

Significance of the results

The results showed that the LQ program works. Particularly teachers who had only little experience of this kind of training benefited from the course. The course does not, however, guarantee that teachers always give the course for their students, as, for example, the school's curriculum and other aspects of its working culture influence the way the course content is taught to the students.

If the teacher receives support for giving the LQ course, the course is useful for the teacher. Consequently, it is very important that the training provides the teacher with functional material that they can use for their teaching sessions. In the future, intelligent learning platforms could be designed that could be used as support and conversation forums of LQ teachers.

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International Research on Lions Quest Completed



Research shows that the Lions Quest program needs continuous development due to the ever-changing environment.

Lions Club International Foundation (LCIF) has implemented the Lions Quest educational program for nearly 40 years. During this time, the program has been implemented in approximately a hundred countries worldwide.

Educators have seen Lions Quest as an excellent aid. As schools and societies as a whole have undergone important changes over time, LCIF decided to examine the efficacy and development needs of the LQ program in collaboration with the Faculty of Educational Sciences at the University of Helsinki.

The research has been led by Professor of Educational Psychology Kirsti Lonka, and it has been carried out by Dr. Markus Talvio PhD, who has broad expertise in the development of teachers' emotion and interaction skills both from his doctoral thesis and from his post-doctoral research. He has also worked as an LQ trainer. Collaborators have also included other researchers from the University of Helsinki and elsewhere.

The research method utilized in the study was first developed in collaboration with the Finnish Lions. The Finnish research aroused wide interest in other countries utilizing the LQ program, and LCIF therefore decided to broaden the now five-year research program it is fund-



ing to cover eight other countries worldwide. The results have been published in a number of scientific journals and conferences.

Research shows that the LQ program needs continuous development due to the ever-changing environment. In Finland, development work has been implemented by updating the training material, but simultaneously, it has been noted that educators who have already received training require more stimuli for utilizing and keeping up the use of the LQ program.

It has also been noted that the use of the program could be broadened to cover, for example, sports training, or for training educators of refugee youth. The final report of the research has now been completed, and it will also be published in international scientific journals of the field.

The research began in 2013. So far, five international scientific articles have been published on the data, and the research has been presented in seven scientific conferences and at numerous other functions worldwide.

In addition, a chapter for an edited book is being written on the research, as well as at least one more scientific article. The research has a home page that is being regularly updated.

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Important research

Teachers' learning, particularly with regard to learning emotion and interaction skills, remains little researched. Teachers' knowledge, skills, attitudes, and experiences are central for developing students' emotion and interaction skills.

Participating teachers come from all over the world and represent different cultures and educational backgrounds. The research can examine whether Lions Quest is a universal educational program that benefits teachers worldwide, or suited only for representatives of particular cultures.

Participants

Nine OECD countries: Argentina, Australia, Austria, Finland, Germany, Italy, Japan, Lithuania, and Turkey.

Over 2000 teachers, of whom half took part in the Quest training.

Aims of the research

The aim of the research was to measure the effect of LQ training on teachers. The same teachers answered the questionnaire before and after training.

Results

Teachers taking part in the training had Increased knowledge of content that is in line with the aims of LQ
Increased ability to apply the skills learned in LQ in practical situations

Increased experience of own competence in teaching content that is in line with the aims of LQ.

In addition, changes were not usually noted in the control groups.

Teachers who originally had only little knowledge on the LQ contents appeared to benefit from the course more than others.