

eLEARNING IN FINLAND

03/2010

# SEOPPI

The Association of Finnish eLearning Centre  
Promoter and Network-Builder in Finnish eLearning Branch

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A NEW GENERATION  
IN THE SOCIAL MEDIA

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FROM FINLAND

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is becoming more common  
– YOU DO NOT ALWAYS NEED  
TO GO THERE

The SeOppi Magazine is the only Finnish magazine in the field of eLearning. It is a membership bulletin for the members of, and published by, the Association of Finnish eLearning Centre.

The SeOppi Magazine offers up-to-date information about the latest phenomena, products and solutions of e-learning and their use. The magazine promotes the use, research and development of e-learning and digital education solutions in companies, educational establishments and other organizations with the help of the best experts.

The SeOppi magazine gathers professionals, companies, communities and practitioners in the field together and leads them to the sources offering information about e-learning.

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EDITORIAL

# Dear SeOppi journal readers

The long, hot summer of 2010 will be in our minds for a long time. The hot weather enticed us to go on holidays and to collect energy. That energy is now highly visible in the field of e-learning. There are ventures to develop open learning environments and new work modes, and to activate people to use the social media, applying information

and telecommunications technologies in their work, studies and leisure. There is a pleasant buzz everywhere. E-learning companies seem to have demand for their services, and good prospects seem to exist for the field.

Tekes is busy at work with the preparation of a new programme which will focus on supporting companies in the field of learning and thereby will help increase their volumes and the emergence of new businesses. The key words in this development are product and service innovation, open innovation processes, learning service design and pedagogical design. Another key word is cooperation. It seems that the business world, too, needs to have some boundaries crossed and cross-disciplinary cooperation initiated in order to succeed in the learning technology business; user-orientation should be the starting point with technologies supporting learners' needs.

The Ministry of Education and Culture also provides strong support for the introduction of information and communication technologies. A work group published at the end of October the plan for the development of the information

society of education. The operational model being planned is expected to raise Finnish schools and educational institutions internationally back to the top group of innovative users of learning technologies. The Ministry of Education and Culture considers seamless cooperation among participants to produce the best results.

There has been discussion, lately, on whether Finland actually lags behind other countries and which country would form the best example for best practices. Should we learn from the Australians or the South-Koreans? South-Korea is one of the fore-runners in the development of learning technologies: electronic services there have been evaluated to be among the best in the world in many international studies as well as statistically. In Korea, there is a high-bandwidth broadband network, an excellent coverage of mobile devices, computers and internet access for everyday use as well as extensive political support and policies for the development of electronic services. Schools are centrally managed through national programmes under local governments, which explains why comprehensive programmes can be carried out in all schools. Or should we learn from Australia, where they have a virtual learning environment constructed with educational institutions, pedagogical research and businesses



cooperating, and there are physical learning spaces being constructed around the model? Our example is the state of Victoria, where schools are state-owned.

Innovative work in borderless learning environments in an increasingly networked information society requires a new type of skills and a new mode of operation and sharing. The Association of Finnish e-Learning Centre is one of the communal forums to promote this. Companies, educational institutions, organisations and individuals are welcome to join. Join us in sharing, learning, developing and working together!



Leena Vainio  
president

# Kid Power: A NEW GENERATION IN THE SOCIAL MEDIA

"The emergence of Kid Power as a force for change is closely related to the fact that digital technology is a learners' technology." – Seymour Papert

In the 1900's, many influential philosophers, psychologists and theorists of education, such as **Paulo Freire, Seymour Papert, Lev Vygotsky, John Dewey, Jürgen Habermas** and **Ivan Illich** pointed out how effective learning through interactive dialogue is when compared to information storing as it takes place in the conventional classroom. Many of them stressed the slogan of the day, life-long learning skills, in this context, as these skills are so strongly connected to our interactive social environment.

Many modern models of education, learning, working and management owe much to the visionary views of the future of learning which were presented last century. However well the key ideas of constructivist learning, corporate peer production and deep leadership have fared until today, it is only now that they have truly gained weight with the help of recent technological advances.

We are dealing, primarily, with the social media at its best: the social media as a cohesive force building people networks. The web platform and communal services enable the effective use of distributed, shared interactive processes in different organisations and in life-long learning in a way that has never been possible before.

Meanwhile, the opportunities offered by the social media also cause scepticism and hype fear among those who do not see the interconnection between new

operative models and new technologies. New interactive technologies require new cultural practices in order to function in a constructive and enriching manner.

## Rise of the Web Generation

The pioneer in the psychology of education, Lev Vygotsky, uses the concept Zone of Proximal Development to describe the area or level of cognitive operation at which the learner is capable of functioning under competent guidance but not independently. Seymour Papert, an MIT professor at a time, presents the argument that new technologies which range from the video recorder to internet enable children to learn more independently than before. He believes that school system reforms as well as changes in how work is conducted in society will be initiated through children and young people coming to schools and workplaces to show how matters should be handled in the new interactive environment. He gave this phenomenon the punchy name Kid Power.

Today, the young of the web generation are learning matters through the web of which their parents might not have an inkling. While the parents spend their leisure time watching TV, the young generation spends time learning new interactive practices. Online game worlds and social networks provide the young with skills they cannot acquire playing in their back yards, or from village elders, or at school. Their interactions involve electronic agora, gossamer community structures, avatars striding in meta-realities, and filament-like

data construction methods in the light of which the present school, work and innovation systems seem hopelessly old-fashioned.

In his book *Growing up Digital: The Rise of the Net Generation (1998)*, the American non-fiction writer, **Don Tapscott**, waxes lyrical and creates a similarly rosy picture of these digital natives born in the new communication environment after the year 1978. The sequel to the book is *Grown Up Digital: How the Net Generation is Changing the World (2009)*. According to Tapscott, the internet is taking us from the time of broadcast learning to the time of interactive learning, the core of which shows new media usages which forego societal change. He describes eight key changes on the way towards interactive learning:

1. From linear learning to hypermedia based learning
2. From teaching to individual construction and discovery of knowledge
3. From teacher-centred to learner-centred education
4. From studying contents to learning how to navigate and learn
5. From school to life-long learning
6. From one-size-fits all to tailored learning
7. From learning as a form of torture to learning as a form of fun
8. From the teacher handing down information to the teacher facilitating learning

## PLE – Personal Learning Environment



### Constructing a personal learning environment

"To teach is to model and demonstrate, to learn is to practice and reflect." – Stephen Downes.

While Papert considers microcomputer technology to exist for the learner, not for the teacher, our educational techno-logists are already proceeding full-speed developing approaches for the construction of web-based personal learning environments.

The well-known pioneers in web-based learning, the Canadians **George Siemens** and **Stephen Downes**, have long spoken of connectivism as a new learning theory which is – unlike earlier learning theories – well applicable in the digital age. Connectivism sees that the learner distributes his/her problem-solving and learning processes among human and non-human systems using the digital web-technologies. The key idea is that the links in one's network are more important than the contents of the actual nodes. The men have put their philosophy to use by conducting the world's largest online course on the topic, which the thousands of participants know by the acronym MOOC: Massively Open Online Course. This deals with something totally different from the traditional e-learning.

A person constructs his/her personal life-long learning environment in the social media by selecting the suitable

communities and tools. The pioneers have termed this type of personal learning environment simply PLE. A PLE does not mean any particular technology but rather an approach. A PLE may centre around, for example, one's blog, an RSS reader, a smartphone, Apple iPad, a social desk or some other platform which enables the interfacing of different services to cater to the needs of the person's work from his/her own perspective. The point is that the user himself/herself chooses the tools to interconnect as well as the global web communities behind them.

Gartner, the research company, predicts that in the future everyone will construct his/her own personal working environment and call it My Place. We live in a world in which workplaces are increasingly virtual and in which meetings take place across time zones and geographical boundaries. Still, a person needs a place of his or her own to work effectively. Gartner says that those who are unable to manage overlapping needs, expectations and external disturbances with the means of IT will lose their productivity in the over-stimulating information environment. The most effective work environment is always unique to the person and is different for

different persons, so it is difficult, if not impossible, for an IT department to create an environment which would be the most effective for everyone in the company.

Where tools built of atoms function as extensions of our bodies and make it possible for us to overcome the limitations of our physical selves, digital technologies connect us to the collective electronic cerebral cortex of our planet. Extending the boundaries of intelligent action becomes possible if one sees the social media as a possibility for cognitive and practical skills-related growth instead of plain entertainment. We are dealing with issues quite different from Facebook. The endless interconnectedness of the community-driven tool space in the web augments our problem-solving processes in a way which the learning visionaries of the early 1900's could only dream about.

Mr. Teemu Arina is an internationally renowned expert on social technology as well as an author and lecturer. Mr. Arina has worked in the field of technology for over ten years; he has been a consultant in several projects involving communal media in Finland and internationally.

Further information: <http://tarina.bloggning.fi>



# You Can Study without a Book Korean School Children's Laptop Computers Merge with Their Digital Text Books

South Koreans have very extensive electronic services available for various purposes. They do not want the fine-tuned machinery of their information society to stop and, therefore, ample resources are continually directed to service development. According to Professor Dr. Okhwa Lee, who visited Finland at the end of summer 2010, education benefits greatly from the input of these resources. One of the most visible projects in the world of school at the moment is the project Digital Textbook.

**Dr. Okhwa Lee** works as a professor at the University of Chungbuk, but she is also a consultant, editor-in-chief and a subject-matter expert. She has many partners in Finland.

Korea is currently implementing its tenth information society strategy. The key issues include data security, communality, development of video conferencing, and mobile communications. Electronic services implemented by Koreans have been evaluated to be among the best in the world in many international studies as well as statistically. In Korea, there is a high-bandwidth broadband network, an excellent coverage of mobile devices, computers and internet access as well as extensive political support and policies for the development of electronic services. Schools are centrally managed through national programmes under local governments, which explains why comprehensive programmes can be carried out in all schools.



Dr. Okhwa Lee states earnestly that working with the Finnish people is great. "The Finnish people are direct, honest and hard-working, so it is a pleasure to work in EU projects with them, for example." Dr. Lee's long-term colleagues Ms. Irja Leppisaari (right) and Ms. Leena Vainio (left) must have influenced this positive view.

In Korea, the government invests in information society through various programmes while at the same time cooperating with businesses, industry and various organisations in order to secure private funding and the development of business. The equipment required for schools to function in the information society was initially acquired in the 1980's when the largest telecommunication company in Korea, KT, donated a computer classroom to every school.

## Digital Textbook Piloted Currently

The programme Digital Textbook was started at the initiative of the Ministry of Education in 2007, and the development of the national, standardised platform for the book was begun at the same time. The book has been piloted in over 100 comprehensive schools, and it should be distributed free of charge to state schools by the year 2013. There are about 8000 schools in Korea.

A digital textbook is similar to a book printed on paper, but it is published in electronic form. The user can add contents (text, visuals, multimedia, virtual contents etc.), do homework in it, combine different information sources and even use the book as a search engine. The use of the book is personal, but cooperative methods can be included so that working methods typical of social media can be introduced. "The school child can take the initiative and use the book according to his or her personal needs", says Dr. Okhwa Lee, who is a subject-matter expert in the Digital Textbook programme.

The pilot also includes studying the suitability of the digital textbook for learning, its effects on teachers' work and on the quality of teaching, its contents as well as its technical features and costs. The project will be evaluated phase by phase so that errors of one phase can be corrected in the next.

The objective is to make the concept commercially viable. The content developer network is extensive in order to introduce new content. There will be more information available in 2011 when the pilot phase results are published.

It is hoped that the digital text book will create positive effects regarding the market for electronic books and mobile devices. "This will enrich all development work - contents of learning assignments, user interface design and even export items", says Dr. Lee.

## The Use of Electronic Books Is Not Extensive Yet

According to Dr. Lee, reader devices for e-books are not widely spread in Korea. She thinks the future for electronic books looks promising, however, because they have features that surpass those of the printed book. "Where there are telecommunications lines working, the user can download cost-effective contents as he or she wishes, process information and have a positive user experience", she lists the pros.

Regarding the e-book, it is important to understand copyright issues. "People do not know much about copyright in the internet and do not feel they would break any rules when downloading materials. When you advance a printed book to another person, it is acceptable, but when you advance an electronic book, it is criminal. This issue should be made clear. The matter could be helped by materials being published un-copyrighted,

and through various licensing arrangements and international financing models which would support the creation of un-copyrighted contents", says Dr. Lee.

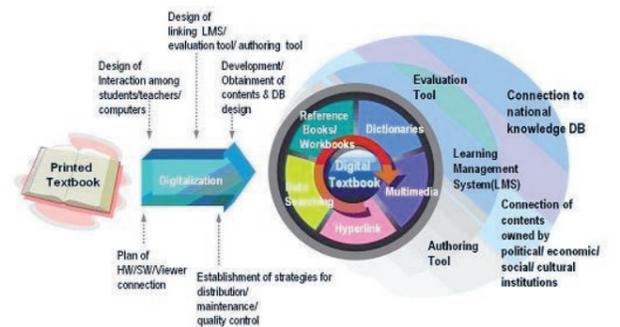
## Information Society Skills Are Practiced from an Early Age

According to Dr. Lee, Korean schools stress the learning of ICT skills from an early age. "Schools are appropriate places for learning the skills required in information society, because children and young people spend a large portion of their time there. That is why it is important to equip schools well; the society as a whole will benefit from it."

"In our country, the children in all schools piloting the digital text book have been given laptop computers. This equalises the conditions of the children's schooling and enables us to focus on electronic materials", says Dr. Lee. If a home cannot afford internet access, the state will subsidise them.

At the moment, according to Dr. Lee, the digital gap is not caused by income level - it is caused by age. "Students are interested in computers. Girls do better than boys when ICT is used for communication. The challenge lies in the teachers and in interesting the older teachers, in particular. We try to reach the older teachers and arrange competitions on good practices for them. Other incentives are used, too, such as pay-related incentives. We have problems in that teachers are overworked as it is and do not appreciate new tasks especially if they do not see the benefits. Online learning methods are introduced and spread as children and young people who master them grow and the older generation of teachers retires."

Digital Textbook video produced by KERIS (Korea Education and Research Information Service)  
<http://www.youtube.com/watch?v=mGsM5Ooi2E4>



# Ultrahet Transfers All School Work 24/7 in the State of Victoria into One Web Address

The Ultrahet is a superventure for the benefit of the State of Victoria schools, intended as the interactive tool for teachers and parents but also as a data bank, tool kit and cooperative platform. The costs total a good 40 million euros. All of the functionalities planned for the Ultrahet will be ready in 2014.

**a**n Australian pioneer of ICT in learning, **Dr. Elizabeth Hartnell-Young** told us about this project, which makes many of us envious, when she visited Finland in September. But Australians also view Finland with admiration. "Even though I know Finland well, having been here so many times, I am surprised, every

time, at the high quality of teacher education here and the success of Finnish schools in PISA assessments", said Ms. Hartnell-Young, currently working for the Department of Education and Early Childhood Development (DEECD) in the State of Victoria.

## The Everyday Environment Is a Good Test Bed

**Ms. Sanna Vahtivuori-Hänninen**, the Project Manager of the project *Tieto- ja viestintäteknikka koulun arjessa (ICT in the everyday life at schools)*, had the

opportunity to introduce her project to her Australian visitor. As a part of the action programme Ubiquitous Information Society, this project brings new perspectives and new methods for the everyday work at schools. The project, coordinated by the Ministry of Transport and Communications and implemented in cooperation with the Ministry of Education and Culture and The Finnish National Board of Education, is preparing a national plan for the use of information and communication technologies (ICT) in schools. The plan will be ready by December 2010, and it will be based on practical school experience and

research. In addition to administration, the project cooperates and partners with schools, businesses and research in many different fields.

When Dr. Hartnell-Young, **Ms. Vahtivuori-Hänninen** and **Ms. Leena Vainio**, president of the Finnish eLearning Centre, get to the topic of e-learning, there is no shortage of talk and ideas. They all wonder why information and communications technologies do not seem to gather momentum in the study of various school subjects even though ventures have been initiated for years. The project on ICT in the everyday life at schools is currently developing different diffusion models.

In working life, everyone seems to have a computer, but some teachers still lack one. This is seen as an important issue to improve in both countries, although in the State of Victoria a laptop for every teacher is ensured. However good, visions will not become reality without tools and support.

They share the view that ICT applications should be diffused in school ecosystems, i.e. they should function as integral parts of comprehensive systems. ICT should not be superimposed separated from the everyday teaching.

"Physical and virtual spaces can be integrated from the pedagogical perspective as they have tentatively tried in Denmark and Japan", says Ms. Vahtivuori-Hänninen.

Elizabeth Hartnell-Young told us that the recent Victorian investment in building schools involves providing open, flexible spaces for large and small groups. This is to allow teachers and students to see what others are doing and how they are learning. On the other hand, open spaces have given excellent experiences with teachers teaching in teams and continuously learning from one another. Students are becoming more autonomous learners.

## ULTRANET

The Ultrahet is a centrally managed browser-based system for the distribution of many sorts of school-related information. Schools may produce their own contents and add their own materials and contents for the use of others using, for example, the FUSE portal.

The Ultrahet will eventually interconnect 50 000 teachers, 500 000 students and a million parents for networking.

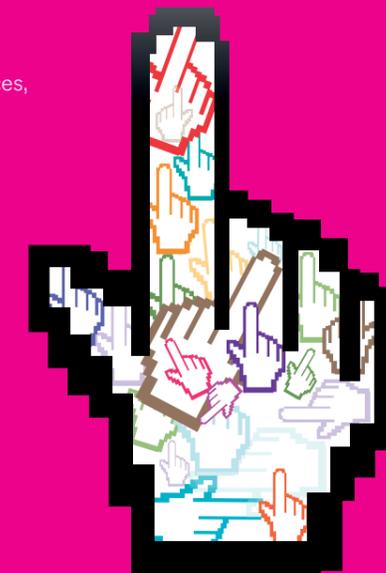
The system and the associated support are supplied under a long-term contract by one of the largest ICT companies in Australia, CSG Services Pty Ltd.

The Ultrahet

- functions as an information source about presence/absence, assessments, assignments, teaching resources, and feedback; it is accessible by students, teachers and parents
- enables good communication and interaction between teachers and parents
- provides the framework for teachers to cooperate in planning their lessons and class management; also enables access to state-wide databases and online learning tools
- provides students with the opportunity to familiarise themselves with schedules and school-related issues as well as giving them teachers' feedback

People living in urban-adjacent and rural areas obtain educational resources, recordings and connections required for special education.

The system has a multiple-level security set-up so that only authorised parties have access to student information.



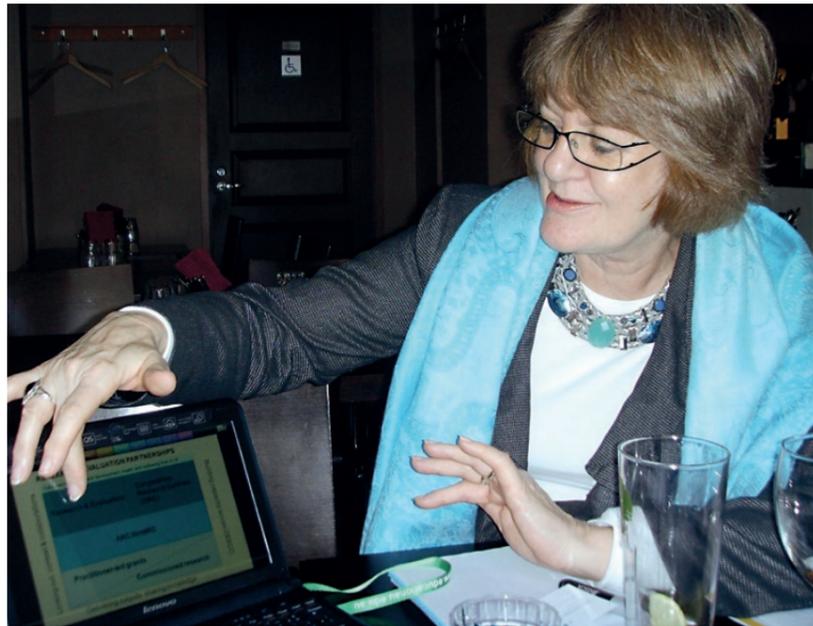
## Shared and different

The State of Victoria has a population a little greater than that of Finland, i.e. about six million inhabitants. With its neighbour, New South Wales, it is one of the most populated areas in the country. Regarding the population, Australia resembles our homeland: the population is concentrated on certain areas, mostly on the coasts, and much of the land is sparsely populated or uninhabited. "The methods of Australian distance learning interest us greatly. A National Broadband Network is currently being built by the Australian government. Similarly, Finnish teacher education and our comprehensive education are great favourites with Australians", says Ms. Vainio, having hosted many a visit from Australia.

There are common features in the differences found in the use of ICT among schools. Both countries have very advanced top schools with ICT integrated in school subjects, but also schools in which the utilisation of ICT is only beginning. Similarly, both countries have set an objective to advance the cooperation between businesses and public authorities, and both are implementing it. There are even some of the same development needs, because there are deficiencies in the availability and applicability of ICT tools related to teaching and learning.

Another common issue is the impact assessments of different types of ventures and pilot projects. The question of how and with which indicators should be used to measure success and impact is an international and, so far, an unresolved problem.

There are differences between the countries in their starting points: In Finland, municipalities decide how their schools work and what funding the schools are allowed, whereas, in Australia, it is the state governments that own many schools and are able to exert their authority over the schools. Commonwealth policies also give guidelines for schools to follow, and there is a large independent school sector, especially in Victoria. "The Finnish model in which municipalities rather autonomously decide on the reaching of national objectives has a great bearing on the differences among municipalities. Some municipalities allocate a lot of resources for this, some allocate hardly any. This has an effect on equality among students and may slow us down in reaching the national goals", believes Ms. Vahtivuori-Hänninen.



Elizabeth Hartnell-Young presented currently operative versatile research methods from her laptop. Research results are utilized carefully in development and are taken into account in projects further planning.

### Ultraneet in Australia

Ms. Hartnell-Young is involved in researching the implementation of the Ultraneet. Some service functionalities were introduced for student use and schools late this summer, and in September, the use was extended to students' parents. The project has been seen as a revolution in digital education. The project includes guidance, consultation, user support, including dedicated coaches for each regional network, and research. The idea is to get the infrastructure up and running with the first attempt.

"The Ultraneet is a very important means of strengthening and focusing our school system to provide our school children with the opportunity of learning skills such as collaboration and reflection, which will be necessary in their future working lives", stresses Dr. Hartnell-Young.

### Focus on Research

Will the Ultraneet really revolutionise education? We will see. Information of its successes will be available in the next few years as research papers start trickling in.

Online learning and ICT-based education as well as media education are researched and assessed continually in

Finland as well as in Australia. Research exposes methods which have succeeded in motivating students to learn and participate. This allows us to find the advantages and good practices which various pilots and projects have happened upon with their methods.

In Australia, personal information about health, wellbeing and learning is gathered in great amounts from the moment a person is born. Extensive data collection is expected to provide an idea of how things are and, through analyses, to point out issues in development trends which should be intervened in without delay. Such an issue could be, for example, the prevention of any development leading to social exclusion. Research agreements for data processing and analysis have been concluded with universities and businesses. The costs are covered from the commonwealth and state budgets. Data bases have associated registers for data distribution to facilitate finding experts and potential partners.

Read more  
Ultraneet: <http://www.education.vic.gov.au/about/directions/ultraneet/default.htm>  
FUSE: [fuse.education.vic.gov.au](http://fuse.education.vic.gov.au)



# WORLD CLASS EDUCATION FROM FINLAND

The high quality of Finnish education has been duly noted around the world. In August 2010 Newsweek ranked Finland as the world's best country, and the best country for education. For several years Finnish pupils have excelled in the OECD PISA (Programme for International Student Assessment) surveys. Finnish students have scored high in science and mathematics as well as in reading.

## Partner up with Future Learning Finland

Future Learning Finland is a national education cluster led by Finpro. The guiding thought of Future Learning Finland is to bring together different players and to combine and create new ideas.

The cluster consists of leading Finnish educational sector companies and training institutions from service and technology solution providers to consulting and research organizations. It is a unique supplier providing clients with the flexibility and niche expertise of individual companies as well as the synergy and holistic approach to customer service enabled by a large service portfolio.

### Finnish Solutions for International Markets

Finnish cultural and societal values have enabled a learning environment that delivers top ratings in international comparisons. Finland has vast educational educational benefits to offer for international clients. The supply of services offered is based on these values and on the world's leading education system.

Finnish teachers are in a league of their own and so is our teacher training.

All Finnish teachers hold a Master's degree from a University and their training combines research and practice.

In Finland pedagogical knowledge is combined with the latest technology in a creative ways. Future Learning Finland companies have a wide range of services and products from e-learning platforms to mobile learning solutions.

National operating models cannot be directly transferred to other environments and cultures, but learning and experiences can be shared. Future school concepts capture and package learning and experiences as well as related services and technologies into practicable solutions.

The Finnish competence-based vocational qualification system is developed in close cooperation with companies to meet the ever changing needs of business life. It is an agile system based on individual learning programmes, allowing adults to combine learning and working.

In addition to learning space design, Future Learning Finland can also offer competence development, training programmes, collaboration tools, edutainment, virtual learning and learning contents. From these elements, we develop tailored solutions and next-generation learning experiences to meet your needs.

#### MORE INFORMATION

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Finnish know-how is in demand in the world. Learning in Singapore utilizing Sanako technology.

# Learning Environments HAVE POWER

Where could I get outfits to stimulate my learning? Could I hire a pedagogically oriented interior designer as a consultant for our school renovation project? Who would integrate a learning activation process into an assisted living concept for the elderly? Could my grandchild have a toy to help him learn Spanish? Learning environment products and services are also required outside the classroom.

Expertise is the invisible gold of our post-industrial society. Finland's strong educational system, the value we place on education and our readiness for life-long learning are all strengths which we could refine on a larger scale than today. New, emerging business areas are needed to supplement the structural change happening in heavy industry.

The Association of Finnish eLearning Centre, Technology Centre Innopark and the Digibusiness cluster programme conducted a pre-study, the ELMA project, on (e-) learning business models last winter, probing into potential new business areas and operating models. The Finnish Funding Agency for Technology and Innovation, TEKES, has taken an interest in the issue this year. TEKES is currently carrying out a programme preparation project, Learning Environments, to chart the needs for specific actions by Tekes, if any.

**Mr. Riku Mäkelä** of Tekes stresses that everyone should work together on the national level in this field: "The reasoning behind this programme preparation is found in the significance of expertise and skill. The welfare of Finland rests on expertise. We must improve the ways we learn and the ways we use what we



have learned. In addition to taking care of our human capital, a demand exists for different products and services which enable the production of high-quality learning environments." Tekes' perspective covers domestic and international business networks, but Tekes wishes to work in harmony with the worlds of education and science as well. "We'll all point our skis in the same direction", comments Riku Mäkelä on the common goal while being busy in programme preparation.

Learning environment development presents a good framework for cross-boundary cooperation, or rather, for cooperation that dissolves old boundaries. The world of education has traditionally shunned commerce and business. The higher education reform in Finland at the beginning of the 21st century brought up the threat of the McDonald's University which was feared to squeeze educational

ideals to death through result-orientation and effectiveness.

**Ms. Leena Vainio**, Research Manager at the HAMK University of Applied Sciences, has followed this field for a long time. She believes there is a new culture that demands its place beside the old-fashioned evasiveness and protectionism which shuns cooperation. She says, "I'm sure we have learned through international cooperation that joining forces creates more results. We are dealing with cross-disciplinary development which should be based on customer needs." According to Ms. Vainio's observations, the field of education now needs a test and trial place in which different parties may meet and bump into one another in a positive manner. In her vision, this place would feature many virtual elements.

**Ms. Hanna Nordlund** of Technology Centre Innopark, working with issues of Digibusiness, feels there now exists

a genuine desire for a new type of cooperation. The Digibusiness training export cluster and the related programme preparation raise expectations which should be fulfilled. This situation challenges us to evaluate our working models and to see how strong our commitment to demolishing old boundaries actually is. Now is also the time to consider very carefully which types of operations we actually want to advance.

Ms. Nordlund is worried that we might only focus on networking itself while hard research-based facts are needed in the field. "Technology often remains unrefined. There are pilot technologies resting peacefully in their home organisations. We should have an open innovation-oriented system for developing these into products, if they cannot be made commercially viable by their home organisations", says Ms. Nordlund.

**Mr. Jukka Holmala** of the Pohjankartano school in Oulu and **Mr. Tero Toivanen** of the Kilonpuisto school in Espoo wish to stress practical user-orientation in learning environment design. Both also wish to raise the issue of sustainable development. We should design learning solutions so that their production and use brings savings and is

ecological. Digital content does not wear in use, it can be easily updated, and it can be used with mobile devices.

Mr. Holmala and Mr. Toivanen stress the importance of teacher education. The teacher's profession is undergoing a change. New technologies as such do not cause any change, but changes are caused by how the technologies are used. This is precisely the place for Finnish expertise. Both men are enthusiastic about the unlimited opportunities they see for pedagogical creativity.

Not all teachers have the time and enthusiasm to develop the models for teaching and supervision themselves. There would be demand for learning service design and user-oriented technology development. In addition to learning material content, functionalities are needed which teachers and learner groups can access with ease, for example, to study the vocabulary of a foreign language.

Mr. Toivanen is concerned that learning might escape the school system and take root elsewhere if teaching is not up-to-date. On the other hand, changes are slow at all levels. Mr. Holmala explains from his own experience that the young may question reforms at first. The men

stress the importance of motivation and results.

The same demand for learning products and learning services, based on actual learning results and a sound knowledge of learning processes, was seen in Tekes's background studies for the Learning Environments programme preparation. There is no need to renew teaching for the sake of renewal. Attention must stay on what expertise and skills will be necessary for the learners in the future.

Cross-disciplinary operator chains and research-based evaluation and development work are needed in the field. During the Tekes programme preparation, an idea has been brought up and cultivated that there should be a top-level unit, Edula ("education place"), serving these needs with science, everyday learning and business meeting.

The learning business in Finland is in the hands of small businesses at the moment. Cooperation and pooling is needed. There is the will, there is the expertise, there is the power – so what will we make of the opportunities we see emerging ahead of us?



## FASTEMS TRAINING CENTRE — FOR EVERYONE'S BENEFIT

"There might be an opportunity for education export here, but it would require some initial exercise. This might actually make a product." These were the thoughts of **Mr. Harri Nieminen**, Development Manager at the training unit of Fastems Oy, a system automation company, and **Mr. Timo Rainio**, Project Manager at Hermia Science Park, both in Tampere, Finland.

Fastems Training Centre, established in 1997, serves the educational establishments in the area, research units, and the company's own needs. They have a steady flow of visitors from abroad. The operation has grown through strong-willed people and a true need, with united forces and without external funding.

The result is a development environment for top-level expertise located in the middle of company premises –

a real-life environment with a completely virtual training environment included. In addition to basic training, the unit is suited for the needs of research, product development and testing. The technology is all cutting-edge. The implementation models

for training courses are handled by professional pedagogues. "Studying becomes more purposeful in an authentic environment. We coach top experts here", Mr. Nieminen and Mr. Rainio tell us.



Picture: Fastems Oy tiedotus

## Distance participation online is becoming more common — YOU DO NOT ALWAYS NEED TO GO THERE

Participation in educational events, seminars and meetings works via your own computer or mobile phone with a little effort and some minor economical investments. And the best is this: online meetings tend to be shorter than meetings face-to-face, because the participants concentrate (most often) on the essential. This is a way to curb time-consuming palavers and to reduce our carbon footprint.

The point of video conferencing and online meetings is to have the participants interact while located in different places so that they have no need to travel to any one place. Online meetings are easily associated with true, measurable savings in time, travel and rents. In people's minds, online meetings are easy to set up and they often

take place without a hitch. **Mr. Tommi Issakainen**, an internet producer at Otava Folk High School, considers this notion to be more or less correct. The requirements concerning benefits, low learning threshold and ease of use can well be fulfilled with the current systems and software, he believes. He is experienced in managing small and large video meetings for different purposes on both fixed and wireless connections.

Even though adequate statistics are lacking, video conferences and online meetings can be said to have become more common. Today, it is possible to convene a meeting and to participate in one in your own work area without having to go to a particular video conferencing room or a studio, which were almost the only possibilities for distance

meetings five, ten years ago. In addition, participants can join flexibly via mobile devices.

A concrete benefit, in Issakainen's opinion, is the flexibility: the participants may participate and, immediately after the meeting, proceed with their own work, because there is no travel time needed. "Online meetings have a democratising effect, because many more people can join them than can join regular meetings.

Because it all takes place online, the number of potential participants increases considerably compared to the usual numbers."

"Acquiring international guest speakers for conferences is easier, because travelling may be impossible for some people simply due to their schedules," he says.

### Good Convening Practice

Tommi Issakainen recommends that the organisation should, first off, think when and for which purposes distance participation services are used and which needs they should fulfil. "Distance participation must be made available for everyone. If that is, however, impossible, then at least it should be made available for the majority." When needs are known, it is time to search for systems with features which comply best with what is desired.

An online conferencing system operates on the user's computer using an application that enables the sharing of materials and screens, voice and direct video as well as providing a separate chat.

On the basis of its needs (such as lectures, meetings, seminars), Otava Folk High School decided on



Tommi Issakainen often arranges and manages video conferences for his job at Otava Folk High School in Mikkeli, Finland. He has worked for the school for almost a decade in two stretches separated by a short spree in Helsinki in 2006. "We can say I've always been here," he jokes.

the Adobe Connect Pro conferencing system, which is browser-based. "The participants do not need special software in this case. Flash extension is the only browser requirement. Most browsers have this feature anyway, but users can make sure of it by e.g. trying out YouTube. If it works, the required extension is included in the browser", he says.

Meeting online requires the participant to have a rather powerful PC, a high-quality high-speed data connection, a webcam and a microphone. The latter two are often integrated in newer computers, but even if they are external, they can be purchased rather economically. If you are ready to invest perhaps twenty to one hundred euros, you can start with a good configuration.

When planning the meeting, it is good to distribute information widely to potential participants first and to actually invite them only later. It is important to provide the participants with the online address and login information if the meeting is a closed one for invitees only.

All participants should be informed of the type of meeting, which parts will be transmitted over the network, which parts will be recorded and where the materials will be distributed. Online conferences can be made interactive by adding

elements which make it possible. Such elements include questions to the speakers and allowing the audience to present visuals in addition to their audio connection.

"You must also note the potential risk to data security. Online meetings may increase this risk if uninvited people join the meeting, causing a disturbance. Therefore, it is necessary to handle meeting invitations with care as they should not be allowed to spread haphazardly. When sensitive issues such as budget preparation are dealt with, particular care and consideration should be shown. The participants should be reminded of their privacy settings, and they should be informed as to which information will be made available online," says Issakainen.

During online meetings, the camera often shows the speaker only with no shots of the participants. "The methods and points in time for involving the audience should be considered. The participants should receive advance instructions and a clear protocol," Issakainen reminds us.

It is important to collect feedback immediately after the meeting, or, to use surveys after larger meetings. If distant

participants are allowed the floor, the technical limitations must be understood, such as the possibility of echo. Problems are also encountered when different systems are not compatible.

Recorded lecture notes may be used afterwards so that the user can stop the presentation at a suitable spot and browse the parts he/she finds interesting. If the material published is checked in advance, it may be of higher quality than classroom materials.

### Mobility Increasing

Mobile conferencing is possible, but there are limitations today. Tommi Issakainen tells us that there are systems on the market that support mobile participation.

When the participant can participate from where he/she happens to be at the time of the meeting, his/her options are wider. When participating over the mobile phone, it is good to note several issues which are of no special importance when participating via the computer connection. These issues include e.g. the noise from the surroundings and the limitations of the telephone itself.

# PASSION TRANSFORMED INTO COMPETENCE WITH THE #MIKRODUUNI NETWORK



The innovation train event (#inno-vaatiojuna) in January 2010 was the first Finnish non-conference that was self-organised through the social media. One of the many sequels to the innovation train event is the #mikroduuni (microjob) network. The founding meeting was held on premises offered by Sitra last March. We who were present have had many

questions – why work that way, and where, exactly, are the benefits? The point of the #mikroduuni network is to learn cooperation skills required in this era of open networking and to apply these skills to open access learning and to lowering the threshold for employment.

In the innovation train, we discussed the mechanisms in play when this network was created. One of the background processes, we found, was one initiated in the Jaiku network. Many of us confessed to have joined networks like this for perhaps six years, and to have done our best to learn this new type of working culture. You can enter a network by throwing in thoughts and ideas through, say, Quaiiku and Twitter, and you may be surprised by where someone catches your meaning and continues the chain. As a guideline, this is confusing. Passion transformed into competence is my title; in addition to being an upcoming trend in organisational learning, it also crystallises the meaning of #mikroduuni. Passion exists as silent knowledge in organisations. Our task in

the near future will be to make visible the currently unseen barriers and to dissolve them gradually.

## Learning by Sharing

Storytelling is one of the methods suitable to learning vital coping skills. Storytelling helps one find the power to unlearn and to help others by sharing one's experiences. I am able to recognise the following milestones from my own learning-on-the-job periods, which have been particularly significant for #mikroduuni.

The third annual round of the global massively open online course is currently active. The course #PLENK2010 is on now, with contents relating to learning environments, learning networks and the meaning of knowledge in learning. The #PLENK2010 facilitator Stephen Downes crystallised the meaning of knowledge-

based learning in the open networking society in his presentation at the ITK conference last spring: "If you want to be a philosopher, find philosophers of the kind you want to become. Adopt their way of being present for one another, and learn what their capacity to use knowledge is based on. Soon you will not be an outsider. You have become a philosopher."

## Isolated Knowledge

In the mid-1990's, I worked for a service corporation which was changing its organisation from one stressing hierarchy to one stressing the well-managed service process. Managerial training was extended to people considered experts in their jobs. In the opening session of the training course, the top management explained that communication had been identified as a major problem and they had made it a project of their own to resolve

it. A few sessions later, the top-manager work group presented to us how to fix the problem at one shot. Departments had been given a huge selection of pins in different colours and sizes.

Only much later have I understood that the personnel there had a passion for fixing things. However, knowledge was defined as documents pinned on walls. When we returned to work, nobody told us what paths we might have recognised and used so that the social and working culture -related barriers could have been gradually dissolved. We would each have needed guidance as to how to grow and assume responsibility for new communication methods.

## Isolated People

I worked as a consultant for an EU project in the early years of the present millennium. After having participated in #PLENK2010 and other similar courses, I have come to realise that I envisioned open international online courses even then – but a massive one I could not even dream about. This was the most passionate of my goals so far. I had the opportunity of presenting my idea to a potential partner, an educational institution. A representative of the top management there wiped the floor with my idea and claimed my justifications to be a joke.

However, I had joined the world of learning by micro-steps and unlearning. This EU project finally produced the HC-CA-model for holistic cultural competence assessment. The model recognises an organisation struggling with communication problems by, for one thing, the management resorting to inappropriate jocular comments. When people are managed in isolation, huge amounts of active energy are wasted.



Innovation train arriving to Oulu 13.1.2010. In the front: Helge V. Keitel, one of #mikroduuni visionaries.

## Towards a #mikroduuni Philosophy

Last June, the Ministry of Employment and the Economy arranged a conference on the future. In the opening address, the speaker announced that members of the #mikroduuni network originally established in Qaiku had been invited to join in order to help create dynamics. The seminar was thus transmitted live and was archived through many different channels in the social media. We brought up in our presentation that one essential future goal was missing – passion. One of the panelists torpedoed this by assuming it was a joke. We supported one another and said we were quite serious, and other people present – those not yet active in social networks – came to our defence explaining that passion had been

missing for a long time, and it is an essential element to learn and should be included in all work supervision.

For the first time, I felt in practice the power of peer support from fellow philosophers present. I recognised the fact that I was a member of a network which functioned in the way aimed at by the HC-CA model referred to above: the learning of transformation and transition is both valued and practiced. Peer support from fellow philosophers may come from surprising places, and a new micro-activity network may be formed in a moment. The concept of transformation, which sounds very theoretical, is actually one of the corner stones of our most common quality systems and quality policies. So far, it has been left unattended to be transmitted through silent knowledge. At #mikroduuni, we will use it!



## The AVO Project (Open Networks for Learning) Is Growing – We Now Have a National Network for Mobile Learning

**h**unger Grows While Eating – Tests and Pilots Show the Way  
The AVOMobiles project has tested and piloted mobile learning applications available on the market. The focus has been on the testing and piloting of open services, but there have also been some commercial products included. Through testing, new operational models have been found regarding positioning systems, production, documentation and communications, in particular. It is obvious that we need better integrated service entities and more versatile mobile learning environments.

### Mobile Learning to Become Routine

The network participants convened in early October to discuss their development needs and cooperation modes. It was easy to form the shared vision: we want mobile learning to be an everyday routine. Learning is at its best when it happens in authentic environments. The methods and tools of mobile learning provide the opportunity for this. With wireless devices, it is easy to learn, to supervise learning and to demonstrate learning irrespective of location. A mobile environment enables the formation of a learning path which starts from the needs of the learner.

Open Doors

If you are interested in this theme, please remember, our doors are open! Please contact: Outi Vahtila, outi.vahtila@hamk.fi, Tel. +385-500-121-261.

## THE AVOMOBILES NETWORK ATTRACTS ENTHUSIASTS

The HAMK University of Applied Sciences has managed the project AVOMobiles for two years. The project is a subproject of the AVO Open Networks for Learning project. Thanks to this project, we now have a national network for mobile learning (<https://sites.google.com/site/mobiilioppiminen/>).

Experts involved in the project expanded their group and formed the network, which now includes nearly twenty organisations. The starting point for network formation was the main event of the AVOMobiles project, the Mobiilikeskoulu 2010 – Mobile Summer School 2010. (<https://sites.google.com/site/mobiilikeskoulu/>).

The objective of the network is to gain synergy benefits at the national level. The participants agree that cooperation can bring, through mobile learning and the social media, many advantages which have not yet been put to use.

### Unlimited Opportunities

In the network meeting, we peeped into how the University of Oulu Centre for Internet Excellence (<http://www.cie.fi/>) works. We got an idea of how combinations of mobile sensing systems, 3D presentations and augmented reality are able to create new virtual worlds. Interactive functions in a mobile environment offer, for example, new problem solving methods. A student may transmit his or her nature observations using the camera integrated into his/her cellphone. When an observation (in the form of a digital photo or video) is connected to positioning information, it can be integrated into a virtual environment which adds network intelligence into it from elsewhere. A virtual mobile environment provides the tools for, for example, observation-based expert dialogue.

Even if we could not reach this stage immediately, it is evident that we should be introducing these methods now. For example, learning can be documented in

a handy way through mobile means and form the student's learning portfolio which may then remain in the student's use after training.

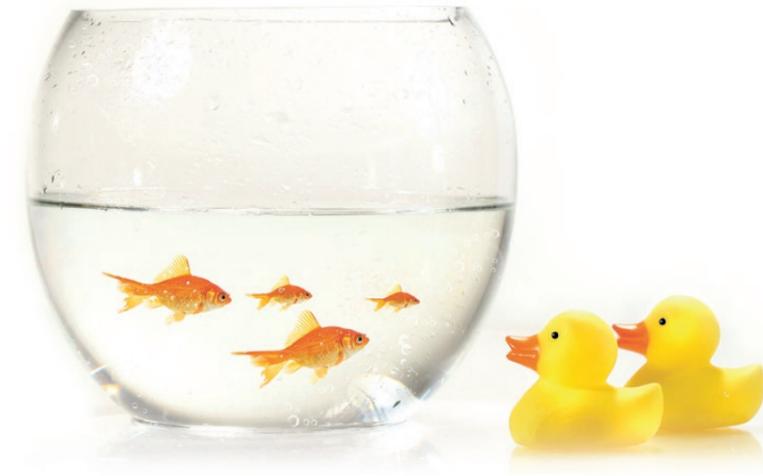
### A National Programme on Mobile Learning Is Missing

We would need a national programme on mobile learning now. The programme should cover the drafting of functional and technical specifications and support the development of applications, operational models and training. Information relating to mobile learning should be easily accessible with common concepts and key words. We need national and international standards and a good number of experts. At its best, the creation of mobile learning environments is effortless, and processes are described in a way which enables smooth roll-out and application.



## TRAVEL GUIDANCE FOR OPEN LEARNING

Wikipedia is a global project of continuous sharing and learning, moving along in an open and shared manner. Even though nobody leads Wikipedia, its operation is coordinated and it obeys certain rules.



**W**

ikipedia is a good example of the new opportunities offered by social media. Enthusiasts focus on a topic and learn by writing, reading, comparing, criticising, and editing.

Wikipedia and other ventures by Wikimedia Foundation provide one possibility for open learning. What else do social media and open networks make possible regarding open learning? This subject has been studied, tried out and developed in the project AVO Open Networks for Learning.

### Training to Help Manage the Information Flow

The target group of the AVO project is teachers and other people in education as well as learners of all ages. The project is being carried out in 2008–2011. At mid-project, 957 persons had participated in training sessions.

Many of the actual learning practices in use today were adopted when information was scarce. Today, the world has changed into a churning ocean of information. Work and professions change. Learners of all ages should be offered effective means for coping in the changed world.

In this information-intensive era, we need to learn how to learn, we need skills for learning in a collaborative way, and we also need tools for processing information and for reflection. Information literacy, media criticism, self-expression skills and collaborative problem-solving skills as well as creative skills are essential in today's working life – and this is true for teachers as well.

The AVO project has shown us that beforelong-term, change-oriented training, we need simple introductory training to allow us to become familiar with the new phenomena and concepts. This creates a shared orientation.

### Wikis, webinars and podcasts

People cannot take time off their work, and therefore, the introductory training sessions of the AVO project can be followed in real-time at workplaces and later as recordings.

AVO training materials are produced in a separate wiki or Wikiversity and Wikibooks maintained by the Mediawiki

Foundation. The training sessions take place online, or at least the recordings are made and distributed online.

An AVO webinar is a one-hour online training session. These one-hour webinars typically introduce topics and give briefings on them. Their objective is to familiarize listeners with the topics and concepts and to introduce new ideas and case studies.

The first half of an AVO webinar, about half an hour, contains a traditional lecture. The theme is focused. After the lecture, presenters engage the audience in discussion. Topics of webinars have included issues such as copyright in open content production, the mobile portfolio, location information in mobile education, and learning through games.

Beside the traditional AVO webinar, there is the AVO podcast being developed to broadcast short, intensive sessions similar to TV or radio programmes. These podcasts will provide answers to frequently asked technical questions such as how does one start a wiki, and how to integrate Google calendar with a school's website. In addition to tools training, the podcasts will raise current issues for discussion exploring, for example, whether internet networks truly will encourage citizens to take action.



## Training the Surface and the Depths

The open wikis, webinars and podcasts are the gates to purchasing training services, as interest grows. When participants see the opportunities offered through the working modes and tools of social media, they are enticed to learn more. The AVO project offers paid training combining face-to-face and online sessions, which gradually delve deeper into the subject matter. The names of the training packages describe the trip from the surface to the depths: Pulahdus (Dip, mini), Sukellus (Dive, midi) and Syväasukellus (Depths, maxi).

A "dip" into social media focuses on useful working modes of key importance. The training starts with a preliminary assignment. The point of the assignment is to make shared knowledge and skills visible and to define the goals for skills development. A typical tool for the preliminary assignment is Etherpad which allows the collaborative production of text without need for user account management.

In this 4–8 hour training, the selected topic is dealt with through case studies and operational model descriptions. Where possible, the use of other tools is practiced as well, and discussion is initiated on the effects of open production and sharing upon the work communities of the participants.

After the training, participants have the opportunity for questions and reflection. To address the time after training, AVO is arranging Vinkki-klinikka (Tip Clinic) which gives online consultation sessions at prearranged times. AVO has already arranged consultation services during conferences and other events in order to guide experts into the world of social media. This consultation service has been given a descriptive nickname, "Matkatoimisto SoMe" – "Travel Agency SoMe".

The "dive" into social media, or the midi-training, is a practical tour to learn different tools and their uses in teaching. The destinations include, for example, blogs, wikis, social bookmarks, RSS feeds, collective mind maps, shared documents and copyright of open content.

The "deep" takes the training further into the work methods of a particular community and into the foundations of

learning and teaching. The "deep" approach involves an assignment in which each participant is to develop his/her own work.

## We Do As We Teach

The key idea in AVO training is that social media changes work methods and cultures. It involves more than cool tools. For the use of new tools and work methods to be rational, we would need to be able to let go of our old, ineffective working methods such as, editing texts by sending them in different versions as attachments to emails.

The collaborative way of working also decreases the load on any one person – but only after cooperation methods and rules are established.

The participants in the AVO project live in different parts of Finland. Online meetings are routine. Action research carried out in the project has continually brought up conflicts and model solutions typical of a decentralised networked organisation. The project has actively developed its own working methods as it has progressed.

In AVO, tools important for the open learning organisation include an internal wiki which replaces an intranet, the Avoinvirta ("Open Stream") blog in which participants' blogs are available, shared Google document folders, shared calendars (one for internal and one for external communications), a chat coffee-table Flowdock, the Monday Bulletin collected through mutual effort, and the Friday Quarter-hour implemented with video clips and chat.

Information released into the web is available for everyone. Open content, such as Wikipedia articles, are alone not enough, to renew information and ways of working. We need a change in our attitudes and willingness to accept open cooperation so that learning and work can be renewed to meet the requirements of our information-intensive era. If Wikipedia authors did not share their expertise and if they refrained from distributing their texts, the project would be doomed. Similarly, the core of open learning is in peer work and in our willingness to change our views and working methods.

AVO is an ESF-funded project which lasts till the end of 2011. It is coordinated by the Association of Finnish eLearning Centre. The project belongs to the Programme "Fostering active citizenship through open learning environments", funded by the Finnish Ministry of Education and Culture. <http://www.eoppimiskeskus.fi/en/avo>



## SeOppi editors

Tuija Aalto and Marylka Yoe Uusisaari. "Löydy – Brändää itsesi verkossa", Publishing Company Kustannusyhtiö Avain 2010

# A networker's guide to effective online presence: CREATE A BRAND OF YOURSELF

Tuija Aalto and Marylka Yoe Uusisaari have published a non-fiction book, the advice of which ensures that you need not find yourself in Hamlet's position – to be or not to be – when trying to solve your online presence problems. There are solutions – not always very easy, but such that can be resolved through trial and hard work.

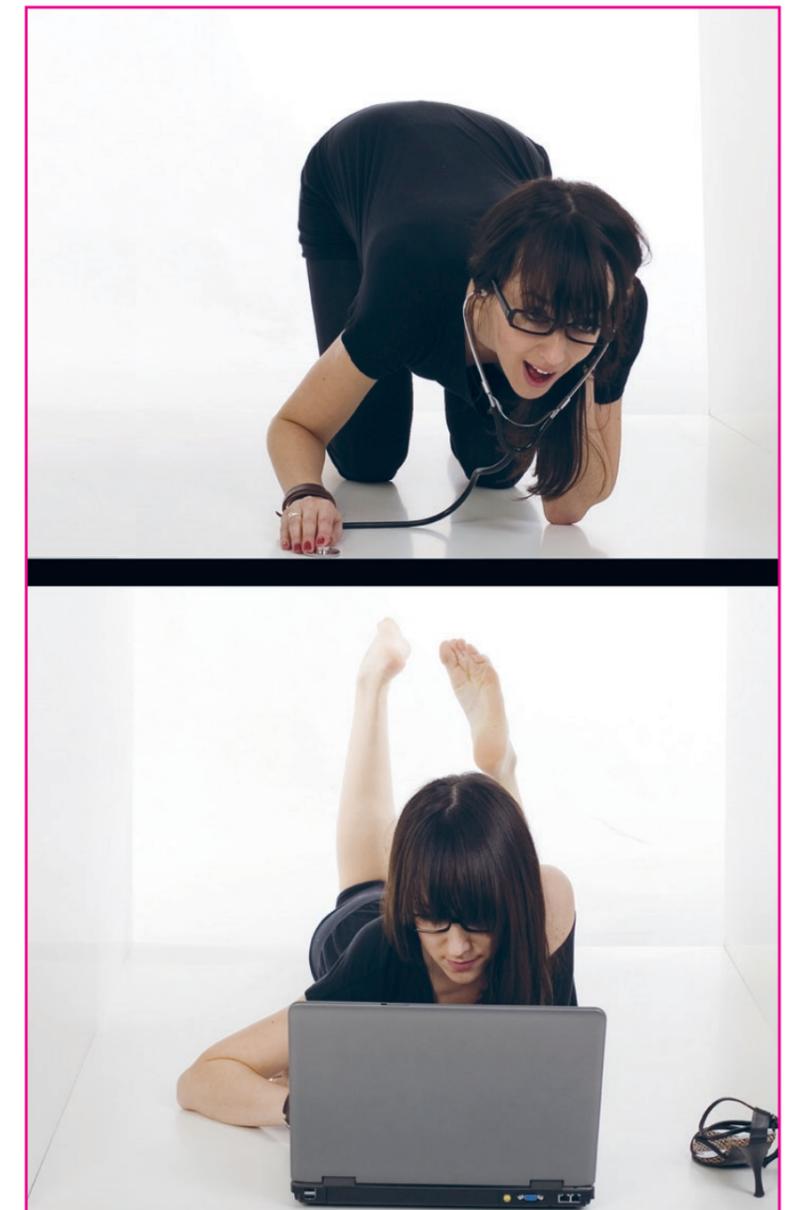
**t**

he book "Löydy – Brändää itsesi verkossa" is an independent sequel to the previous book by the authors, "Nettielämää" (Weblife). Ms. Tuija Aalto tells us that the professional perspective to the social media was often discussed when "Nettielämää" was being written. The theme was cut out of the book, however, and the subject was

allowed to form the core of their next guidebook. The new guidebook is now available by the publishing company Kustannusyhtiö Avain.

The guide explains how you may utilize web environments to support your efforts to be effective at work, in various associations and in your societal activities, and which skills and means are required to be effective in the web.

Your personal brand is formed as the sum total of the footprints of your web activities. The picture may not quite correspond to what you think it looks like. It is good to remember that different reference groups place value on different matters: some value borderless sharing and open access to work processes whereas some consider a clear-cut distinction between the private and the public to be a sign of professionalism. What the most functional and effective method is, depends on which audience you want to notice you and value you.



The authors used methods familiar from the social media when writing the book. "We discussed the writing of the guide openly in the web, bounced around related ideas on different forums, shared materials online freely while they were still being worked on, and discussed the required focus points. Milling around ideas online on Qaiku, the Qaikusourcing channel, was particularly rewarding", says Tuija Aalto. "In our book, we share what we have learned about discussing our work, sharing our expertise, publishing thought processes still forming, and online cooperation."

### The Professional Me, Me at Work, and Me Myself

The use of the social media is increasing, and therefore, those participating need to consider in which connections and roles they wish to be seen. The question is one of understanding the dimensions of one's own web personality – the brand – and assuming suitable working modes.

The authors describe life online as a full circle, 360 degrees, with four parts: the private personal, the public personal, the public professional and the non-public professional.

Your personal matters (economy, health, private communications over the web etc.) you should limit to your private personal role, and limit the visibility of that role to yourself only or, in addition, to a small group of your closest people. Your public personal area includes, for example, your presence and activities in online communities, cultural production and civic activity. This type of action is more public and open than the operations in the realm of the previous role.

Public professional operation involves being present and functioning in your professional networks, exerting your professional skills. Non-public professional life takes place in environments offered by the employer such as intranets and extranets or on various communications channels.

How to separate the working role from the professional and private roles? The demarcations between each of these roles are delicate. As the authors advise, brisk tries and participation in the social media will provide you with the skills you need for the management of these roles.

If you are involved in the social media while representing your employer, you should check the following:

- Have you got the basic social media skills to rely on?
- Can you take negative feedback?
- Are you ready to share your own ideas and expertise under your employer's brand?
- Does your organisation authorise you to discuss your work?
- Can you make decisions concerning your working time so as to make room for your online presence?
- Are there sufficient resources for this online task? (Vacations, days off, several substitutes)
- Have all objectives and responsibilities been defined clearly and realistically?

### Sharing Online – Consider in Advance

You do have a say in how your brand is visible online, but you must remember that all online information concerning you – for you are the brand – is available for others and can be connected to your person.

The personal is public in the social media, and people should not think they can manipulate their digital footprints, the authors remind us.

At best, or, depending on the case, at worst, information will spread very widely very quickly. Because the social media is about sharing, staying in contact, doing and listening, it cannot be easily controlled, it cannot be a monologue, and it cannot consist of advertising your company. It is not a good idea to pour out your soul online; not perhaps in your most personal role, even, because the web is merciless

in issues of published matter. It cannot be deleted. You should consider your appearances very carefully.

### Online Reputation Management in Branding

The authors provide step-by-step instructions for branding. There are descriptions included about how this works in different professions, and how the web has been used in different connections for data acquisition, distribution and identity construction.

All who operate in the social media, or online, will acquire a web reputation which they can control by their actions themselves to a certain degree. Operating online in various networks requires trust.

The most important function of a personal brand is to answer the question "Why should I trust this person?" In addition, your personal brand may aim at providing a clear presentation of who you are, what you can do, what you want and which types of ventures you are ready to tackle. What priority you should give to the objectives of your personal branding depend on your position in working life and your career goals; your acute needs of being found, on the other hand, depend on your current ventures. Persistence creates trust, too: you cannot be an effective personality on the basis of occasional campaigns when you happen to be in the mood.

#### LINKS

Guide  
Nettielämä – sosiaalisen median maailmat (Netlife – worlds of the social media), freely downloadable in pdf-form at [http://www.nettielamaa.fi/Nettielamaa\\_files/Nettielamaa-Aalto-Uusisaari.pdf](http://www.nettielamaa.fi/Nettielamaa_files/Nettielamaa-Aalto-Uusisaari.pdf)

Test  
Test your professional online role <http://www.lojdy.fi/testaa/laskuri.php>

Authors' blogs  
• Tuija Aalto <http://www.tuhatsanaa.net>  
• Marylka Yoe Uusisaari <http://yoe.iki.fi>

#### LEGISLATION

Legislation applicable to operating in the social media includes at least:

Constitution of Finland, Act on the Openness of Government Activities, Administrative Procedure Act, Act on the Protection of Privacy in Working Life, Personal Data Act, Employment Contracts Act, State Civil Servants Act, Administrative Procedure Act, Language Act, Act on the Protection of Privacy in Working Life, Act on the Protection of Privacy in Electronic Communications, and Act on the Exercise of Freedom of Expression in Mass Media.

All these can be found in [www.finlex.fi](http://www.finlex.fi)

# The Association of Finnish eLearning Centre – PROMOTER AND NETWORK-BUILDER IN FINNISH E-LEARNING BRANCH

The Association of Finnish eLearning Centre is an independent, national non-profit organisation that promotes the use of e-learning and digital education solutions in Finnish companies and organisations. It was established in 2002. Our purpose is to develop and increase the skills and knowledge of e-learning in education, teaching and business operations. We organise annual events such as meetings, seminars and briefings for our members. The largest national event is the Digital Competence and Learning -conference, which is organized traditionally in November in Hämeenlinna, this year for the fourth time.

The Association is a national meeting point which provides networking links for the Finnish e-learning projects and regional clusters and helps to create contacts between companies, organisations and individuals. Since 2008 we have been coordinating a significant Finnish national project "Open Networks for Learning – (AVO)" which promotes open learning resources and open content production, virtual and online learning environments and social media tools, peer-production and open source solutions for schools. Operating through a national network, there are a dozen organisations and tens of experts involved in the AVO-project.

The Association of Finnish eLearning Centre organises also annually the eEemeli e-learning competition for domestic e-learning products, services or policies produced or owned by the

company itself. The competition seeks for domestic e-learning solutions and enhances innovation and quality of e-learning products.

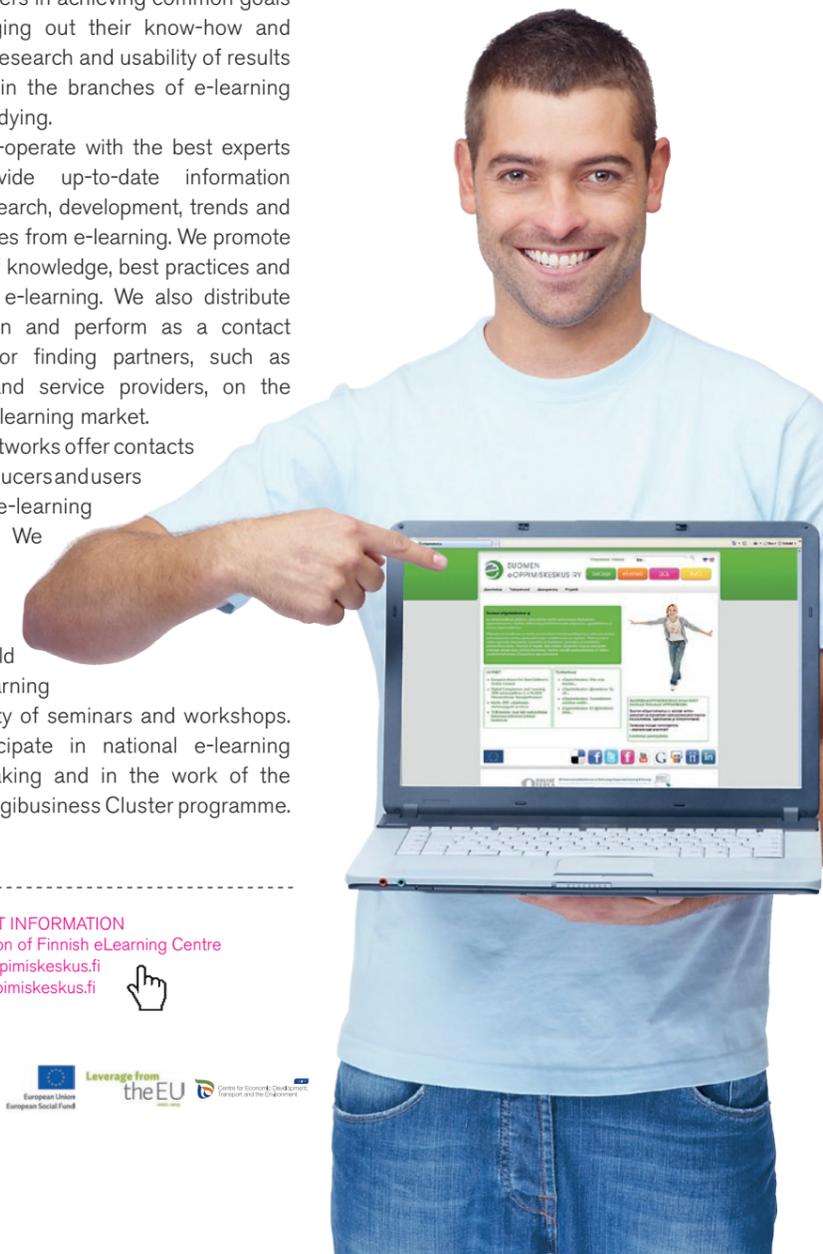
The Association serves as a co-operation forum for e-learning interest groups, provides expert services and spreads information on e-learning. We assist e-learning professionals and other stakeholders in achieving common goals and bringing out their know-how and promote research and usability of results achieved in the branches of e-learning and e-studying.

We co-operate with the best experts and provide up-to-date information about research, development, trends and experiences from e-learning. We promote sharing of knowledge, best practices and quality in e-learning. We also distribute information and perform as a contact surface for finding partners, such as experts and service providers, on the Finnish e-learning market.

Our networks offer contacts to the producers and users of the e-learning services. We provide leading speakers in the field of e-learning in a variety of seminars and workshops. We participate in national e-learning policy making and in the work of the Finnish Digibusiness Cluster programme.

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Our expertise is based on the knowledge of our members and associates. The goal of our data service is dispersing existing, well-working practices and creating fresh information. Theme group activities promote networking and learning from one another. Discussion, learning and education seminars deliver expertise and promote networking.



## Members of the Association of Finnish eLearning Centre

### ORGANIZATION MEMBERS:

**3T Results Ltd.**  
[www.3tratkaisut.fi](http://www.3tratkaisut.fi)

**AEL Oy**  
[www.ael.fi](http://www.ael.fi)

**Ambientia Ltd.**  
[www.ambientia.net](http://www.ambientia.net)

**Fronter Oy**  
[www.fronter.fi](http://www.fronter.fi)

**City of Hämeenlinna**  
[www.hameenlinna.fi](http://www.hameenlinna.fi)

**Consulo Oy**  
[www.consulo.fi](http://www.consulo.fi)

**Discendum Oy**  
[www.discendum.com](http://www.discendum.com)

**HCI Productions Oy**  
[www.hci.fi](http://www.hci.fi)

**HAMK University of Applied Sciences**  
[www.hamk.fi](http://www.hamk.fi)

**Innowise**  
[www.innowise.fi](http://www.innowise.fi)

**Markkinointiviestintä 42 Oy**  
[www.42.fi](http://www.42.fi)

**Mediamaisteri Group**  
[www.mediamaisteri.com](http://www.mediamaisteri.com)

**Mikrolinna Oy**  
[www.mikrolinna.fi](http://www.mikrolinna.fi)

**Mobiletools International Oy**  
[www.mobiletools.fi](http://www.mobiletools.fi)

**NetOp Finland Oy**  
[www.netopfinland.fi](http://www.netopfinland.fi)

**Palmenia Center for Continuing Education**  
[www.helsinki.fi/palmenia](http://www.helsinki.fi/palmenia)

**Otava Publishing Company Ltd.**  
[www.otava.fi](http://www.otava.fi)

**Otavan Folk High School**  
[www.internetix.fi](http://www.internetix.fi)

**Päivi Kunnas Oy**

**Tmi NewTeC**  
[www.newtec.fi](http://www.newtec.fi)

**Somea Oy**  
[www.somea.org](http://www.somea.org)

**Suomen oppimispelit ry**  
[www.suomenoppimispelit.fi](http://www.suomenoppimispelit.fi)

**Technology Centre Innopark Ltd.**  
[www.innopark.fi](http://www.innopark.fi)

**TIEKE Finnish Information Society Development Centre**  
[www.tieke.fi](http://www.tieke.fi)

**TKK Dipoli**  
[www.dipoli.tkk.fi](http://www.dipoli.tkk.fi)

**Valopi Oy**  
[www.valopi.fi](http://www.valopi.fi)

**WSOYPro Ltd.**  
[www.wsoypro.fi](http://www.wsoypro.fi)

### SUPPORTING MEMBERS:

**Apprix Oy**  
[www.apprix.fi](http://www.apprix.fi)

**DIGIBUSINESS cluster programme**  
[www.digibusiness.fi](http://www.digibusiness.fi)

**Economic Information Office**  
[www.tat.fi](http://www.tat.fi)

**Festo Oy**  
[www.festo.fi](http://www.festo.fi)

**Kymenlaakson ammattikorkeakoulu, University of Applied Sciences**  
[www.kyamk.fi](http://www.kyamk.fi)

**MJK Institute**  
[www.mjk.fi](http://www.mjk.fi)

**Nordea Bank Finland Abp, Hämeenlinna Office**  
[www.nordea.fi](http://www.nordea.fi)

**Pedapoint Oy**  
[pedapoint.wordpress.com](http://pedapoint.wordpress.com)

**Siikaranta Institute, Espoo**  
[www.siikaranta.fi](http://www.siikaranta.fi)

**Tampere Vocational Adult Education Centre TAKK**  
[www.takk.fi](http://www.takk.fi)

**Vero-opisto**  
[www.vero.fi](http://www.vero.fi)

**WinNova West Coast Education Ltd**  
[www.winnova.fi](http://www.winnova.fi)