

> Foorumiesitys, sali 22, torstai klo 13.15-13.45 (esitys suomeksi)

South Korean and Finnish digi-natives school children meet in Edu2.0
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How do digi-native school children around the world use social media to manage knowledge collaboratively? How does a virtual classroom work as a meeting place between east and west in authentic environmental studies? These questions were answered in a joint Finnish – South Korean elementary school online project in fall 2009.

After analysing alternatives, Edu 2.0 was chosen as the common learning environment for its user-friendliness and features that promote the project's objectives. Because sharing visual knowledge was central to the project, digital cameras and YouTube and Photoshop software were also employed. Orientations in both countries introduced teachers to project content, and the collective virtual work environment. A common course environment was created in Edu 2.0 for the Finnish-South Korean partner classes. Environmental education knowledge, (especially waste recycling), was produced and managed collaboratively in small groups (chat-rooms, wiki) through learning tasks.

Project objectives were partially achieved due to language difficulties and organisational, scheduling and virtual interaction reasons. Recycling lends itself to authentic and problem-based learning. Students gained experience in collecting knowledge from authentic environments (home, school, city) and the internet. The learning environment was inspiring and availability of technical support promoted students' international collaboration (cf. O'Neill 2006).

The project provided knowledge on how future generations will create and manage knowledge. Digi-native students approach virtual interaction with an open-mind, although differences in digital ability do exist. The challenge is to construct clear work methods for virtual group collaboration. In Finnish schools, computer use continues to be restricted to online work of entire classes. The Korean information society's dynamic development (see e.g. Turkki 2009) is reflected in students' application of multimedia in the learning environment, this supported by fast internet connections.

References:

O'Neill, E. J. (2006). The Effect and Key Factors of Implementing International Virtual Elementary Classroom Activities on Public School Students in the U.S. and Korea. In T. Reeves & S. Yamashita (Eds.), Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2006, Chesapeake, VA: AACE, 2637–2644.

Turkki, T. (2009). Tiikeriportti - Korean vimma voittaa maailma (Tiger gate – Korea's drive to win the world). Sitra. Helsinki: Edita Prima Oy.