

Sustainability and Phenomenon-Based Learning Workshop

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Jyväskylä, Finland
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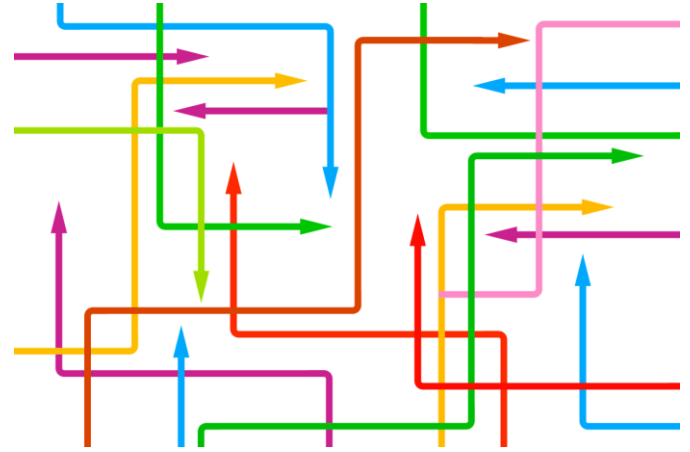
What is this all about?

Workshop 1 / 2.2.2023

Activating, setting goals, fostering learning

Workshop 2 / 22.2.2023

Evaluation of PhBL projects, presenting the project plans, feed forward, reflecting on the learning goals



Today's schedule 14.30-16.30 Finnish time

14.30-15.00 Starting the process

Creativity exercise

Activating prior understanding and setting goals for group work

15.00-15.30 Fostering learning

Introduction to PhBL from the viewpoint of educational psychologist

15.30-16.00 Fostering learning

Improving the project week plans in working groups

16.00-16.30 Wrapping up today's workshop

Planning for groups' next steps



Creativity exercise: Add on!

Work in pairs or in small groups.

Topic: **Phenomenon-based learning project of all your dreams!**

"Phenomenon-based project of all my dreams would include the possibility to bring all the chemistry equipment to my classroom"

"Oh, what a good idea! We could invite some of the top sustainability scientists to work with us in our classroom too"

"I have never heard that wonderful idea! Actually we could then travel to Cern, Switzerland to make an excursion with our students"

"I have never heard that wonderful idea, on our way to Cern we could..."

There is just one rule: NO CRITICS!

What is PhBL?

Open Flinga: <https://edu.flinga.fi/s/EQNNXY9>

Access code: EQNNXY9

Discuss in your working groups: If you should tell what PhBL to a teacher that have never heard about it, how would you describe PhBL? How would you define it?

What is characteristic for PhBL approach?

Don't be afraid of contradictory viewpoints, but rather discuss also about them!

The one who comes from the most far north is the secretary who writes down your thoughts and posts your ideas in Flinga.

If you need technical help with Flinga, ask Heidi.

Setting goals for the joint PhBL planning process

Open Flinga: <https://edu.flinga.fi/s/EQNNXY9>

Access code: EQNNXY9

Discuss with your group and set 1-3 goals for your project week planning process.

How would you like to improve your project week plans?

How would you like to improve your collaboration?

What would you like to learn about PhBL?

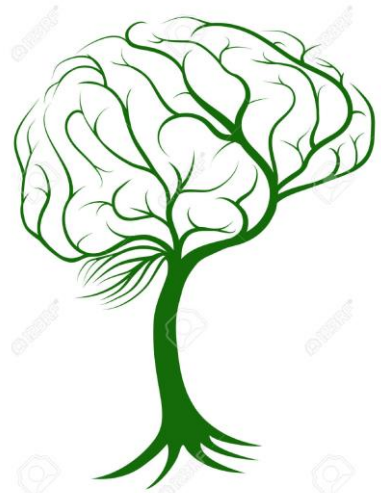
Write down your goals to Flinga.

Introduction to PhBL

“The problem in educational sciences is that we know the elements of effective learning and teaching, but we can’t point out one single method that works”

Lecture bias!

Pragmatic approach, looking for recipes for effective teaching...

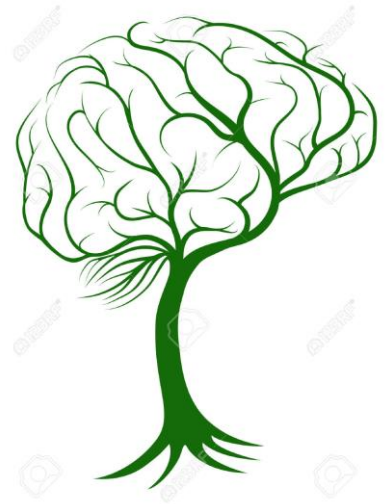


Introduction to PhBL

Rather than a method, PhBL is a learning-related paradigm or wide, systematic approach to learning which aims at simulating human learning processes (or what we know about it according to research)

Doesn't replace subject-matter teaching, but still supposed to go beyond disciplines!

Aims at creating more flexible mental models for learners



We can still point out several crucial factors of PhBL:

INTEREST

Sparking and fostering learners' interest.

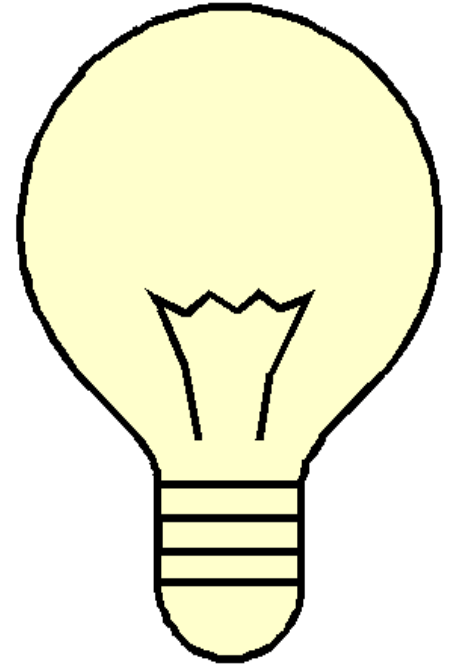
The four-phase model by Hidi & Renninger (2006)

Situational interest (CATCH)

1. triggered
2. maintained

Personal interest (HOLD)

3. emerging
4. well-developed



Choosing the theme, narrowing down to phenomena

With future teachers, our big theme was "*Saving the planet*"

Groups chose their phenomenon independently ending up taking a closer look at

... *Fast-fashion*

... *Water*

... *From complaining to influencing*

... *Recycling Monster*

Choosing the theme, narrowing down to phenomena



Meaningful context, students' participation

"There is no content without context!"

If something has been learnt in classroom context, it might be difficult to apply it outside school.

PhBL always activates meaningful context

Learning content should always, somehow, be tied to students' reality they live in

... which requires involving them in the project planning

Question-driven process

"A good question is half of the process"

- Part of engaging and fostering ownership of one's own learning
- Somehow takes into account learners' own interests
- Typically good research questions addresses questions starting with words "How" or "Why" - they guides the learner to understand the phenomenon or a part of it
- Process and the research question:

Well-structured vs. ill-structured

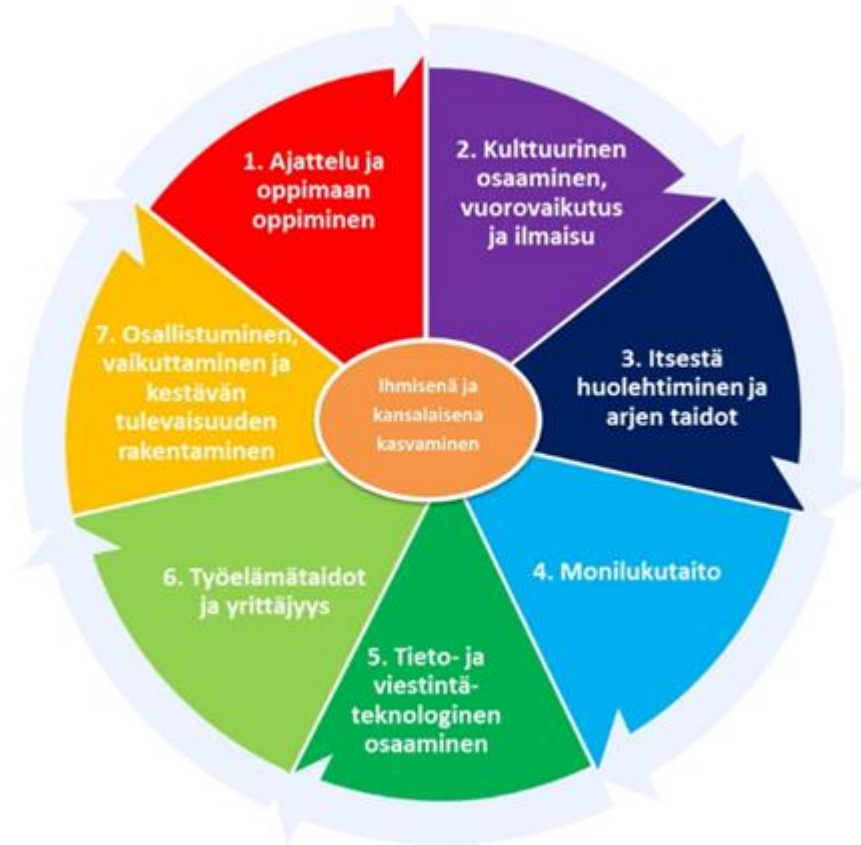
Student-centered - teacher-centered



Competencies alongside content

1. Thinking and learning to learn
2. Cultural competencies, communication
3. Self-management
4. Multiliteracy
5. ICT and Technology-use
6. Working-life skills and entrepreneurship
7. Participation, influencing and building sustainable future

(Finnish National Curriculum for Basic Education, 2014)



Work in your groups

1. Interest
2. Activating meaningful context, participating students' in planning
3. Question-driven approach
4. Competencies alongside the content

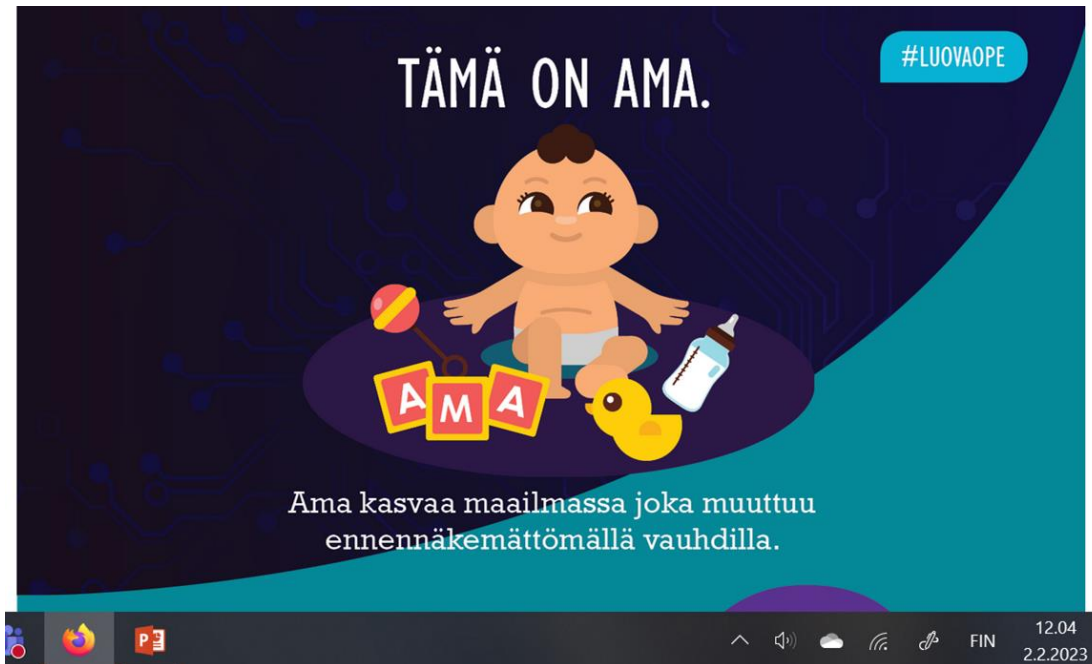
Time to check and improve your PhBL project week plan according to these principles!

Engaging Learning Model (Lonka, 2012; 2015)



Broad-based competencies and phenomenon-based learning projects / Course for future teachers at the University of Helsinki

<https://blogs.helsinki.fi/luovaope/>



Optimal learning experience combines motivation and emotions

CHALLENGE: Adjusting the challenge in line with students' sense of competence

CURIOSITY: Valuing and supporting students' personal interests and experiences make a solid base for learning

CONTROL: Allowing space for students' participation (co-regulation)

CONTEXT: Activating meaningful context as well as collaborative support and safe environment



Next steps...

Discuss with your group: How are you going to continue working on the project week plans?

Prepare for presenting your project week plans in the next workshop!



Next steps...

Evaluation

Feed forward

Reflecting on your learning goals: Did we reach the goals?

See you in Teams/Zoom on Wednesday
22.2.2023!

