**Free minds:**

For teachers to learn a new tool, they should be supported by school leadership like principles. Without this support the desire to learn something new can remain own initiative.

**Adaption of PLE within teachers in primarily and secondary schools in Finland**

While new PLE in being developed, it is already clear that the development of it results in innovation and the biggest challenge with a software, and especially with that software which includes something totally new, is to sell it to actual clients. For pupils to be able to get all mentioned above advantages of using a new PLE, it is necessary that schools adapt it in their teaching activities. Thus Almerin clients are actually schools and to be more particular – teachers, who will actually be using the new software and whose opinion has a big weight in schools’ overall decision on whether to take it into the use or not. That’s why I want to study primarily teachers in the context of adoption of a new PLE. As a result of my research I want to find answers on the basic question of ‘why teachers would want to adapt new PLE in their teaching activities?’ in order for Almerin to use these answers as arguments in their selling campaign.

The vision of Almerin is to be in every school in Finland by 2017, in every schools in Nordic by 2020, in every school in Europe by 2025, America by 2030, worldwise by 2040??? (ask this from Teemu)

Since initially Almerin target at Finnish schools, I will do my research in the context of them.

**State of Art**

ICT may help promote educational change only if students and teachers have an access to the new technology and it is intensively used as a tool for learning in various subject domains. The students and teachers need to have sufficient skills in using and working productively with the new technology.

(Hakkarainen et al., 2000)**.**

Thus any adaption of ICT in the context of educational institutions at least two things are necessary:

* ICT environment (laptops etc)
* ICT confidence of teachers who apart of using PLE themselves supposed to give initial teaching on how to use a new PLE to students

The *Survey of schools in Europe* showed that “at least 80% of students in grades 4 and 8 are in highly digitally equipped schools with fast broadband and relatively high connectedness in Denmark, Finland, Norway and Sweden where almost all students in grade 11 are in such highly equipped schools” (Wastiau et al. 2013).

What comes to ICT confidence then situation is different.

Students’ use of ICT for learning during lessons is related to teachers’ confidence

in their own ICT competences, their opinion about the relevance of ICT forT&L

and their access to ICT at school. The *Survey* shows that students ICT most

frequently when they are taught by teachers with great confidence in their own

digital competence (operational and social media skills) and in their ability to use

the Internet safely and responsibly, with positive opinions about ICT use forT&L,

as well as facing few obstacles and having broad access to ICT infrastructure at

school.These teachers are defined in the *Survey* as *digitally confident and supportive*

*teachers*.

On average across the EU countries covered by the *Survey*, between 20–25%

of students are taught by *digitally confident and supportive teachers* having broad

access to ICT and facing few obstacles to their use at school. Here again, there

are great differences between countries. 30 to 50% of students at grade 4 and/or

grade 8 are taught by such teachers in Bulgaria, Estonia, Ireland, Portugal, Slovakia,

Slovenia and Sweden; conversely, less than 10% of students in the same

grades are taught by such teachers in Austria, Belgium, Cyprus, France, Finland,

Greece and Luxembourg.

(Wastiau et al. 2013).

It is possible to conclude that Finnish schools has all necessary equipment to implement the new PLE while digital confidence of staff remains to be quite weak. Even though this might be seen as an obstacle we tend to believe that it is possible to overcome it by training the school staff to use a new PLE should they just wish to adapt it after being demonstrated with outstanding benefits of its usage in comparison to existing teaching tools and methods.

Thus Finland has favorable environment towards adapting new PLE.

One of requirements for Almerin PLE is that it should be applicable to any mobile device what theoretically can create appropriate ICT environment constructed by student and teachers own devices. The service should be provided for any pupils equally despite of whether he/she has own mobile device or not that is why it is necessary that school initialy provide everything necessary for pupils to be able to use new PLE.

**Personal Learning Environments (PLE)** are systems that help learners take control of and manage their own learning. This includes providing support for learners to:

* set their own learning goals ( with support of their teachers)
* manage their learning, both content and process
* communicate with others in the process of learning

**(IMAILE PORTAL)**

Learning on demand is becoming a type of lifestyle in modern society (McLoughlin & Lee, 2007). Learners constantly seek information to address a problem at work, school, or to just satisfy a curiosity. To do so, they take advantage of digital and networked technologies not only to seek information, but also to share information. Thus, learners should not be considered as passive information consumers; rather, they are active co-producers of content. Additionally, learning in the context of social media has become highly self-motivated, autonomous, and informal, as well as an integral part of the college experience (McGloughlin & Lee, 2010; Smith, Salaway, & Caruso, 2009; Solomon & Schrum, 2007). **(Dabbagh & Kitsantas, 2012 )**. Thus young generation of today primarily learn by being interactive. This in its turn requires interactive classrooms in educational institutions with personalized ICT solutions. The present situation in European schools is such that they show a **teacher centric** classroom with teachers using technology, interactive whiteboards and LMS systems. While the actual trend goes to towards **student centred** learning where all students have access to devices, digital content and software in a personalised way. **(IMAILE PORTAL).** Additionally, traditional platforms such as course and learning management systems (CMS/LMS) do not capitalize on the pedagogical affordances of social media for example allowing learners to manage and maintain a learning space that facilitates their own learning activities and connections to peers and social networks across time and place (McGloughlin & Lee, 2010; Selwyn, 2007; Valjataga, Pata, & Tammets, 2011; van Harmelen, 2006) **(Dabbagh & Kitsantas, 2012 )**.

By marrying the principles of personalised learning with the tools of technology some educators believe that they have the chance to create the kind of customized learning environment that can finally break schools out of industrial age model of education to bring the true 21st century school reform **(IMAILE PORTAL.**

By developing a new PLE it is believed that it is possible to provide participatory learning in a student centric way.

and that’s what PLEs are supposed to provide because technologies needed for that are already existing.

**Possible topics:**

Why students of Finnish primary and secondary schools would want to adapt a new PLE

REFERENCES:

Wastiau, P., Blamire, R., Kearney, C., Quittre, V., Van de Gaer, E., & Monseur, C. (2013). The use of ICT in education: a survey of schools in Europe. *European Journal of Education*, *48*(1), 11-27.

Dabbagh, N., & Kitsantas, A. (2012). Personal Learning Environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning. ***The Internet and higher education*,** *15*(1), 3-8.