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Title: Competence-Based Teacher Education and Traditional Sámi Learning

Abstract:

We compared the learning outcomes between competence-based (Group 1, N=59-67, year 2016-) and "traditional" teacher education (Group 2, N=40-49, year 2015) in the School of Professional Teacher Education (Oulu University of Applied Sciences, Finland). In Group 1, students participated in education, where study plan is made individually for each student according to their (earlier) competence, skills, knowledge, and experience. Education has competence goals and students have to assess their own competence and skills in relation to these requirements. Based on this evaluation, individual study plan is made for each student and competence and skills (either earlier gained or acquired during the education) are demonstrated in actual working environments. "Traditional" lecturing is replaced by group-based collaborative and exploratory learning. Depending on the competence and skills, students can graduate even within months instead of years. In Group 2, students participated in "traditional" education, where study plan, schedule, and content were more fixed.

The results show, that there are statistically significant (repeated measures MANOVA) differences between competence-based and "traditional" teacher education. The learning outcomes (students' self-evaluation of their competence before and after the education) are significantly higher in pedagogy, special education, and research and development in Group 1. In addition, the value and international/multicultural competence were higher in this group.

These results have clear implications also on planning, implementation, and assessing of indigenous learning and teaching. For example, in Sámi culture, where practicality, indirect teaching, and experiential learning (learning by doing) have an essential role, this kind of approach provides a more natural and motivating learning environment. Students have an active role and they are responsible for their own learning, which increases their autonomy, commitment, and motivation (and thus also well-being). They also have higher-quality learning outcomes and eventually learning is refined to competence and skills (máhttu), that are relevant in their natural working environments.

We are planning to start a Sámi teacher education (in North Sámi language) in 2019. The current competence goals and requirements are also reviewed and modified. It is important, that Sámi language, culture, and traditional way of learning are used as the basis for this kind of education.