



## Ancient Greece brought closer to students by IT

### Finland

Project name:  
The Ancient Greece

Teachers:  
Minna Perokorpi-Sulin and Markku Antinluoma

School:  
The Huhtinen Primary School, Porvoo

Learning areas:  
History, Art, IT, Finnish and English

Objectives:  
Adoption of an alternative pedagogical model and forming the pupils' interest in history

Outcomes:  
Pupils developed important IT skills and managed to compensate the lack of the hours reserved in the curriculum for history classes

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— Minna Perokorpi-Sulin, The Huhtinen Primary School

The Ancient Greece project originated from the need to adopt an alternative pedagogical model and to form the pupils' interest in history. Through this they developed IT skills and managed to compensate the lack of the hours reserved in the curriculum for history classes. The pupils' enthusiasm and the practiced skills in the use of IT inspired the teachers from schools in Finland to test and adapt the model of the progressive inquiry.



#### Situation

At Huhtinen Primary School in Porvoo the teaching practice aims at high quality elementary education. Finland's National curriculum's targets and content in History, Art, Finnish and English language, as well as IT, required collaboration over four subjects to get all the aspects done well.

Practice showed that placing historical events to the timeline was experienced as difficult by the pupils, especially when the different matters take place at the same time and in many separate places. It was also learnt that teamwork collaboration inspires shy pupils to be more active and develop all pupil teams and group working skills.

#### Objectives

One of the targets was to get pupils to use ICT in as many forms as possible, while the project's target was to make high quality learning and content. Also

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the way to learn and using ICT was to make learning more relevant and motivating. Pairs of pupils chose an interesting subject to examine: Ancient Greece. Out of this subject the problems and tasks were set, controlled and formulated by the teacher. These subjects were studied by becoming acquainted with different source of materials, and the work started on the basis of an own working theory.

The project goals were the working process itself (collaborative working according to the progressive inquiry model), to integrate subjects and improve IT-related skills. As the end ‘product’ the goal was to produce The Ancient Greece Web site. To make this project successful, the following resources were needed: time, timetable, written resources, images, art materials, collaborative working, IT equipment, IT skills, and of course, teacher’s knowledge on pedagogy.

#### Outcomes

Cross subject collaboration supported pupils’ capacity to solve complex problems, and their project management and responsibility skills developed. Using pupil skills and different learning styles also raised the level of learning. Pupils also made learning objects for each other so they had to take the role of mentor and learner.

“The final product is the Ancient Greece Web site, but the learning process was the most significant part. The writers, illustrators and readers were separate persons, so the work gave for many an opportunity to get own work presented”, says Minna Perokorpi-Sulin, teacher from The Huhtinen Primary School in Porvoo, Finland.

The cooperation of the teachers and classes deepened during the project. One of the teachers directed and was responsible for the production, writing and expression of picture material, while one of the teachers was responsible for IT and for tasks and the matters which are related to the appearance of the work in digital form.

As an objective, a Web site was to be produced and utilized afterwards. However, real learning took place in directed and supported working, in which the objective is the understanding and explaining of matters and phenomena.

“With the help of produced material we were able to, at the required time, deal with Greece’s history in a comfortable way, according to pupils’ opinions. With the help of this method the pupils’ learning results improved about 15%, compared with traditional teaching. So, the model of progressive inquiry has proven its qualities and potential for improvement of teaching in this project”, states Minna Perokorpi-Sulin.