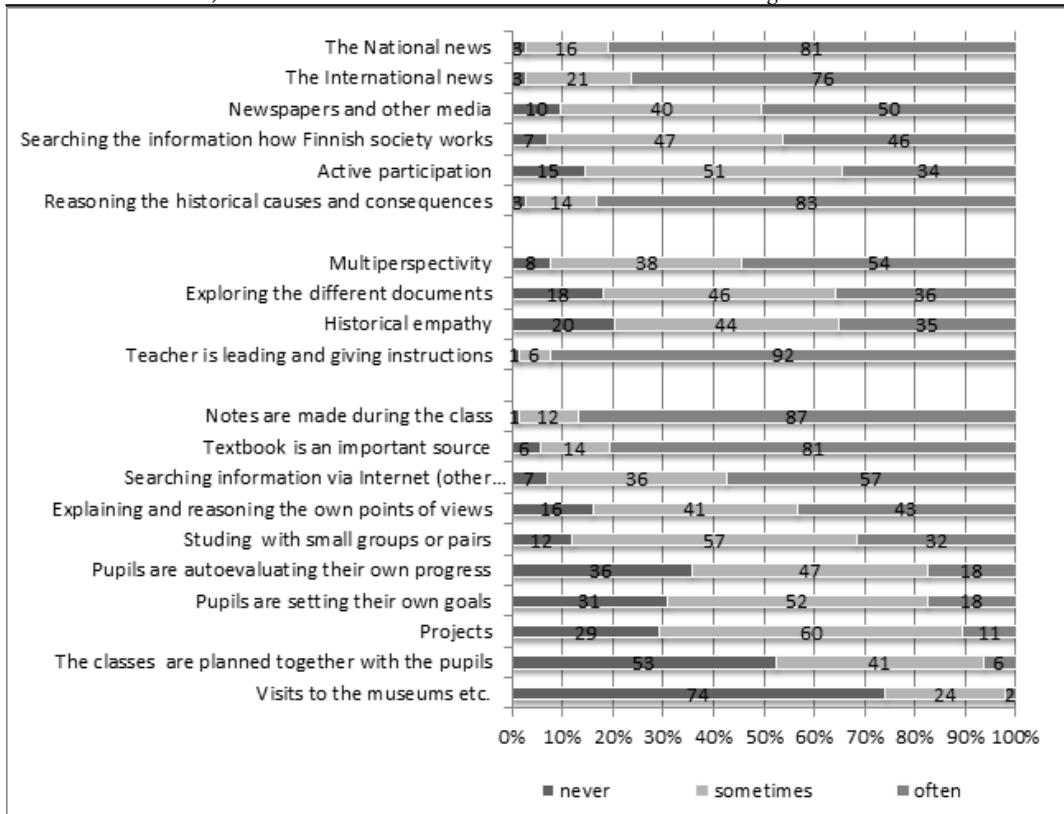
87 % of the teachers who answered to the questionnaire said that pupils do regularly notes during the lessons and 81% of the respondents consider the textbook as an important source of information.

As far as teachers teaching methods are concerned attention is drawn to the fact that only 11% of the respondents told that they have often projects and only 6% of the respondents said that they plan often or always the objectives and the content of lessons together with pupils.

More than two-third (74%) of the teachers that answered to the inquiry announced that they do not visit museums or enterprises at all or they visit them very rarely.

The responses that history and social sciences teachers gave (in figure 3.) are out of keeping with teachers opinions, how interactive methods they think that they use during their lessons (figure 4.).





**Figure 3.** Teachers' opinions, what kind of teaching and working methods are used during the lessons (Ouakrim-Soivio & Kuusela 2012, 38).

As a part of assessment of learning outcomes in history and social sciences the pupils (N =4726) and the teachers (N= 165) were asked also how often interactive and activating working methods are used during lessons. In figure 4. it can be seen teachers' and pupils' average belief, how often the interactive or teacher-centered working methods are used. The prevalence of working methods have described with Likert-scale where 1= *not at all (never)*, 2= *seldom*, 3= *sometimes*, 4= *often* and 5= *always*

The pupils and teachers were asked about using different sources by following claims:

*During the history and social sciences lessons:*

- *The information is searched for Internet or other sources.*
- *Different documents are interpreted.*
- *Newspapers and other media are used.*
- *Historical empathy is used.*
- *National news is followed.*
- *International news is followed.*

Pupils' and teachers' belief, how often interactive or teacher-centered working methods were used was asked by following claims:

*During the history and social sciences lessons:*

- *The notes are made to notebook. The notes are used for studying.*
- *There are teacher-centered teaching/ instructions.*
- *Textbook is an important source of information.*

How often so called interactive and activating working methods were used was asked by following claims:

*During the history and social sciences lessons:*

- *The objectives and the content of lessons are planned together with pupils.*
- *Pupils study in pairs or in groups.*
- *The projects are made.*
- *The visits to the museums or enterprises are organized.*
- *The own points of views and opinions are explained to the other pupils.*
- *Multiperspectivity is used as a working method while pupils are thinking different perspectives to historical phenomena.*
- *The causes and consequences for historical phenomena are discussed.* (Ouakrim-Soivio & Kuusela 2012, 39- 40.)

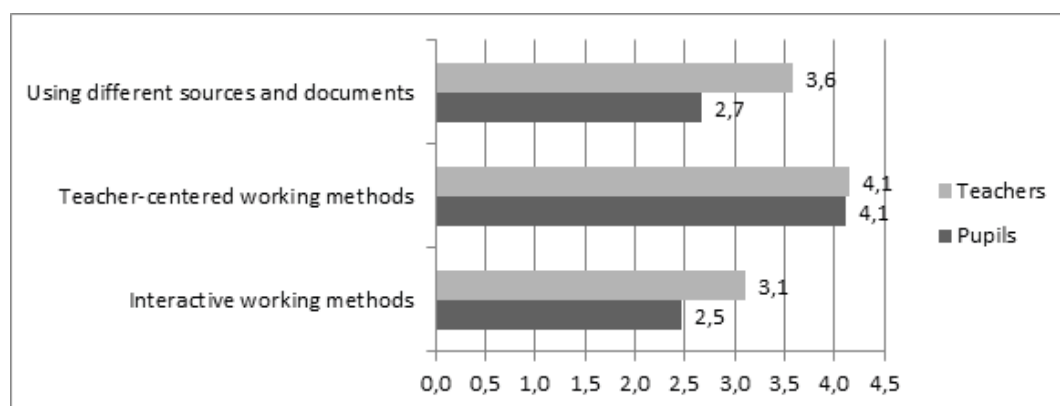


Figure 4. Pupils' and teachers' belief, how often certain working methods are used during history or social sciences lessons.

As figure 4. shows teachers' and pupils' belief, how often interactive working methods or different sources were used during history or social sciences lessons vary from each other. According to pupils' answers, interactive working methods such as projects, studying with pairs or in small groups are less frequently used during lessons as teachers used to think. Also pupils' belief how often the documents or different sources of information are used during the lessons differed from teachers' belief: according to pupils documents, the Internet, newspapers or other media were used seldom, while according to teachers' answers different sources are used often during history or social sciences lessons. (Ouakrim-Soivio & Kuusela 2012, 40.)

Since teachers' and pupils' belief varied from each other, as a part of assessment of learning outcomes of history and social sciences, the correlation between teachers' and pupils' answers were also studied.

The most correlated claims between pupils' and teachers' answers were: *Visits to the museums or enterprises are organized* ( $r_{xy} = 0, 60$ ), *the projects are made* ( $r_{xy} = 0, 47$ ), *Newspapers and other media are used* ( $r_{xy} = 0, 42$ ), *International news is followed* ( $r_{xy} = 0, 42$ ) and *Textbook is an important source of information* ( $r_{xy} = 0, 39$ ).

As mentioned before in this article, even though the correlation doesn't prove causality with the fact certain working methods would lead to better learning outcomes than others. Pupils' answers and the learning outcomes of history were correlated the strongest with the claim: *there is teacher-centered teaching* ( $r_{xy} = 0, 48$ ). Pupils' answers and the learning outcomes of social sciences were correlated the strongest with the claim: *during the classes I have got important information, how Finnish society works* ( $r_{xy} = 0, 46$ ). For some reason teacher's answers that concerned the teaching and working methods were less correlated with the results of learning outcomes than pupils' answers. Teachers' answers and the learning outcomes of history and social sciences were correlated the strongest with the claims: *pupils set the goals to their studies*. In history the correlation was ( $r_{xy} = 0, 24$ ) and in social sciences the correlation was ( $r_{xy} = 0, 19$ ). The other claim where teachers' answers and the learning outcomes correlated strongly was: *During the classes National news is followed*. In history the correlation was ( $r_{xy} = 0, 20$ ) and in social sciences it was ( $r_{xy} = 0, 23$ ). (Ouakrim-Soivio & Kuusela 2012, 47).

## Conclusion and discussion

In Finnish educational system teachers don't have an obligation to participate to the in-service training, except three working days per academic year, which is based on the agreement of public servants. Ministry of Education and Culture supports the in-service training to provide the equal opportunities to teachers and principals to develop their competences. Despite of the financial support of government, TALIS 2013 showed that teachers' participation in long-lasting training in Finland is decreasing, which will place the initial teacher education in difficult position. (Taajamo et al.2014, 30-33.)

Another challenge is that the role of the results of the learning outcomes as a tool for school level or national level development is not so clear to education providers neither educational administrators though this systematic link has existed since 1998 (Jakku-Sihvonen, 2013, 13; 2014, 16, 19-20). It seems also that the results of assessment of learning outcomes are not used systematically as they should be in teachers' pre- and in-service training. The analysed results of the data collected from teachers and pupils indicates certain needs that could be taken in consideration while planning in national level in

-service training for teachers. A good example of this mechanism and how it should work is the fact that even if there is not causality between certain teaching materials or methods and better learning outcomes (Ouakrim-Soivio & Kuusela 2012, 31–42, 47) the data collected from teachers and pupils showed certain elements that could to be improved by teachers' pre-and in-service training.

One of those unquestionable results, which the assessment of learning outcomes in history and social sciences showed is the fact that there is a great lack of teaching materials for Swedish speaking pupils. The differences between Finnish speaking pupils and Swedish speaking pupils were highly statistically significant. Both the teachers and pupils need textbooks and other learning material in their other mother tongue and the right solution is not to order the materials from Sweden who has completely different national Core Curricula for history and social sciences. The result underlines the importance of national Core Curricula, but it also tells that the results of assessments of learning outcomes have to be taken in consideration more systematically also in teachers pre-service-training so the new teacher generation has an understanding of the consequences if the link between national Core Curricula and teaching materials is missing.

The data collected from history and social sciences teachers and pupils showed that textbooks are still an essential tool during the lessons. It seems also that notes and materials which teachers are preparing on their own are still the basis for the teaching and learning materials that are also the most commonly used during the lessons. Surprising result was also how few teachers responded to visit museums, enterprises or other learning environment. Also the fact how seldom the materials which was prepared by the pupils were used during the lessons was an unexpected result, especially when according to teachers' answers they seems to believe that the methods they use during the lessons are very activating and interactive. It is essential that for instance subject teachers such as history and social sciences teachers became more aware of using activating working as well as the teaching methods that would strengthen pupils' 21. century skills. While using interactive working and teaching methods teachers' large pedagogical autonomy could be realized in the best possible way also in practice. These results give the reasons to propound that during teachers' pre-and in-service training it would be essential to enter into the improvement of interactive and pupil-centered didactics.

According to Lonka et al. (2013):

*For a large proportion of young people, technology forms part of their lives outside school. Despite this, Finnish schools have been slow to use technology. .. A pedagogically sound application of current learning methods requires an awareness of these new possibilities on the part of the teacher, as well as renewed forms of expertise and working methods and the ability to adapt to changes in the school culture. (Kumpulainen 2014, 37-38.)*

The TALIS 2013 results confirmed also that 17% of teachers named that need the most the knowledge and competence how to use ITC and new technologies for teaching (Taajaomo et al. 2014, 34).

To conclude, this study has shown the paradoxical situation among schools and teachers that reflects the expectations of the Finnish society. In everyday schooling life teachers still use very often the textbook and the teacher-centered teaching methods. These are used more often than they assume. Teachers and the textbooks are no longer the only source of information and teachers' profession is not to pass the information to pupils.

Teachers are expected to be multi-professional and they are asked various skills and competences from the social skills to the ability to guide the pupils to learn their own learning. So that the new challenges could be responded and changes in the society could be taken into the consideration the educational system needs tools like life-long learning strategies. In school level the textbooks are switched to digital materials and frontal teaching are shifted to interactive learning methods, only if adequate and high quality in-service training will be available for teaching professionals and teachers will be more willing to participate to ongoing training than they are at this moment. This change needs the visions from both sides: from government to continue to provide in-service training partly based on the results of assessment of learning outcomes and from teachers to realize how to use the indicated results for developing purposes.

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# ŠTO NAM PROCJENA ISHODA UČENJA IZ POVIJESTI DRUŠTVENIH ZNANOSTI GOVORI O UDŽBENICIMA, MATERIJALIMA I METODAMA POUČAVANJA NA NASTAVI?

## IMPLIKACIJE ZA PROFESIONALAN RAZVOJ UČITELJA

Najat Ouakrim-Soivio

**Sažetak:** Profesija učitelja je u Finskoj regulirana i kvalifikacije potrebne za zanimanje učitelja su definirane zakonom. Od 1979 svi učitelji općeg obrazovanja imaju kvalifikaciju magistra. Obrazovanje učitelja u Finskoj podrazumijeva pedagoške studije i pedagošku praksu koja se provodi u sveučilišnim vježbaonicama. Nedavno istraživanje pokazalo je da 89% finskih ravnatelja i učitelja smatra kako su kvalificirani za obavljanje svoji zadataka (Kumpulainen 2014, 33). Unatoč visokoj razini obrazovanja učitelja izgledno je da se učitelji teško nose s kontradiktornim očekivanjima u svakodnevnom školskom životu. S jedne strane od učitelja se očekuje da osiguraju tradicionalna znanja, a s druge strane očekuje se da koriste interaktivne metode i pomažu učenicima u kreativnom korištenju digitalnog okruženja i materijala za e-učenje. U Finskom obrazovnom sustavu učitelji imaju veliku autonomiju, što potvrđuje i Kurikulum za osnovno obrazovanje (2004) i za srednjoškolsko obrazovanje (2003). Učitelji se u praksi mogu koristiti raznovrsnim metodama i materijalima koji odgovaraju njima i učenicima. U ovom radu istražuju se mišljenja učenika i učitelja o nastavnim materijalima metodama koji se koriste na nastavi Društvenih znanosti i Povijesti. Rezultati su prikazani uz pomoć rezultata ocjene ishoda učenja. Kao dio procjene ishoda učenja učitelji i učenici zamoljeni su odgovoriti i na pitanja koja se odnose na metode poučavanja, udžbenike i ostale materijale. Uzorak ispitanika u istraživanju je od 5% do 10% ukupne populacije učenika određene dobi (Jakku-Sihvonen 2013, 24) odnosno od 4000 do 6000 učenika. Škole uključene u istraživanje predstavljaju 15% od ukupnog broja osnovnih škola u Finskoj (Ouakrim-Soivio 2013, 21). Isto tako 165 učitelja sudjelovalo je u istraživanju. Rezultati pokazuju kako su učiteljima nužni dodatni alati i usavršavanje tijekom rada u školi kako bi mogli razviti vještine i kompetencije nužne za budućnost.

**Ključne riječi:** procjena ishoda učenja, osnovnoškolsko obrazovanje, Povijest, Društvene znanosti, usavršavanje učitelja