



Guide for modern pedagogy workshop

Helsinki visit 15 – 19.11.2021, day 2

Finland meeting 16.11.2021, for project 2020-1-RO01-KA201-080061 Erasmus+ O-Ed!
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Authors: Bianca Biro, Mihaela Nyssönen, Alexandra Vorobjeff



Today's agenda, Tuesday 16.11.2021

9.30 – 12.00

1. Workshop session

Guide for Modern Pedagogy review

2. Oodi Library visit and Learning by doing

12.00 – 13.00

Lunch in Oodi

14.00–15.00

Romanian Embassy visit, networking and
round-table discussions

15.30–17.00

Rock Church, cultural visit

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Methods, strategies and techniques of evaluating and self-evaluating the knowledge acquired by students in schools

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The project guide is...

- For **teachers**
- Inspired by the **Finnish education practices in developing literacy skills**
- Practical, clear and easy to use
- Available in English, Finnish, Czech and Romanian
- The **result of cooperation** between the project's partners on suggested topics

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TRANSVERSAL COMPETENCES

Finland was one of the early adopters of 21st-century skills in education. The latest national core curriculum was adopted in 2014 and has been implemented in Finnish schools since 2016. Ever since, the term used for the 21st-century skills in Finland has been 'transversal competencies', alluding to the fact that they penetrate across the curriculum and are to be taught by each teacher in their respective subject(s).

"Transversal competence refers to an "entity consisting of knowledge, skills, values, attitudes and will" (Finnish National Core Curriculum for Basic Education, 2014, 20)

There are seven core categories of competencies for primary education in the new National Curriculum Framework: 1. thinking and learning to learn 2. cultural literacy, communication and expression 3. managing daily life, taking care of oneself and others 4. multiliteracy 5. ICT skills 6. entrepreneurial and work-life skills 7. participation and building a sustainable future (Finnish National Core Curriculum for Basic Education, 2014). These core competencies represent the skills future employees will need in a wide selection of industries and in society overall in the future. Therefore, their aim is to "support growth as a human being and to impart competencies required for membership in a democratic society and a sustainable way of living. It is particularly vital to encourage the pupils to recognize their uniqueness and their personal strengths and development potential, and to appreciate themselves." (Finnish National Core Curriculum for Basic Education, 2014, 20)

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According to the Finnish National Core Curriculum for Basic Education, "Values, the conception of learning and the school culture lay the foundation for the development of competence. Each subject builds the pupil's competence through the contents and methods typical of its field of knowledge. (...) Feedback is given to the pupils as well as guidance and support for learning influences attitudes, motivation and willingness to act." (Finnish National Core Curriculum for Basic Education, 2014, 20).

As can be noticed in this quote, there are several aspects, here marked in bold, that contribute to the successful development of these competences for students at school. When planning, implementing and evaluating knowledge, teachers need to keep in mind these aspects and include them in their practice.

There is no standard model of best practice for teaching and learning transversal competencies because each local curriculum determines the best ways of meeting them. Local curricula include the objectives to focus on a particular year by a certain school. These are established by the teachers and managers according to the needs and interests of that school's students. However, there are certain general aspects used in Finnish schools for acquiring subject-based knowledge and skills and the acquisition of competencies at the same time. These are:

STUDENT-CENTERED PEDAGOGY:

connecting learning to the personal experiences of learners and their prior knowledge, using phenomenal and project-based methods, connecting learning to the current realities of the world and its history, adapting teaching to the group and the personal needs of the group and the learners.

EXTENDING LEARNING OUTSIDE THE CLASSROOM

learning and solving problems in authentic contexts, collaboration with experts in specific fields and the surrounding community

USE OF NEW TECHNOLOGIES IN TEACHING AND LEARNING

using different devices, programs, apps and social media.

USE OF NEW TECHNOLOGIES IN TEACHING AND LEARNING

use of pedagogical teams, peer coaching, mentoring, teacher-training.



- Get out of your comfort zone and include all competencies in your subject teaching. The key to that is to activate your students and you can even learn new skills together with them. Create a skills map on the classroom wall and tell the students what skills you will focus on in each activity. This way they can be aware of their own learning.
- Supporting the development of competences is done through teaching methods, so use the manual as a support, but try to activate the students to create the content with you. For example, you can ask them to make a short PowerPoint presentation or a poster, video or podcast about the content you are about to teach next week. They can work in pairs or small groups. When the class starts, the students can present the content they searched for in books, manuals, and the internet. During the class all you can do is answer their questions and give feedback.

Suggestion for further reading:

Have a look at this practical assessment framework to assist schools in developing their 21st-century competencies developed by education professionals in Finland and Microsoft! This is a self-evaluation tool for teachers to find out how well they are implementing 21st-century skills
https://www.ele.fi/assets/evaluation_framework_micro_soft_final.pdf
 P.S. Share the link with your colleagues too.

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The structure of the guide

1. Introduction
2. Finnish education – special features
3. Transversal competences in practice, for supporting literacy skills
4. Teaching methods that develop literacy skills
5. Assessment methods of literacy skills
6. Conclusions

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The structure of the each section

1. Introducing the pedagogical topic
2. How is the topic put into practice to reflect modern pedagogy? (different examples for 2nd, 4th or 6th grade)
3. Further resources: reflection, tips, digital tools

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Guide for modern pedagogy workshop

Today we will focus on:

- 6 sections of the guide (3 for each group)
- Read each section (1 competence, 1 teaching method, 1 type of assessment)
- Give examples for 2nd, 4th or 6th grades
- Give some ideas for resources: reflections, tips, digital tools
- Ideas will be anonymous (Flinga)
- The Finnish partner team will add them into the guide

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Group 1

Workshop guide



Task A Competences

Working skills and entrepreneurship

This competence provides students with the skills they will need in their future work

„Basic education must impart general capabilities that promote interest in and a positive attitude towards work and working life” (Finnish National Core Curriculum for Basic Education, 2014, 24).

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Task A Competences

Working skills and entrepreneurship

Students develop this competency when they can:

- Work and collaborate with actors outside school
- Practice their collaborative and interaction skills in different situations
- Learn teamwork, project work and networking
- Plan activities, try out different options and reflect on their work
- Learn how to face difficulties in doing tasks and how to finish their work despite difficulties
- Learn how to appreciate the work that has been done
- Identify their vocational strengths and interest, take initiatives

To do: examples, tips, reflection, digital tools

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Co-creation of knowledge in Flinga

- Think and discuss first on the topic, and only after that send your coherent thoughts to the board.
- Ideas are anonymous and will be included in the project guide



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Task B- Teaching method

Phenomenon based learning (PhBL)

PhBL is a holistic working method where students work together to develop problem solving skills for a real-life phenomena. Analyzing a phenomena from different perspectives makes the learning meaningful and long lasting.

Characteristics of PHBL:

- The topic is chosen by the students
- Is student centered
- The teachers are facilitators
- Students and teachers are co-creators of content
- It has an end product
- It involves teamwork
- It requires scaffolding information
- The assessment is focused on the process as well as on the product

To do: examples, tips, reflection, digital tools

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Task B- Teaching method

Phenomenon based learning (PhBL)

A PhBL project lasts for about 4 weeks. There are several teachers involved and the whole class. There needs to be a coordinating teachers. Students are divided in groups of 5 approximately. It is a process of creativity and the stages are just suggestions. The group can decide on the way of working according to their needs and resources. The work takes place at school during the classes of different subject matters.

Working stages of PHBL:

- Defining the phenomena (Intro - short video)
- Mind-mapping the phenomena
- Setting the goals and assessment criteria
- Take into account the content of the curricula and the 21st century skills
- Divide into groups
- Decide on the end product
- Talk about working methods and methods of assessment
- Present the product

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Task C- Assessment

Holistic assessment strategies

Is about using versatile methods of assessing the progress of the students in terms of knowledge, working skills and behaviour.

What to keep in mind:

- The process of work is as important as the final result
- Combining different assessment methods to ensure that you have a clear view of the student's development (observations, videos, audio files, self assessment, peer assessment, tests)
- Take into account the students' age and special needs
- The assessment's goal is to improve learning (formative assessment)
- Feedback focused on the strengths of the student and motivating them

To do: examples, tips, reflection, digital tools

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Group 2



Methods, strategies and techniques of evaluating and self-evaluating the knowledge acquired by students in schools

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Task A- Competence

- **Information and Communication technology**

This competence forms the basis for future active digital participation. ICT is “*an important civic skill both in itself and as part of multiliteracy. (...) ICT is methodically exploited in all grades of basic education, in different subjects and multidisciplinary learning modules, and other school work.*” ” (Finnish National Core Curriculum for Basic Education, 2014, 24) Learners develop this competency when they can:

- Practice how to search and collect reliable information
- Learn how to evaluate and apply data in collaborative ways
- Work with different types of devices and applications are given opportunities to practice messaging applications and social media platforms
- Act as experts: students can bring into the classroom their knowledge (how can Snapchat, Minecraft be used for certain learning tasks). In Finnish schools, there are programs through which students are acting as tutors for the teachers and other students in matters of IT-technology skills and use.
- Learn about copyright licenses and how to use correct referencing styles
- Are guided on how to safely interact online, how to take care of their device and data security and about ICT well-being (breaks from the monitor)

To do: examples, tips, reflection, digital tools

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Task B- Teaching method

Project based learning (PBL)

Project based learning is one way to carry out integrated learning entities. This is a **student-centered** teaching method that has its basis in inquiry and problem based learning. PBL is usually carried out in groups and **cooperation** is an integral part of it. The aim is to benefit from all the knowledge that different group members have, whilst learning teamwork skills and content knowledge at the same time. The role of the **teacher** is to support the students, encourage them and to mentor them - the teacher is a **catalysator of learning** in the learning community.

project-based learning always culminates with the production of an end product, also called an artefact. However, more important than the final artefact is the **learning process**, and the main purpose of the artefact is to make the students' learning visible to both the students and the teacher.

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Task C- Assessment

Self assessment

Is a skill the student learns guided by the teacher, starting from the lower grades. The focus at the beginning is on highlighting the strengths, the progress of learning as well as how well the goals have been reached. In the higher grades, the self assessment becomes more analytical.

How to foster self assessment opportunities:

- through discussions (teacher, parent, student)
- use a visual support
- guided by self set goals
- focus on positive feedback and on the ways the student can reach the goals

To do: examples, tips, reflection, digital tools

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