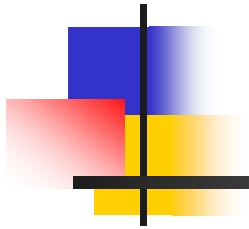
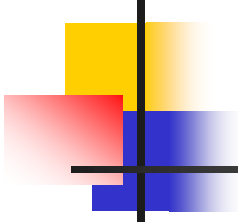


Finnish Craft Education

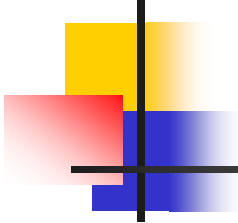


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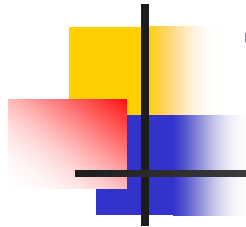
Craft Education in Finland

- "Crafts" as a school subject: compulsory in years 1-7, obligatory in years 8-9
- the first two school years all pupils: elementary crafts (app. 1-2 hours/week)
- from the third school year: textile work and technical work (app. 2 hours/week)
- choosing craft area nowadays after year four – some schools arrange "common craft" education
- almost all the boys choose technical work and most girls choose textile work



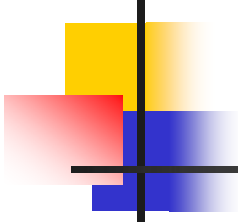
The task of the instruction in crafts (FNBE 2004)

- Develop the pupils' skills with crafts
- Self-esteem grows, joy and satisfaction of work
- Increase sense of responsibility for the work and use of material
- Learn to appreciate quality
- Take a critical, evaluative stance towards choices and products



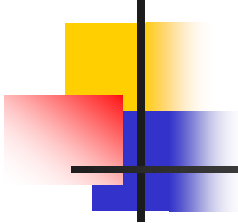
The instruction:

- Through projects and subject areas corresponding to pupil's stage of development
- Through experimentation, investigation and invention
- Guide the pupil in systematic, sustained, independent work



The targets of instruction

- Develop creativity, problem-solving skills, understanding of technological phenomena
- Develop aesthetic, technical and psychomotor skills
- Introduce to the cultural traditions of crafts among the Finns and other peoples

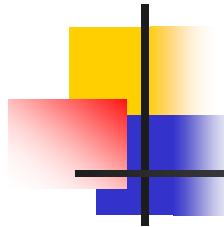


Key stages of crafts (FNBE 2004)

- Grades 1–4

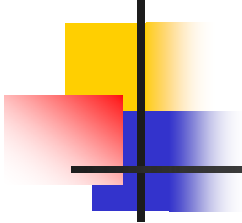
”The instruction is implemented with the same content for all pupils, and encompasses technical and textile work.”

- Objectives
- Core contents
- Description of good performance at the end of the fourth grade



FNBE 2004

- http://www.oph.fi/ops/english/POPS_net_new_4.pdf
- See also:
<http://www.oph.fi/english/frontpage.asp?path=447>

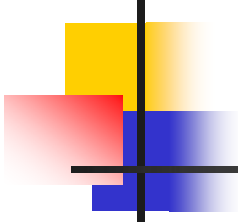


Key stages of crafts (FNBE 2004)

- Grades 5–9

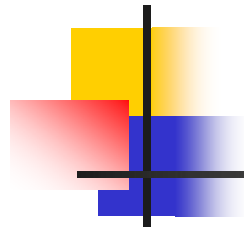
“The instruction encompasses core technical- and textile-work contents.

In addition, pupils may be given the chance, in their crafts studies, to emphasize either technical or textile work according to their interests and inclinations.”



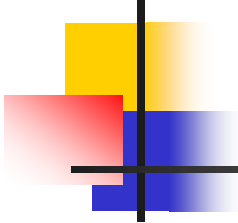
Grades 5–9 cont.

- Objectives
 - The objectives from the first through fourth grades will be dealt with greater depth. In addition....
- Core contents
 - General contents of crafts instruction...
 - Contents: technical work
 - Contents: textile work
- Final assessment criteria for a grade of 8
 - Visual design and technical planning
 - Production
 - Self-evaluation and considering of the process



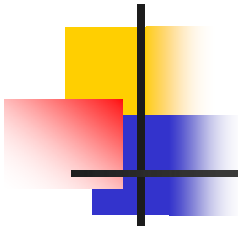
Techniques and materials:

- Themes of technical work: basic skills in various techniques with wood, metal, plastic, electronics, - elements of technology education, technical building, design
- Themes of textile work: basic skills in various techniques with fibre, yarn and clothe - aesthetic and technical design



Technical work and technology education

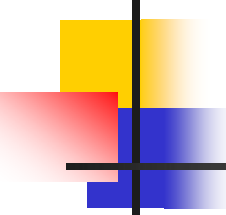
- Technology education:
 - From making by hand to technical skills
 - technical reading competence, understanding on technical things/phenomenons, creative thinking, PBL
- Didactics:
 - From model learning and copying to working with drawings/models/measures
 - own design in selected themes, PBL



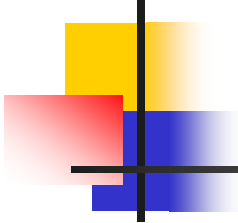
Teacher education:

- Primary school teacher training: part of multidisciplinary studies 6 ECTS (all 60)
 - includes techniques with different materials as wood, metal, textiles, technology
 - how to teach crafts: pedagogy
- Possibility to take crafts as
 - minor studies 25 ECTS or
 - major studies 60 ECTS (subject teacher)

Secondary school Craft teacher education



- Subject teacher education:
secondary school & upper levels of
teaching
- major subject (about 70-80 ECTS):
 - craft science
 - craft education
 - educational sciences+ minor subject in related or other field
- Savonlinna, Helsinki, Rauma, Åbo



Further information

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