

PRESETT Training of Trainers

Module 2. Interactive teaching methods incl. teacher practice – Finnish experience

**Dr. Anni Loukomies & Dr. Reetta Niemi
University of Helsinki Viikki Teacher Training School,
Helsinki, Finland**

Webinars: 26.10., 28.10., 02.11. and 04.11.2021

Webinar schedule & contents

Tuesday 26.10.
Introduction, structure and key concepts of training, working principles
Finnish educational system and structure of pedagogical studies in teacher education
Conception of learning in the Finnish Curriculum and teacher education
Structure and aims of the teaching practice in university teacher training school
Thursday 28.10
Concepts pedagogy and didactics and the distinction between them
Planning lessons and teaching sequences, choosing activating instructional methods
Support for interest and motivation
Lesson plan
Tuesday 02.11
Teacher-researcher
(Teacher educator-researcher)
Pedagogical action research
Example of a research project
-Theoretical background
-Instructional methods supporting participation in teaching practice
Supporting student teachers' professional development in the zone of proximal development
Thursday 04.11
Practical theory in teacher education and in teaching practice
Developing student teachers' practical theories through activating teaching methods
Guided observations in teaching practice
Summary of the training and feedback

Day 1

26.10.2021

● ● Day 1, Session 1

Introduction, structure and key concepts of training, working principles



Tuesday 26.10.2021 – Day 1

Trainers: Anni Loukomies & Reetta Niemi,
Viikki Teacher Training School of the University of Helsinki

14:00	Opening
14:15	Introduction, structure and key concepts of training, working principles
incl. 15 min. break	Structure of pedagogical studies in teacher education
	Conception of learning in the Finnish Curriculum and teacher education - pre-existing knowledge - choosing learning materials and learning environments
	Structure and aims of the teaching practice in university teacher training school
18:00	End of the session

●● Trainers

Anni Loukomies

- MA (Education), PhD, lecturer, researcher
- 22 years of experience in teaching grades 1-6, 7 years of experience in mentoring students in a teacher training school
- Research interests: motivation and emotions in learning situations, student teachers' learning in a teacher training school, inclusive education

Reetta Niemi

- MA (Education), PhD, adjunct professor, lecturer, researcher
- 22 years of experience in teaching grades 1-6, 9 years of experience in mentoring students in a teacher training school
- Research interests: participatory pedagogy, learners' participation in multidisciplinary learning modules, pedagogical action research

● ● Learning goals

- To get familiar with the Finnish school system and Finnish teacher education
- To get familiar with different interactive teaching methods
- To develop professionally as a teacher and a teacher trainer
- To get practical tools to be employed in the participants' own teaching and training

● ● Structure of the training

- Four webinars
- 4 x 60 min. sessions in each webinar
- Sessions encompass lectures and activities

● ● Working principles & essential concepts

- Contents learnt through activities
- Activities can be modified and transferred to teachers' own teaching and to other contexts in Ukraine
- Activity in training and knowledge construction
- Participation and joining activities
- Sharing the outputs of activities
- Collaboration
- Communication
- Activating pre-existing knowledge
- Choosing learning materials and learning environments
- Engagement

Activity practices

- Each participant has received in advance the Word documents, which include the tasks
- Look at only this activity at hand, not the others

● ● Day 1, Session 2

Finnish educational system
and structure of pedagogical
studies in teacher education



Activity

- KAHOOT – pre-existing knowledge of the Finnish education system

● ● Finnish educational system

- Public authorities must secure equal opportunities for every resident in Finland to get education also after compulsory education and to develop themselves, irrespective of their financial standing.
- Legislation provides for compulsory education and the right to free pre-primary and basic education.
- Most other qualifying education is also free of charges for the students, including postgraduate education at universities.

● ● Finnish educational system

- Nine-year comprehensive curriculum for the whole age group
- 3 050 public schools of 538 744 pupils and 90 private education providers, with a student population of ca. 14 000 (2009).
- Public schools funded by municipalities.
- There are no big differences how schools are funded around the country.
- National curriculum defines all the pupils the minimum level of teaching for each subjects.
- The biggest differences between schools emerge from multiculturalism → mainly concerns Finland's biggest cities.



Finnish educational system

- Basic education is divided into grades (year classes)
 - Grades 1-6: class instruction mainly provided by class teachers in
 - Grades 7-9: subject-specific instruction mostly given by subject teachers
- Comprehensive education is based on a single structure.
- Teaching is provided by schools near the pupils' homes.
- No degree; a final certificate will be given for completing the syllabus.
- Teaching, text books and teaching materials, school transport and school meals are free of charge for the pupils.
- Basic education includes a one-year long pre-primary education in a school or day-care centre.
- Basic education provides the necessary pre-requisites for all upper secondary education.



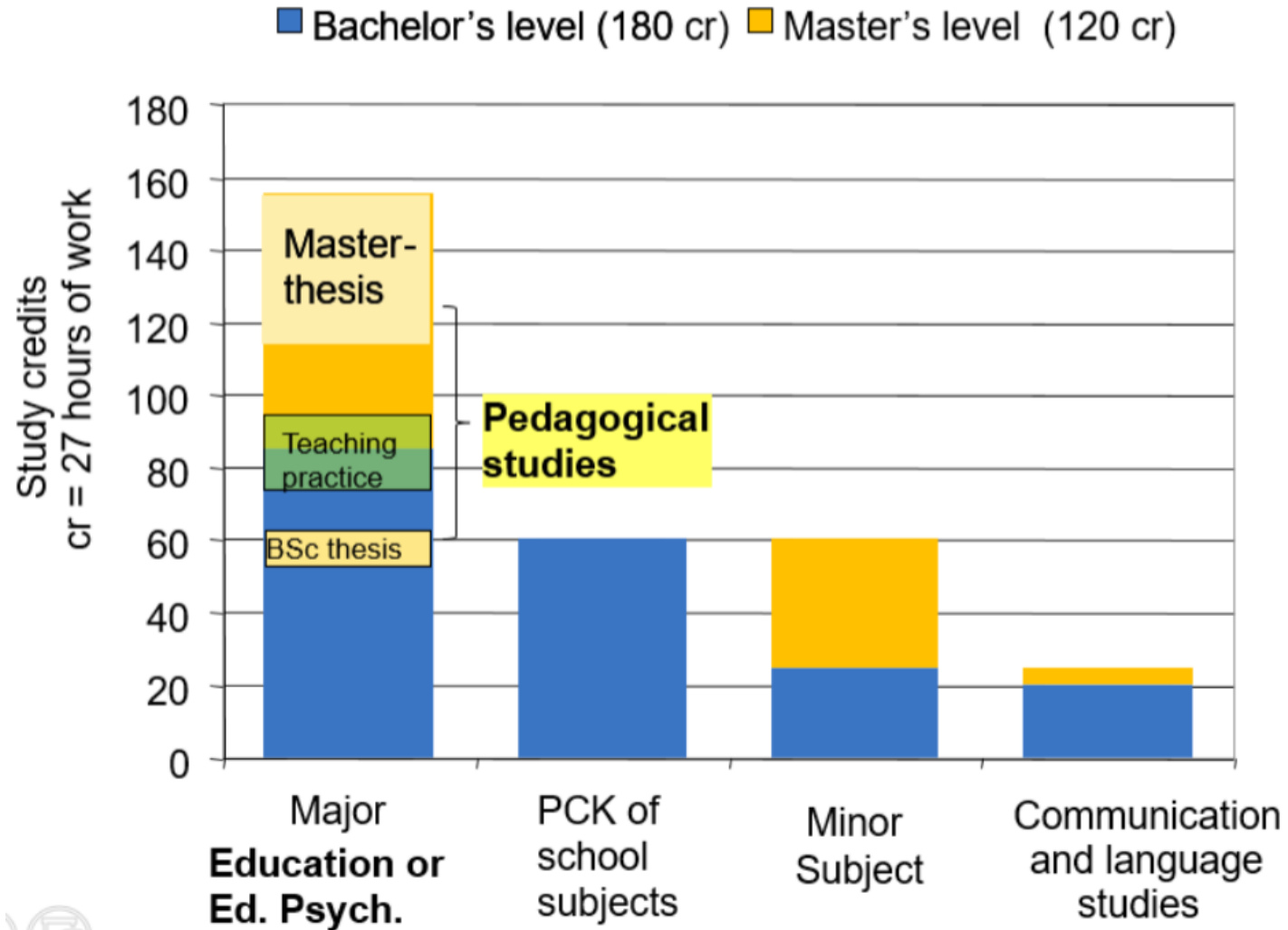
The Autonomous Finnish Teacher

- The decision power concerning teaching is at the school and teacher level.
- Teachers are considered as experts in education, teaching curriculum and learning.
- Teachers are responsible for their in-service professional development.
- Teachers at all levels of education (1-12) have a Master's degree, MA in Education.
- Teachers can choose the teaching methods they use and how they implement the curriculum.
- Rather high status of the teacher's profession in the society and among students.
- Rather difficult to gain entrance to the teacher studies in the university
- Teacher students are selected among the best high-school graduates

● ● A teacher's day

- A class teacher has usually 24 teaching hours per week.
- A teacher is responsible for following the curriculum and planning lessons accordingly.
- Teacher meetings usually once a week or every second week.
- Meeting the parents once a schoolyear.
- A teacher can decide where to conduct the planning activities.

Structure of the master degree of a primary teacher: 3 + 2 years



Teacher education programs in the University of Helsinki

MA (Education)

- Communication and language studies
- Cognitive and psychological development of children
- Curriculum studies
- Didactics
- Methodological studies
- Teaching practices
- Minor studies

MA (Educational Psychology)

- Communication and language studies
- Cognitive and psychological development of children
- Curriculum studies
- Didactics
- Methodological studies
- Teaching practices
- Minor studies

● ● Day 1, Session 3

Conception of learning in the Finnish Curriculum and teacher education



Activity

- Statement cards from students' participation

Learners' role in planning teaching Themes for lessons come from curriculum but learners do not have a real role in formulating the directions of the lessons.	Learners' role in implementing teaching Learners work actively on lessons. They also have various roles. They may work as assistant teachers, peer teachers or peer evaluators on lessons.
Learners have a role in developing classroom culture. Learners' voices are heard and their ideas of how to improve classroom practices are taken into account.	Learners' role in creating assessment criterion Learners do not participate in creating assessment criterion for multidisciplinary learning modules. Criterion is made by teachers.
Learners' role in self and peer evaluation Only teachers set learners goals for their learning. Learners do not evaluate their own learning or work as peer evaluators.	The social dimension of participation: The imagination of one's appearance to another person, the imagination of others' judgement one's appearance and feelings of self-worth, such as pride or mortification (Cooley 1902, 152).
The political dimension of participation: Political participation means making an impact, influencing the school or classroom community, taking part in decision-making and taking responsibility.	Democracy skills Learners can not practice democracy skills like voting and / or joining classroom meetings. The issues raised from learners' everyday experiences (eg. how to organize desks in classroom) are solved by teachers.
Learning narratives Learning can be implemented through various ways. Learners can, for example, create scene plays, videos, animations, art exhibitions, digital stories and so on. However, these products are not taken into account in evaluation.	Sociocultural perspective: Learning takes place in peer groups. It is connected to learners' own experiences and interests. Learning is social process in which learners build knowledge together instead of learning individually topics by route.
The process of participation. The skills of participation can be taught and learnt in everyday life in classrooms. Issues are suitable for the age group.	Constructive criticalness Being critical on a constructive way means complaining and refusing joining activities.

The conception of learning in the Finnish

● ● National Core Curriculum (1)

- Pupils are seen as active actors.
- Pupils learn to set goals and to solve problems both independently and together with others.
- Learning is seen as an inseparable part of an individual's growth as a human being.
- Aims of learning to reflect learning, experience and emotions (meta-cognitive skills).
- Positive emotional experiences related to learning situations promote high quality learning, well-being and development of the concept of self.

The conception of learning in the Finnish National Core Curriculum (2)

- Learning takes place in interaction with peers, teachers and other adults.
- Learning takes place in various learning environments, both inside and outside the school building.
- Learning involves doing, thinking, planning, exploring, reflecting and assessing.
- Emphasis on critical thinking, creativity and changing one's perspective.
- Supporting the pupils to expand their interests.

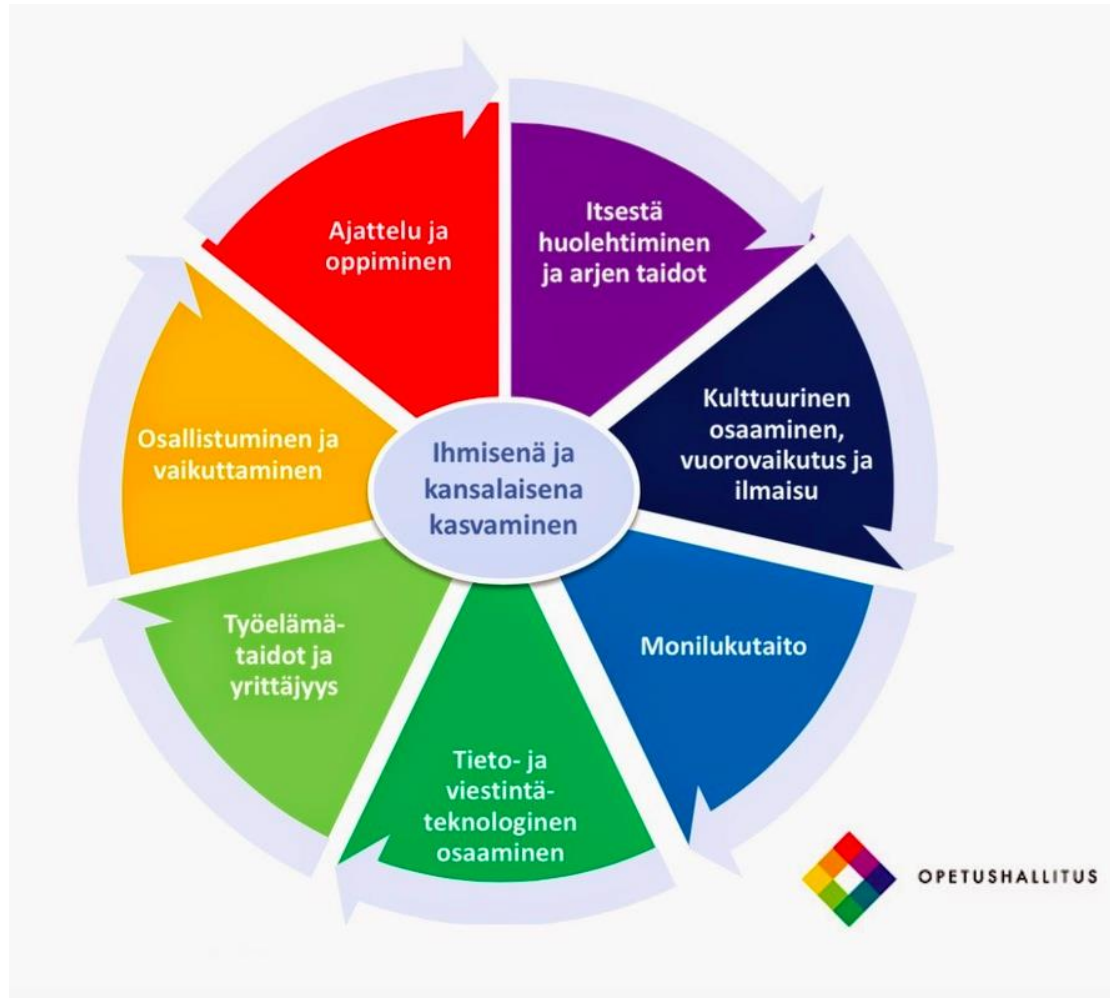
The conception of learning in the Finnish National Core Curriculum (3)

- Emphasis on the development of learning-to-learn skills.
- Emphasis on becoming aware of one's personal ways of learning.
- Supporting the development of self-regulation skills and responsibility of one's own learning processes and goal-setting.
- **Pre-existing knowledge** as a starting point of the learning process.
- Transversal competencies are prioritized over content knowledge, thinking and learning-to-learn skills being the most important.
- Supporting self-efficacy beliefs and self-esteem through the use of appropriate evaluation methods (very few standardised tests in Finland)

1.4 Supporting the development of transversal competencies

- Besides the content related aims there are aims related to the development of transversal competencies.
 - Knowledge
 - Skill
 - Values
 - Attitudes
 - Will
- One or more are emphasised in single teaching sequences.
- Feedback, guidance and attitudes are crucial in the development of transversal competencies.

Transversal competencies



1. Growing as a human being and a member of society
2. Thinking and learning to learn
3. Cultural competence, interaction and self-expression
4. Taking care of oneself and managing daily life
5. Multiliteracy
6. ICT competency
7. Working life competence and entrepreneurship
8. Participation, involvement and building a sustainable future

The three interrelating core issues in the Finnish National Core Curriculum



Finnish National Board of Education (2014)
http://www.oph.fi/download/163777_perusopetuksen_opetussuunnitelman_perusteet_2014.pdf

Two approaches to implementing multidisciplinary learning modules

Transdisciplinary approach

- The content of the phenomenon is based on curriculum.
- School subjects are taught separately.
- A teacher build bridges between subjects.
- Approach gives a possibility to connect art, handycraft, music, drama or other artictic subjects as part of the content,
- A phenomenon can be studied individually or in groups.

Multidisciplinary approach

- The content of the phenomenon is based on pupils' own interests.
- There are not limits between school subjects.
- Learners build bridges between contents.
- Art does not play a role in this approach, however it does not prevent the using art.
- A phenomenon is studied in groups.

- In ordinary school life, transdisciplinary approach and multidisciplinary approach often connects:
- In school life, phenomenon needs to connect to curriculum. A teacher needs to build an umbrella of the phenomenon even the starting point is multidisciplinary approach.
- The project may start from a topic set in curriculum, but during the project pupils' perspectives give new directions to study contents and learning outcomes.
- In the project there are often learning activities that promote both individual work and group work.

(i.e. Klein, Julie (2006) A Platform for a Shared Discourse of Interdisciplinary Education. Journal of Social Science Education 5 (4), 10-18)

A participatory model of implementing multidisciplinary learning modules

- 1. Lessons start with a question formulated either by the teacher or the pupils;
- 2. Pupils produce answers to the question according to their knowledge or by investigating the topic;
- 3. The answers and results are analysed and conceptualised together;
- 4. Assessment criteria are set;
- 5. Pupils create various learning narratives.

Niemi, R., Kumpulainen, K. & Lipponen, L. 2015b. Pupils' documentation enlightening teachers' practical theory and pedagogical actions. *Educational Action Research* 23 (4), 599-614.

Niemi, R., Kumpulainen, K. & Lipponen, L. 2016. Children's participation in a classroom: Turning the UN Convention on the Rights of the Child into pedagogical practices in J. Gillet-Swan & V. Coppock (Eds.) *Children's Rights, Educational Research and the UNCRC; Past, present and future*, 81-100. Oxford: Symposium Books.)

● ● An example of a transdisciplinary approach

How animals overwinter in Finland? A multidisciplinary learning module for the 1st graders (7-year old pupils)

1. At the beginning of the project a teacher picked up four animals that have a different way to hibernate. The animals were a rabbit, a bear, a hedgehog, and a snake. Every lesson started by focusing on pupils' preconceptions by asking what they know about the animal.

2. Pupils' preconceptions were collected to the chalk board in a form of mind map. After that pupils studied knowledge from the animal in groups. Pupils' task was to underline knowledge from study sheets with different colours:

"Underline height of an animal with red, weight of an animal with blue, nutrition of an animal with yellow and a way to hibernate with green. "

3. Pupils and the teacher analyzed together their findings and filled in this new knowledge into the mindmap.

4. Assessment criterion was set: in a puppet show there has to be knowledge from each animals' nutrition and their way to hibernate.
5. Pupils wrote a manuscript for a puppet show in their study groups. For the puppet show they had made puppets and props on art lessons. At the end of the multidisciplinary learning module pupils' puppet shows were filmed. Each film was given feedback by other groups in terms of how well they had been able to connect concepts set for assessment criteria, into the film.

Week	Finnish language	Science	Art
1	A form of a story: the beginning	A field trip to the forest	
2	A form of a story: the middle	A rabbit (size, colour, nutrition, way to hibernate)	Painting footsteps of different animals
3	A form of a story: the end	A bear (size, colour, nutrition, way to hibernate)	The same
4	Writing knowledge from animals with a computer.	A hedgehog (size, colour, nutrition, way to hibernate)	Painting winter forest in Finland
5	Writing knowledge from animals with a computer	A snake (size, colour, nutrition, way to hibernate)	Creating puppets
6	Writing a learning narrative	Writing a learning narrative	Creating puppets
7	Filming a puppet show	Doing a group assessment from the puppet show	

<p>Learners' role in planning teaching</p> <p>Themes for lessons come from curriculum but learners have a real role in formulating the directions of the lessons.</p>	<p>Learners' role in implementing teaching</p> <p>Learners work actively on lessons. They also have various roles. They may work as assistant teachers, peer teachers or peer evaluators on lessons.</p>
<p>Learners have a role in developing classroom culture. Learners' voices are heard and their ideas of how to improve classroom practices are taken into account.</p>	<p>Learners' role in creating assessment criterion</p> <p>Learners participate in creating assessment criterion for multidisciplinary learning modules.</p>
<p>Learners' role in self and peer evaluation</p> <p>Learners set themselves goals for their own learning. They evaluate their own learning and work as peer evaluators.</p>	<p>The social dimension of participation:</p> <p>The imagination of one's appearance to another person, the imagination of others' judgement one's appearance and feelings of self-worth, such as pride or mortification (Cooley 1902, 152).</p>
<p>The political dimension of participation:</p> <p>Political participation means making an impact, influencing the school or classroom community, taking part in decision-making and taking responsibility.</p>	<p>Democracy skills</p> <p>Learners can practice democracy skills by practicing voting and / or joining classroom meetings. The issues are raised from learners' everyday experiences (eg. how to organize desks in classroom).</p>
<p>Learning narratives</p> <p>Learning can be implemented through various ways. Learners can, for example, create scene plays, videos, animations, art exhibitions, digital stories and so on.</p>	<p>Sociocultural perspective:</p> <p>Learning takes place in peer groups. It is connected to learners' own experiences and interests. Learning is social process in which learners build knowledge together instead of learning individually topics by route.</p>
<p>The process of participation.</p> <p>The skills of participation can be taught and learnt in everyday life in classrooms. Issues are suitable for the age group.</p>	<p>Constructive criticalness</p> <p>Being critical on a constructive way means reasoning for one's own thoughts and giving suggestions of how to improve issues. It is NOT about complaining.</p>

● ● Day 1, Session 4

Teaching practices in the University of Helsinki, Faculty of Education



Two teaching practices

- ● Teaching practice 1 – didactic perspective
 - 10 credits
 - Viikki Teacher Training School
- Teaching practice 2 - general pedagogical knowledge, 'being a teacher' perspective
 - 10 credits
 - Field schools (mainly) and in Viikki Teacher Training School

The goals of teaching practice 1

The student teacher learns to:

- understand the perspective of the pupils
- understands how to promote the general atmosphere, interaction and communication in a classroom
- set goals for her/ his lessons
- use various teaching methods including drama and to evaluate which methods to use in reaching the goal
- understands what are the main concepts or skills to teach for the learners
- understands how to promote the didactic relation with practices that are suitable to the particular subject (i.e. physical education and science are to be taught with different methods)
- learns to implement multidisciplinary learning modules
- learns to recognize special need students and learns how to promote their learning
- learns to teach in pairs

● ● Implementation

- Teaching is planned based on didactic knowledge in each subject.
- Teaching is planned in terms of promoting pupils' role as active members and learners of a community.
- On lessons the student teachers practice both teaching individually and in pairs.
- In reflections and in feedback the focus is in didactic manners, in curriculum and in personal goals the student teachers have set themselves.
- The student teachers whose major is Educational Psychology can implement their teaching practice through phenomenon based teaching and learning.

● ● Lessons to teach

- 50 lessons (25 in a leading role, 25 in an assistant role)

Subjects:

- Math
- Finnish language
- 1 subject of science, social science, history, religion or singular ethics and
- 2 subjects of physical education, art, handicraft or music
- + approximately 5 lessons to use for implementing multidisciplinary learning module.

Two weeks for planning and observing

1. week

- **Viikko**
- Info 1 h
- Meeting the mentor (2 h)
- 3 lectures for all the students
- Meetings with the subject didactics
- Classroom observations (3+7 hours)

2. week

- Observations
- 2 learning cafes with all the students
- Subject didactics help the students in doing their long term planning and lesson plans
- Meetings with the mentor

Lectures and learning cafes conducted by the mentors of the teacher training school

Lectures

- Setting a goal for teaching and doing long term plans and lesson plans
- Teachers practical theory
- Transversal competences and multidisciplinary learning module

Learning cafe

- Assessment and special need students
- Teaching methods and the use of digital learning environment

Meetings with the mentor



Planning and evaluating

- 2- hour- meeting on a day
- 1-hour meeting to plan the multidisciplinary learning module
- Final discussion

Connecting theory to practice

- Article and observation based discussions 4 * 45 min

Feedback discussions and other help from the mentor

- Feedback discussions for all the lessons.
- Feedback discussions can take place after the lesson or at the end of the day
- Continual help with lesson planning if the help is needed
- Mentors autonomy to implement mentoring

● ● Independent work and assessment

Teaching practice contains 166-172 hours of independent work including writing a reflective report from the teaching practice.

Assessment: accepted – must be completed – not accepted

Teaching practice 2 - general pedagogical knowledge, 'being a teacher' perspective

After the teaching practice the student teacher is able to

- Plan, implement and evaluate a whole school day.
- Evaluate the society perspective in teachers profession and to see school as part of local community.
- Understand the multiple ethical perspectives related to teacher's profession.
- Understand how school organization works and how it is being lead.
- Reflect his / her practical theories.
- Recognize and teach pupils with special needs.

● ● Implementation

- Student teachers plan and implement the whole school day in pairs.
- The student teachers get to know other professions and sectors in a society that the teacher has to co-operate with.
- The student teachers learn to set goals for their own professional development.
- The student teachers learn to co-operate with the parents of the pupils.
- In report the focus is in one's own teacher identity and curriculum.

● ● Implementation

1. 7-hour introduction day at the university (3-hour workshop, 2-hour lecture about the goals of the teaching practice and 2-hour meeting with the mentor)
2. 5 weeks of teaching practice (1 week for planning, 4 weeks for teaching)
3. 8-hour closing day (2-hour discussion with the university didactic specialist, 4-hour workshop and 2-hour symposium with the teachers multiprofessional role working with different sectors in a society).

● ● Teaching at schools

20 lessons per week

The first week: planning and observing

The second week: teaching in pairs.

The third week: the student A teaches, the student B works as an assistant teacher.

The fourth week: the student B teaches, the student A works as an assistant teacher.

The fifth week: teaching in pairs

● ● Planning

- Long term plans must be completed and returned to the mentor.
- Daily planning and lesson planning takes place according student teachers preferences.

● ● Mentoring and assessment

- Feedback discussions after each day.
- The topics often come out of the student teachers own reflection and needs.
- Assessment: accepted – must be completed – not accepted

Activity

Make a comparison diagram between Finnish teaching practice system and Ukraine teaching practice system

|

