



FINNISH NATIONAL
AGENCY FOR EDUCATION

Finnish Craft and Design Education

17.9.2021

Tiia Hintsa, Counsellor of Education (Craft and Design)

Marika Kerola, teacher of textile technologies

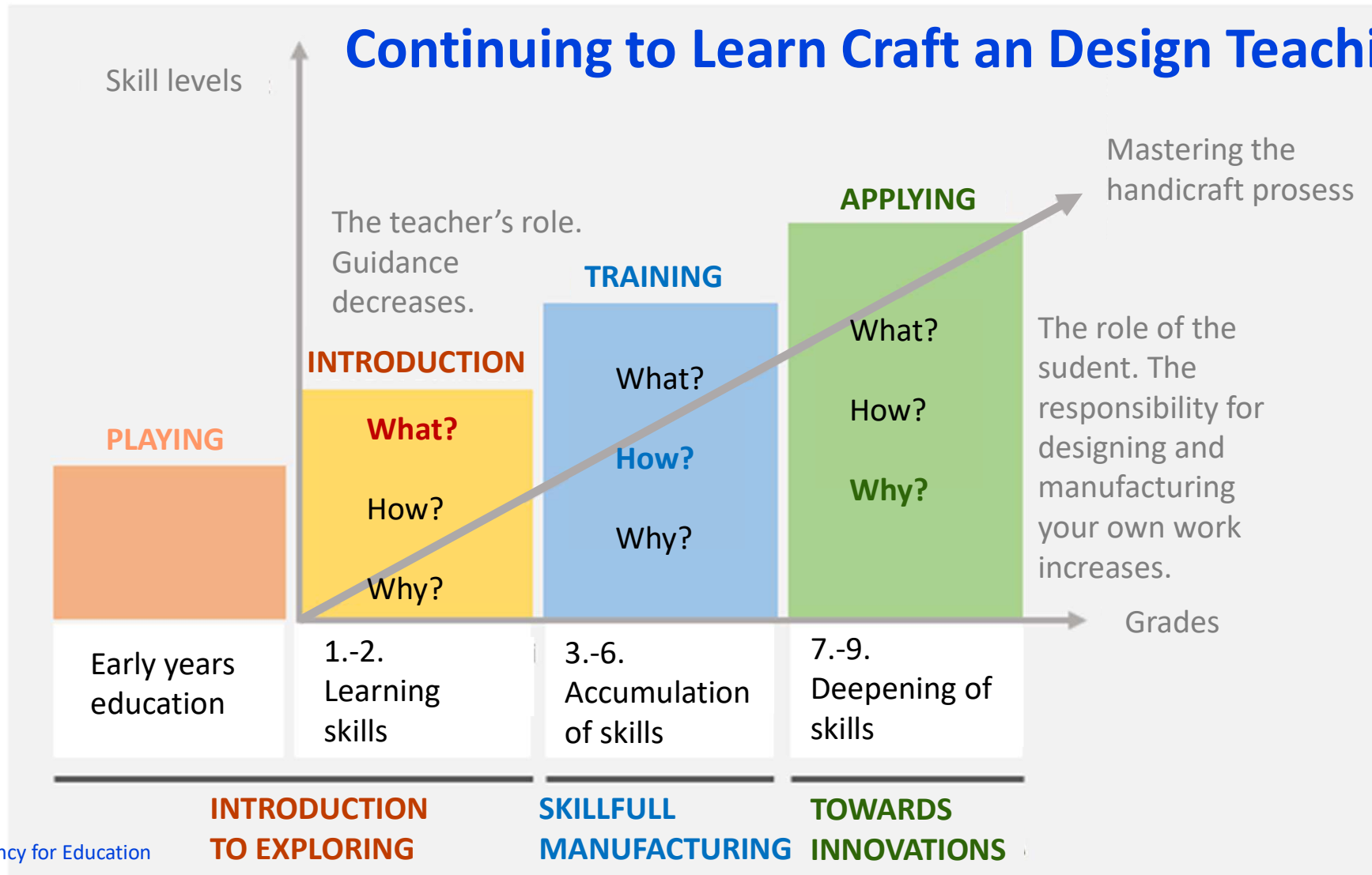
Henri Orell, teacher of technical technologies

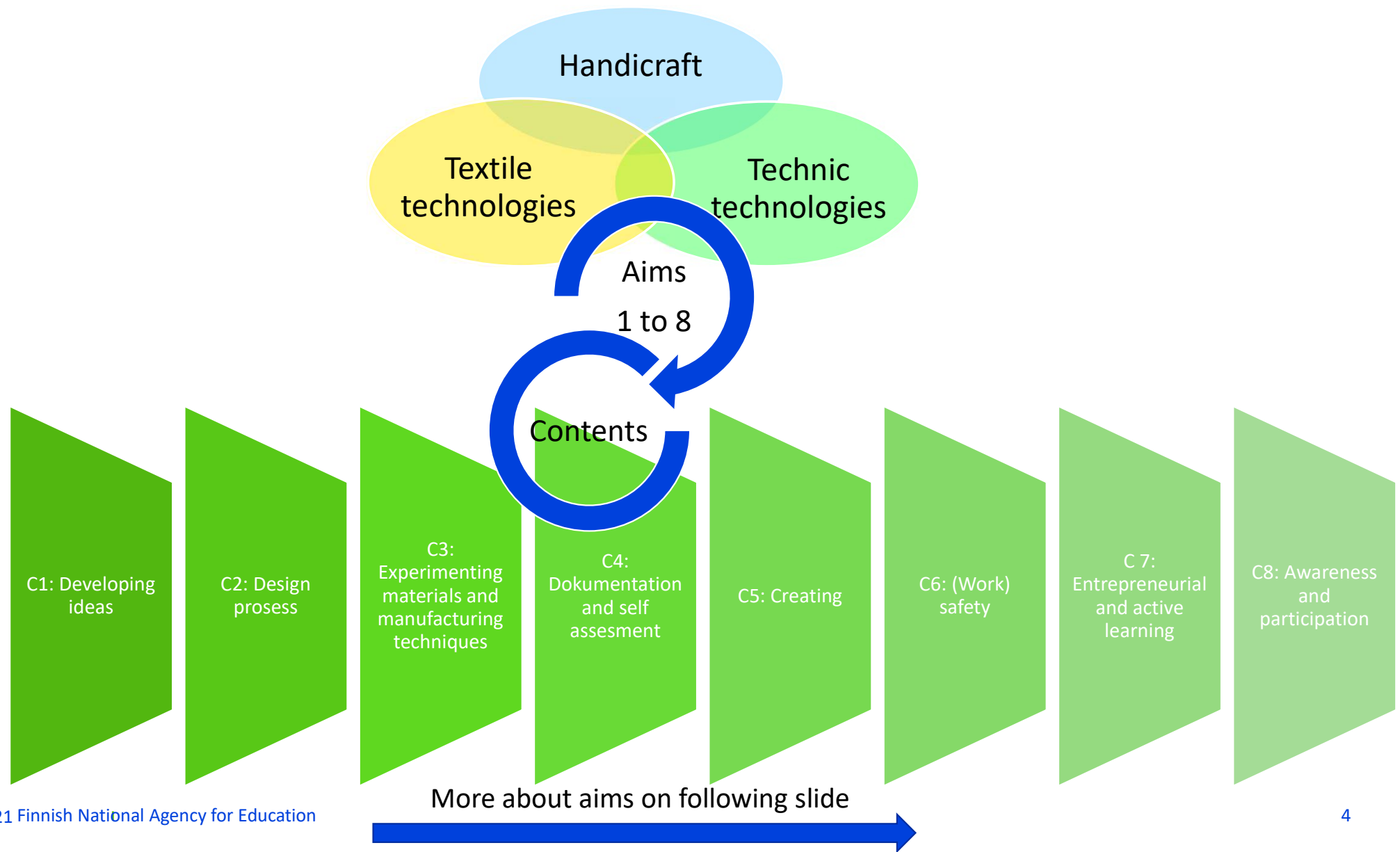


Handicraft (Craft and Design) curriculum

- Common to all (Basic Education Law 11§)
- From the 1st grade to the end of 7th grade (working methods for technical work and textile work, basic technologies and variety of materials)
 - Approx. 2h/week (depending on education provider and the local curriculum)
- 8th and 9th grades, the handicraft is taught as an optional subject
 - Approx. 1-6h/week (depending on education provider and student's choices)
 - A. Optional handicraft classes (continuum to a handicraft common to all)
 - B. Optional advanced subjects related to different handicraft technologies. (More defined contents like clothing, electronics, robotics, 3D printing, knitting, felting, fabric dyeing, computer aided technologies (CNC, laser)
 - C. Optional applied studies related to different handicraft technologies. (For example an entity formed from two different subjects such as Handicraft and Biology = "Fishing with self-made wobblers")
- The final assessment is carried out in either grade 7, 8 or 9, depending on student's choices.

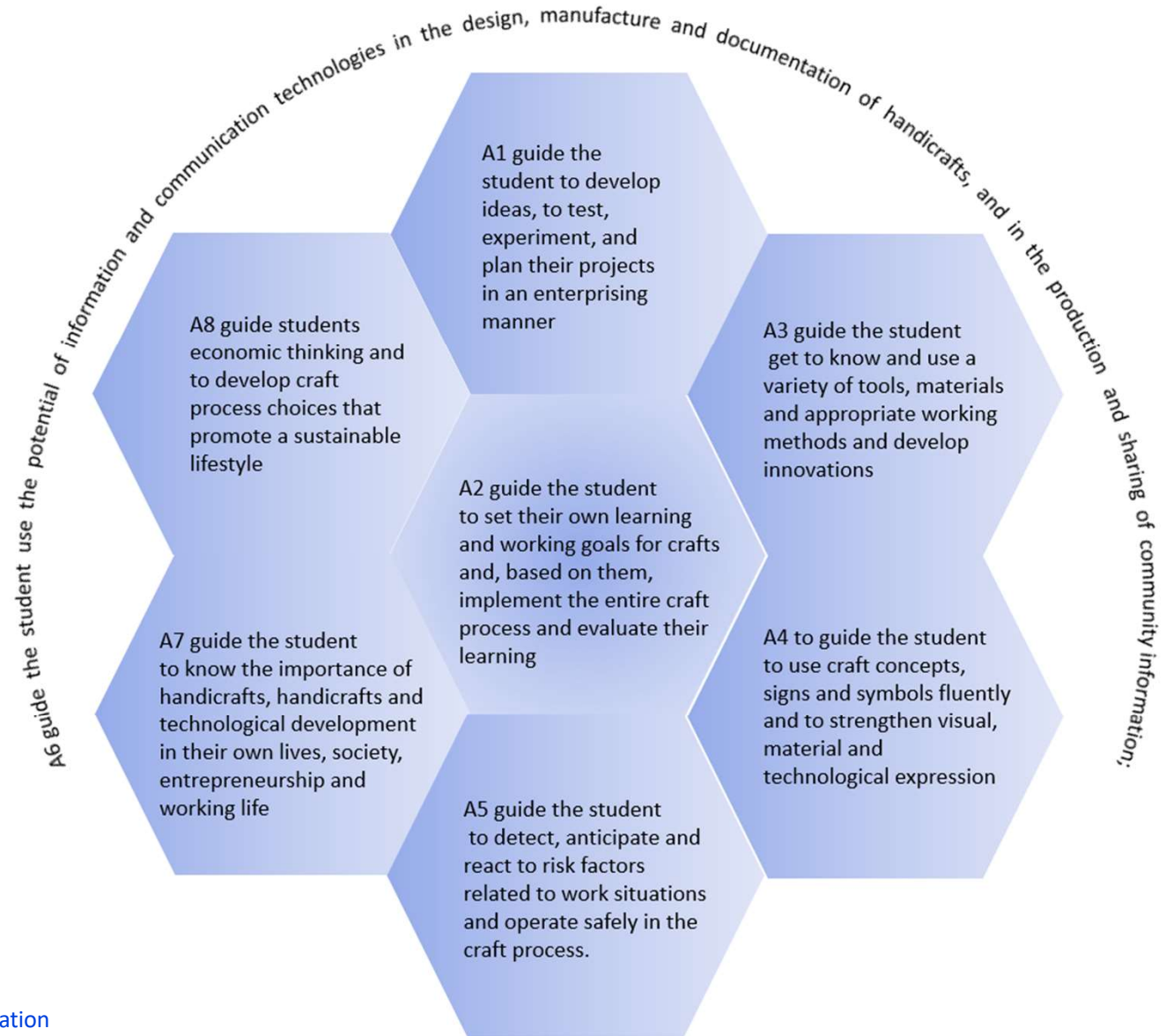
Continuing to Learn Craft and Design Teaching





Handicraft (Craft and Design) teaching aims

The curriculum for handicraft (craft and design) education has eight aims according to which teaching is planned and also the achievement of the aims is assessed according to national criteria.

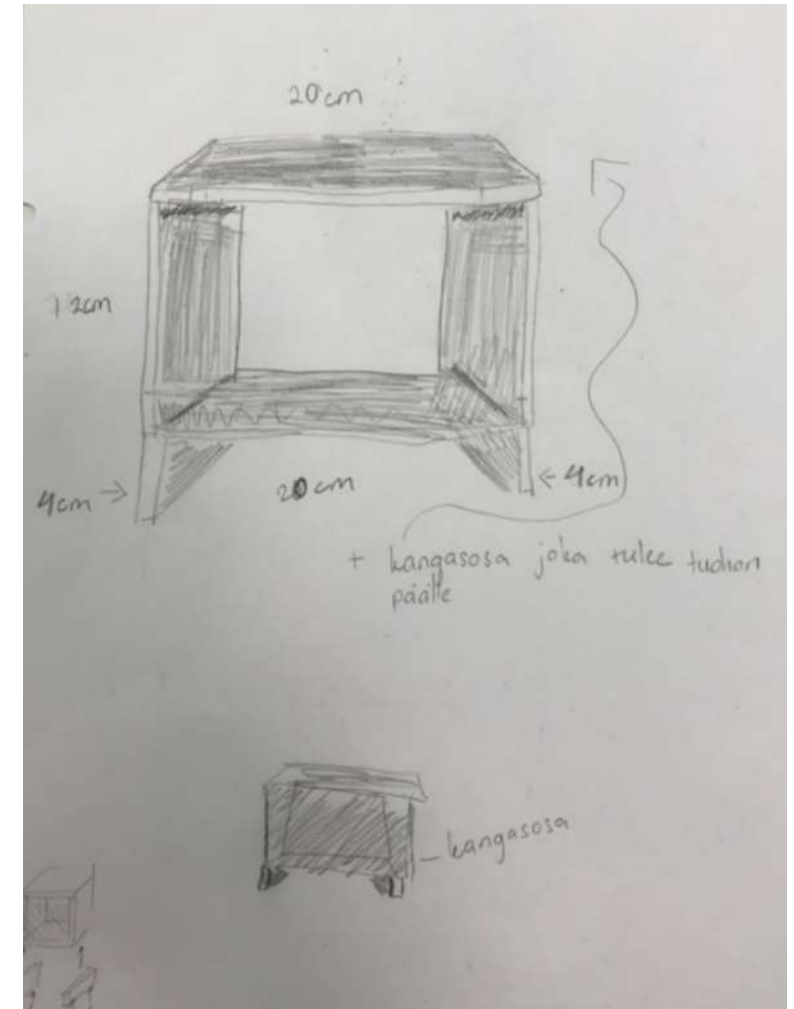
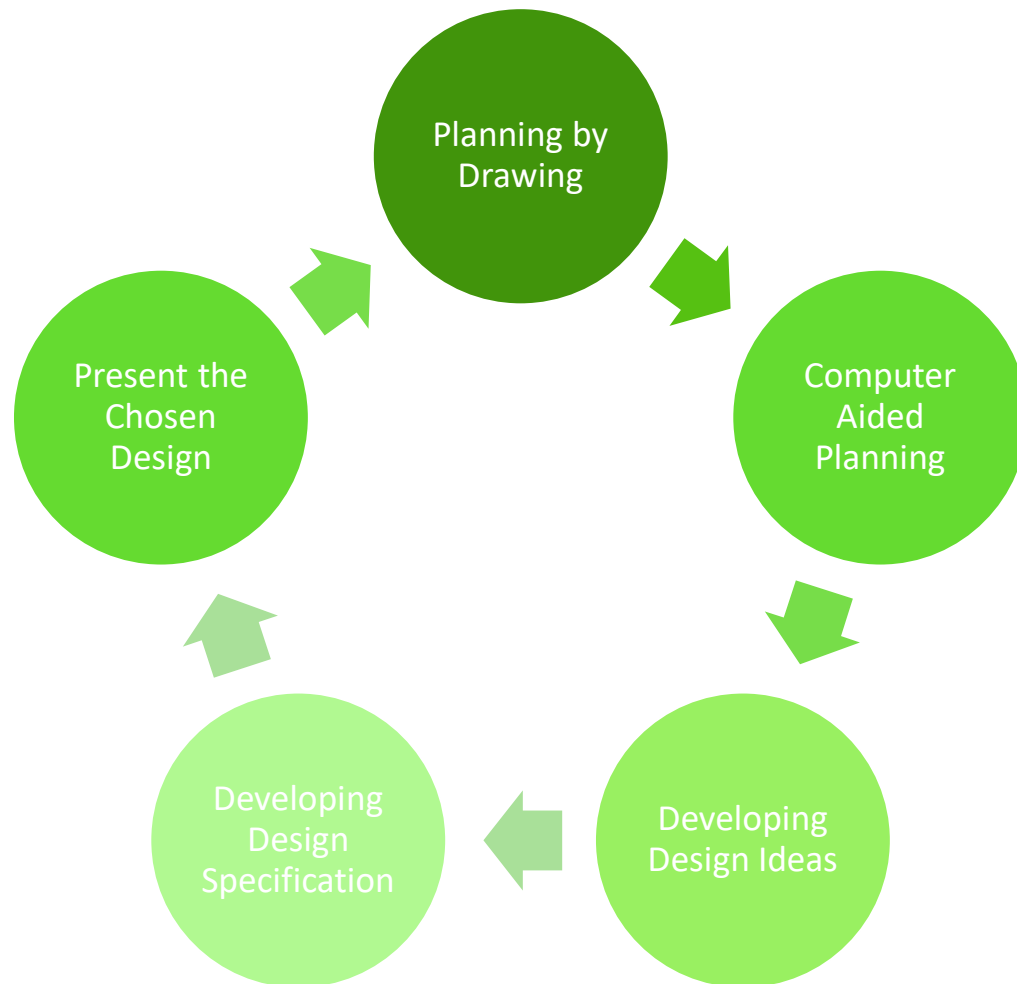


Teaching Handicraft (Craft and Design)

- The richness of teaching handicraft is that every teacher can choose how to implement the curriculum.
- Student's design their own handicraft processes in a guided way
- Learning techniques and skills
- Learning perseverance
- Positive attitude towards valuing craftsmanship with the aim of getting to know different technologies
- Making products - hands on activities

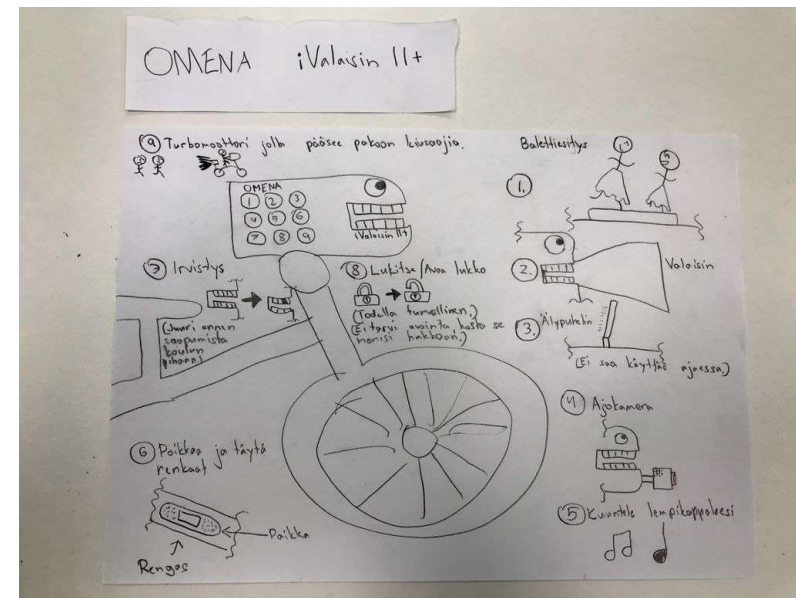


Design and Developing Ideas



Design and Developing Ideas

The beginning of the design process, a playful "Idea battle" can be organized and products or applications that seem impossible can be invented. Designing is the skill that can be practised. Product design is often done together and ideas are compared.



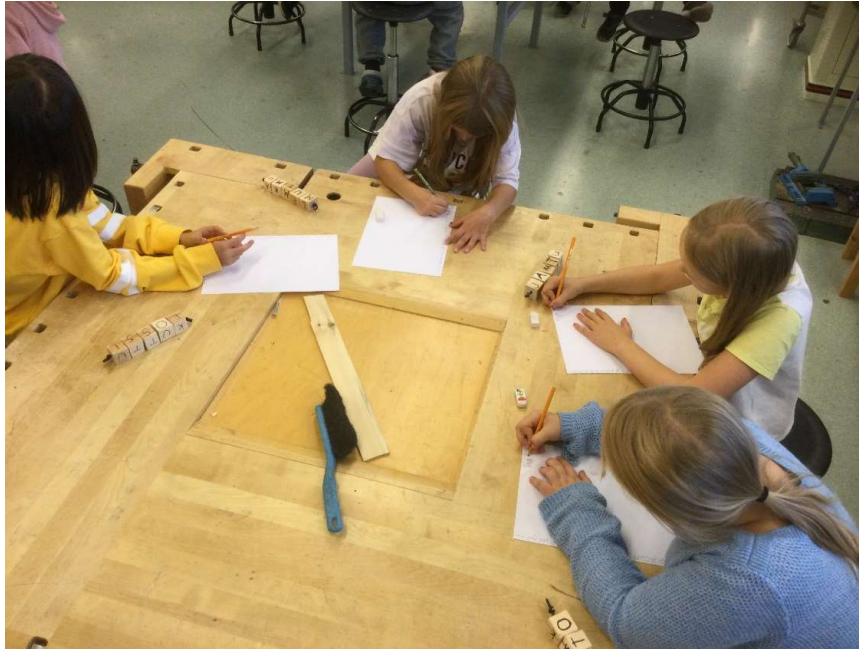
Design and Developing Ideas

- Computer-aided design is suitable for both technical work and textile work methods.
- Drawing in scales and three dimensions is easier by computer.
- The same plan can be implemented with different equipment and different materials (3D printer, Laser, CNC engraver, fabric printing, embroidery sewing machine, electronic cutter).
- At the same time the future skills are learned.



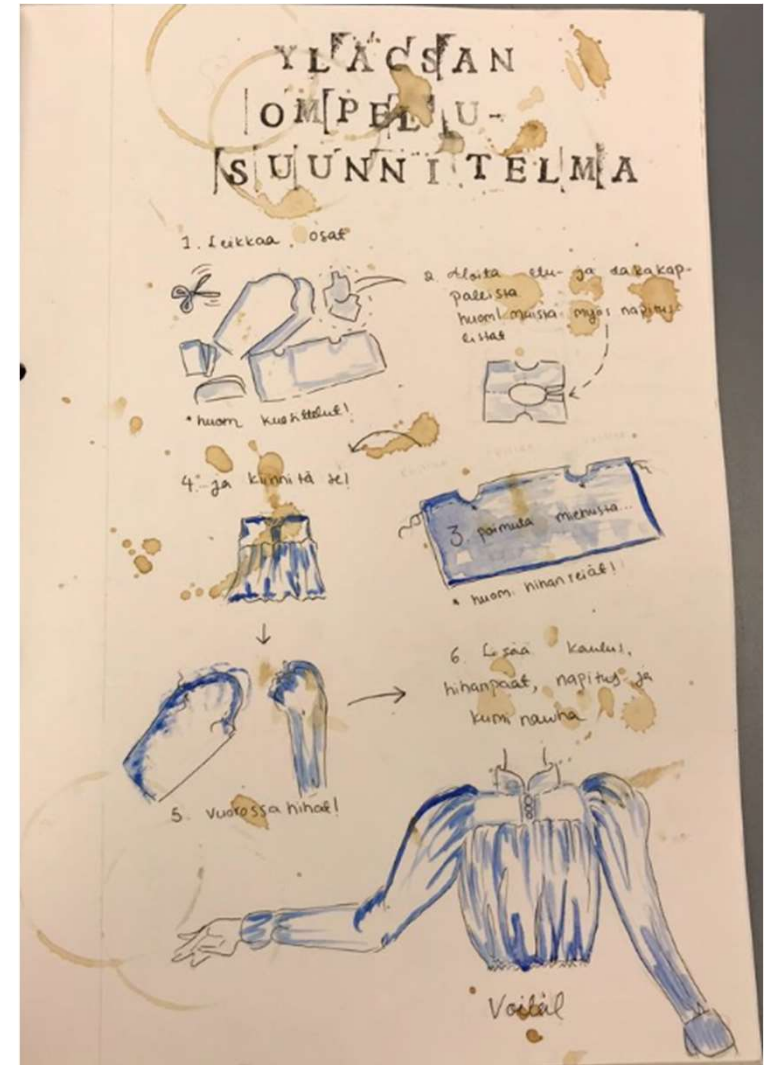
Computer-aided designing with 7th graders.

Design and Developing Ideas



Designing skills develop towards the end of basic education.

Younger students practice sketching their own product while 9th graders already make very advanced plans.



Creating



Following
Logical Plan
(Own or
Teacher)

Justify Changes
Made to the
Plan

Work Safety

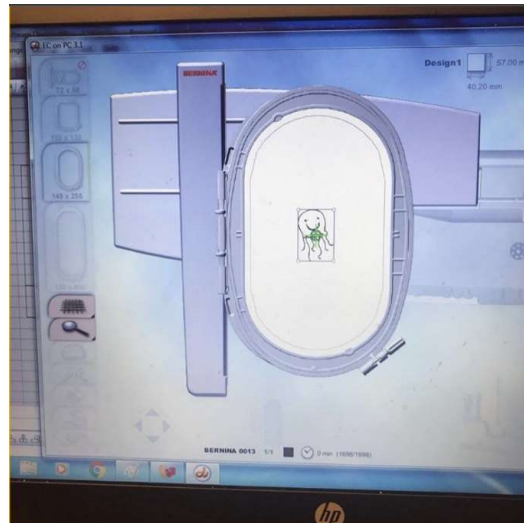


Demonstrating
Technical Skills

Follow the
Plan to Make a
Solution

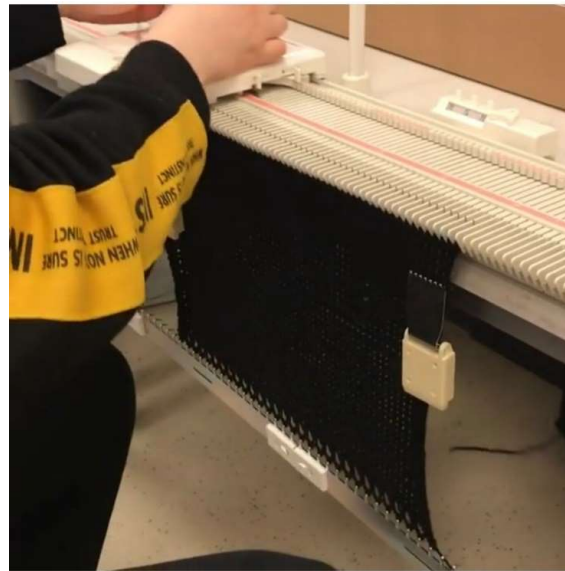
Students work in both technical
and textile work methods, in
mixed groups.

Creating with different technologies



Creating

Handicraft is also the learning of basic skills so that you can later create something new an your own.
Craftmanship is persistence – the skill doesn't arise by itself.

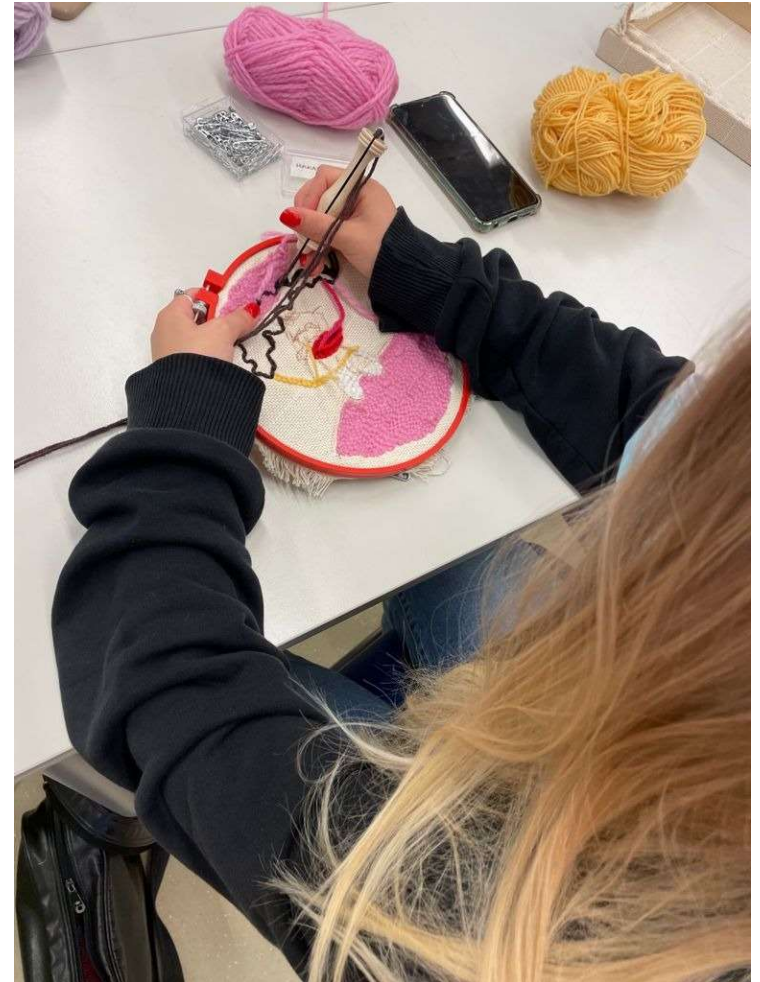


Yarn technologies are carried out in both traditional and advanced way.

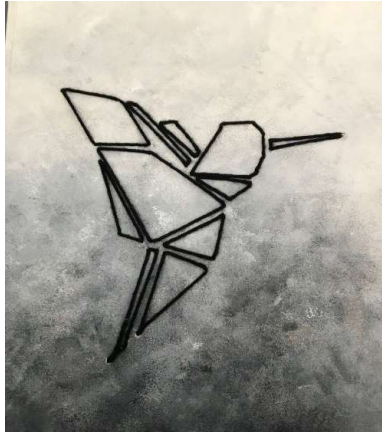
Creating



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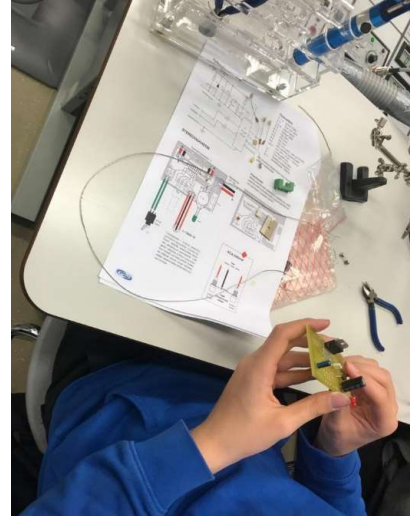


Creating by me for myself



Creating the products that are meaningful for the maker is a key idea in Finnish handicraft (craft and design) education. Several different technologies are used during the process. Also quality and sustainability are kept in mind.

Creating with different technologies



Creating

Handicraft classes take care of worksafety. The aim is to make products that have use in the student's own life.



Creating with different technologies



The same assignment, different outcome

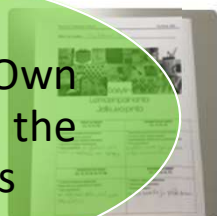
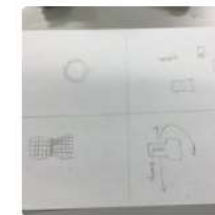


Dokumentation of Craft Process

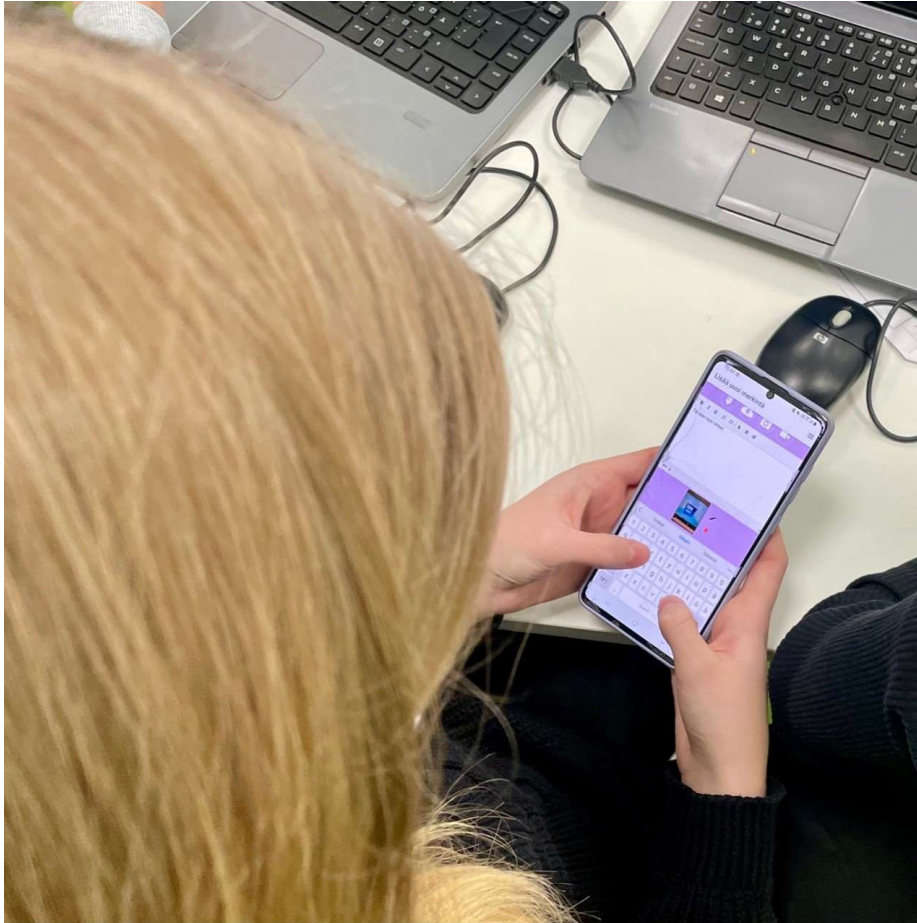
Making the Process Visible

Practising Information and Communication

Students Own Reflect on the Process

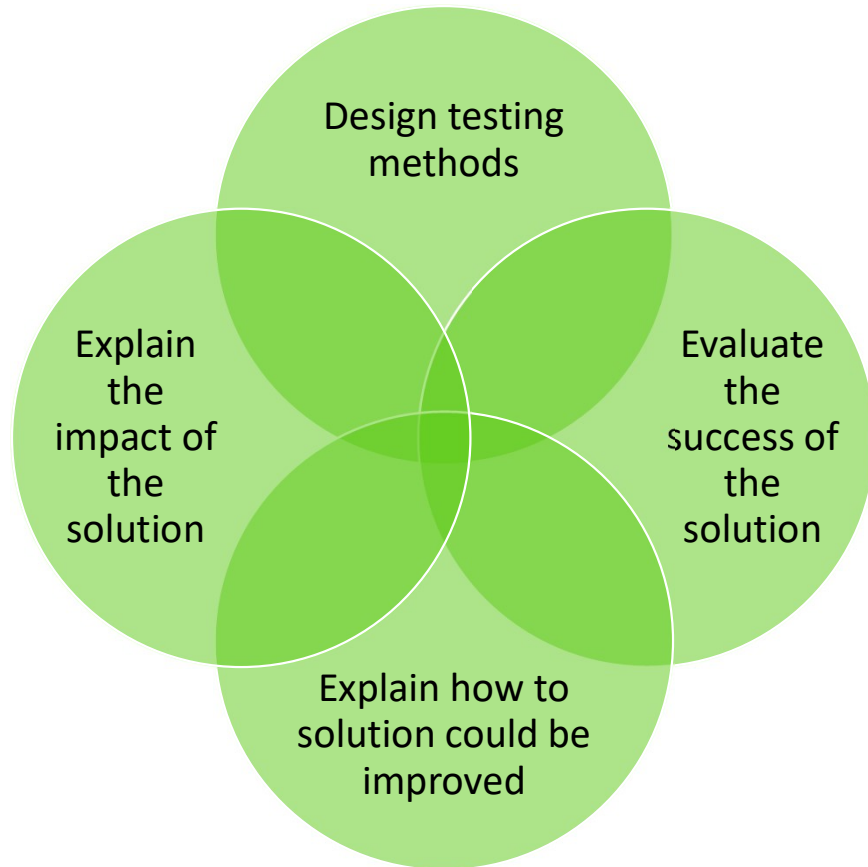


Dokumentation of Craft Process



- Students document their own handicraft process using both the school's and their own digital tools.
- The documentation can also be a homework assignment.
- There are several digital platforms in use and the education provider together with the teachers decides which platform license to purchase.

Assesment and Self Evaluation



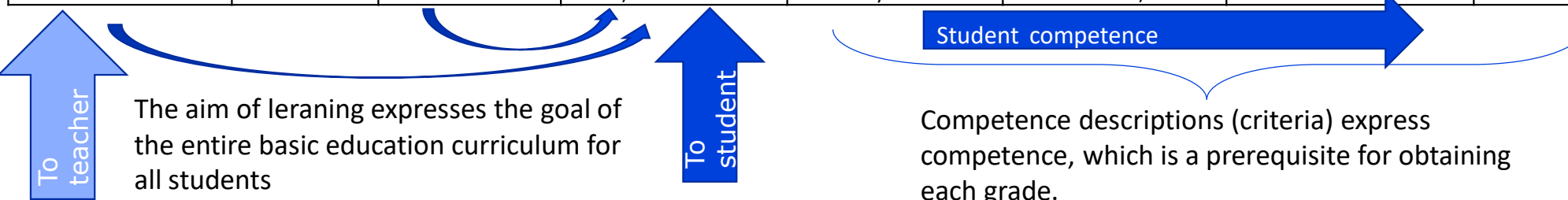
Evaluation of Handicraft (Craft and Design)



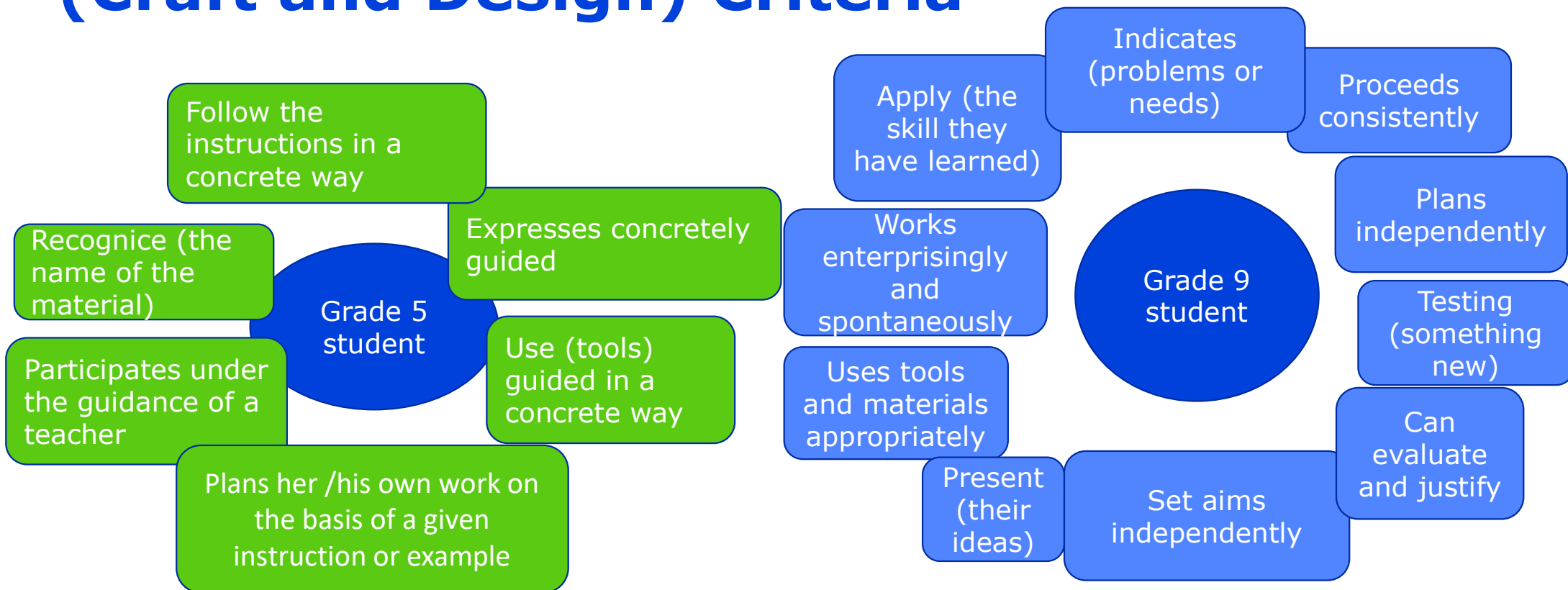
The assessment is based on national criteria

- The national evaluation criteria have been renewed and entered in the use on 1st of August 2021.
- The criteria are based on a long nationwide development work.

The aim of teacher teaching	Content area	Subject of evaluation	The aim of student learning	A description of the competence for the grade 5	A description of the competence for the grade 7	A description of the competence for the grade 8 (2014 curriculum basis)	A description of the competence for the grade 9
The aim of teaching is to guide the student... (A3 ...to guide the student get to know and use a variety of tools, materials and appropriate working / manufacturing methods and develop innovations.	C1-C5	(A3) "Use of tools, appropriate use of manufacturing methods and craftsmanship"	The student learns... (A3... to use a variety of tools and learns how to choose appropriate materials and craft working /manufacturing methods. The student is inventive in their work.)	The student knows... (A3 The student participates in the teaching of both craft work methods. The student uses a variety of tools and materials, with concrete guidance if necessary.	The student knows... (A3 The student understands various handicrafts working methods and materials metaning in the craft process and chooses from them guided to their work are suitable....)	The student knows... (A3 The student is able to choose appropriate and manufacturing methods and is able to use them imaginatively in products of works designed by the manufacturer.)	The student knows... (A3 The students evaluates the usability of different tools and manufacturing methods in the craft proses. The student applies his/her skills related to materials and working methods...)



Examples of Verbs Used in Handicraft (Craft and Design) Criteria



Assessment of student learning and competence in Handicraft (Craft and Design)

- Assessment is usually instructive and encouraging for students.
- The aim is to provide diverse feedback on progress and expertise.
 - **Formative** assessment supports the development of a wide range of craftsmanship.
 - Provides a **variety of opportunities** to demonstrate progress in skills and encourage the maintenance of one's own strengths and mastery of one's developing skills.
 - Guided to evaluate their own learning process.
 - Provides a variety of ways to do self-assessment and get peer feedback.
 - Self-assessment skills and the ability to give and receive peer feedback are developed as part of formative assessment.
- **Summative** assessment is based on the whole craft process, its objectives and criteria. The documentation (produced by the student and the teacher) of the different stages (of process) serves as a tool for evaluation.

Final Evaluation of Handicraft (Craft and Design)

- The final assessment takes place in the academic year in which the study of handicrafts (craft and design) ends as a common subject for all in grades 7, 8 or 9, according to the division of hours decided and described in the local curriculum.
- The final assessment describes **how well and to what extent** the student has achieved the objectives (aims) of the craft and design curriculum at the end of study.
- The final grade takes into account **all the aims of the handicraft (craft and design) curriculum defined in the basis of the basic education curriculum** and the related final assessment criteria, regardless of which grade 7, 8 or 9 the individual objective (aims) is set in the local curriculum.
- The final grade is an **overall assessment** based on the objectives (aims) and criteria of the craft and design curriculum.
- Achieving a better level of competence for one aim can **compensate** for abandoned or poorer performance for another aim.
- **The evaluation of the work is included** in the final evaluation of the handicraft (craft and design) curriculum and the final grade formed from it.

Evaluation of Work in Craft and Design

- Working is **part of subject assesment**.
- Based on **work skills aims** set in differents subjects.
- Working skills are skills developed during basic education as part of the subjects
 - Work **independently or together**
 - Plan and evaluate their own work
 - **Act responcibly** and try their best
 - Interact **constructively**
- When the teacher carries out the assesment according to the objectives and criteria of the subjects, the work also becomes assessed.



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Thank You!

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