

# **PRESETT training and development programme – training of trainers Assessment in teacher education, December 2021**

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# ● ● 4. webinar 16.12. 2021

14.00-14.15 Opening of the webinar and answering questions

14.15.-15.00 Versatile learning methods

15.00-15.30 Multidisciplinary learning moduls, Forest

15.30-15.45 break

15.45 - 16.15 Pupils´ learning assessment- Finnish approach

16.15 -16.45 Good practices in assessment

16.45- 18.00 Reflection, feedback and closing of the seminar

**PRESETT – webinar 4: 16.12.2021  
at 14.15-15.00**

**Learning environments and versatile working methods**

**Anja Huurinainen-Kosunen  
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# ●● School as a learning community

- The goal is to build a school culture that promotes learning, interaction, participation, well-being and a sustainable way of living.
- School should provide opportunities for
  - experimentation
  - exploration
  - active learning
  - physical activity
  - play
- Cultural diversity and language awareness

# ● ● Learning environments

- the facilities, locations, communities and operating practices where learning and studying take place
- the tools, services and materials used for studying
- support the growth, learning and interaction of the individual and the community
- all members of the community influence the learning environments by their actions
- well-functioning learning environments promote interaction, participation and communal building of knowledge
- active cooperation with communities or experts outside the school

# Facility solutions for basic education

## IMMATERIAL

- ergonomics
- ecological qualities
- aesthetics
- accessibility
- acoustic conditions
- lighting
- indoor air quality
- comfort
- order
- tidiness of the premises

## MATERIAL

- the furniture
- equipment to be used to support the pedagogical development of instruction and active participation of pupils' facilities, tools and materials
- library services (also for independent study)
- the indoor and outdoor facilities of the school
- nature and the built environment
- libraries, sports, art and environmental centres, museums and many other partners



# ● ● Working methods – learning activities

1. Traditional teaching
2. Interactive teaching discussion in the classroom - student participation
3. Pupil centered working methods / individual focus in teaching
4. Active (learning by doing) and experimental working methods
5. Collaborative / participatory working methods / exploratory learning
6. Using ICT in collaborative and explorative learning

# 1. Traditional teaching

- The teacher asks short questions like What? When? (answers are short, and they do not lead to discussion or reflection)
- Teacher only teaches, lectures and students listen - no interaction with pupils
- Teacher demonstration - students do not participate
- Video / TV (when only watching)

-> This kind of teaching doesn't have any common reflection, discussion and the teacher doesn't know have the pupils understood the teaching at all?



## 2. Interactive teaching discussion in the classroom -

### ● ● students participation

- interactive teaching and discussion – teacher is leading the interaction
- reflection, reasoning, comparison
- discussion - learning to listen each other – **appreciative listening**
- why and what happened-questions
- tell more about it...
- what do you think, what is your opinion
- in what other way this can be thought of
- **create an open and respectful learning atmosphere in which everyone can safely express their own views and opinions, experiences acceptance, appreciation, and the joy of learning**

# 3. Pupil centered working methods / individual focus in teaching

Plans, implements and evaluates own work-> self-direction

## 3.1. Learning from text (electric and printed)

- interpretation of content
- finding the main points
- structuring information
- drawing conclusions
- text-based questioning
- making a mind map of the content of the text
- text content analysis

# 3. Pupil centered working methods / individual focus in teaching

## 3.2. Presentations

- the student prepares a presentation on a specific topic, learning trip: writes it and introduces it to others, shows pictures, videos, powerpoint etc.
- tells and/or writes about a picture, - suitable for any subject

**3.3. Work with computers:** games, using apps, searching information etc.

**3.4. Demonstration** (eg chemical demonstration, physical phenomena)

## 4. Active (learning by doing) and experimental working methods

**4.1. Personal experiences and observations:** study trips, camp schools, instructional videos and programmes, own experiences

**4.2. Student joint presentation:** presentation of the project or multidisciplinary learning modul, presentation in the morning assembly

**4.3. Construction:** technology, design

**4.4. Research of phenomena** (for example climate change, cities, forest)

**4.5. Learning games: cards, board games, yard games, electric games etc.**

# 4. Active (learning by doing) and experimental working methods

**4.6. Doing experiments together:** environmental studies (biology, chemistry, physics)

**The stages of experimental research (process)** (for example water states, gravity, friction, how to create light)

1. Setting the hypothesis – what happens in the experiment?
2. Conducting an experiment
3. Results of experiment
4. Conclusions

## 4. Active (learning by doing) and experimental working methods

**4.7. Plays:** for example shopping, at home, at the farmhouse etc.

**4.8. Drama:** roleplays and games

**4.9. Debate**

**4.10. Brainstorming**

**4.11. Interviews**

# 5. Collaborative / participatory working methods / exploratory learning

- Usually pair or group work
- Exploratory learning / participatory learning needs to be taught. It does not come by itself.
- The object is to study a problem or phenomenon.
- The members of the group have joint responsibility for a particular issue or problem that is being explored.
- The group may be heterogeneous (boys and girls- different kind of skills).
- Everyone can be given a different task, which will eventually be tied together.
- Group members can be assigned roles, e.g., reader, writer, presenter, searcher, draftsman, etc.

# 5. Collaborative / participatory working methods / exploratory learning

- Doing research, solving a problem.
- What is produced: poster, powerpoint, drama etc.
- An important step is to introduce the group's output to other students, to teach others.
- After the process, a group assessment of how the group worked is performed:
  - what was learned
  - how did we solve the problem
  - what went well in the group
  - which things did not go well



# 5. Active (learning by doing) and experimental working methods

- **5.1. The process of exploratory learning**

1. Pupils' preconceptions about the phenomenon

- What we already know about this: for example a mind map?

2. Research questions – objectives for the project.

3. Formation of groups.

4. How do we find information/ how do we start to solve the problem

5. Roles in the group: who does what?

# Active (learning by doing) and experimental working methods

6. Where do we collect information: documentation
7. What is the input: poster, powerpoint, animation, movie, presentaton, drama
8. What are the conclusions?
9. How do we teach this to the others?
10. How is this assessed: peer assessment, group assessment, test

**ICT is a tool and an objective of learning!**

# Collaborative / participatory working methods / exploratory learning

## 5.2. Design-oriented pedagogy is

a collaborative learning, and exploratory working method:

- **the starting point is the pupils' own questions on the topic**
- students begin to explore the questions they ask

## 5.3. Flipped learning

- is a form of collaborative learning that uses e.g. online / electronic teaching materials, leaving more time for teacher-student interaction in the actual lesson.

- students are given a pre-assignment to watch videos online and do assignments based on them.
- It is also possible to allow the text to be read in advance.

# Collaborative / participatory working methods / exploratory learning

## 5.4. Puzzle teaching, learning

in the homegroup= members a, b, c, and d

- each member of the group is given his or her own text
- the a's of the different groups meet and study the matter together
- then go to homegroups to teach others

## 5.5. Fan-type of working in groups

- tasks at work stations or stops (for example 5 task points)
- own function in the home station with own group
- groups work at different points whenever they are released
- finally, the outputs are pooled

## 6. Using ICT in collaborative and explorative learning - it is a tool and an objective in learning

- virtual learning environments
- tutorials
- electronic materials in different subjects
- other electronic materials
- flipped learning
- word processing
- image processing
- outputs of powerpoint, prezzi, sway, etc.
- making animations and movies
- various work platforms and apps
- social media, blogs
- various apps like padlet, mind map-apps
- making music etc. etc.