



**Funded by
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Spreading the magic of English language teaching
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EduCluster Finland

Phenomenon-based Learning and teacher collaboration

Main Training in Hungary

3 January 2023



MAGIC OF TEACHING



EduCluster
Finland

Phenomenon-based Learning and teacher collaboration

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Schedule for today, Tuesday 3rd November

At	Topic
9.00	Welcome –new day
9.00-10.00	Shaping our Future as ELT Professionals: New Trends & Opportunities, online by Dr. David Marsh
10.00-10.30	Discussions about the new trends in English language teaching
10.30-10.45	Break
10.45-12.15	Case Anna
12.15-13.00	Lunch
13.00-13.50	Phenomenon-based Learning and teacher collaboration <ul style="list-style-type: none">• Phenomenon approach in my classroom, examples from Finland• The role of the teacher(s)• Which subject to combine, who to work together with and how, group work
13.50-14.00	Break
14.00-14.30	Presentations of the group works of PhBL
14.30-15.00	Reflection and summary of the day <ul style="list-style-type: none">• Introduction to Flower feedback and to “My DD”, Development Diary• Learning tree



**Shaping our Future as ELT
Professionals: New Trends &
Opportunities,**

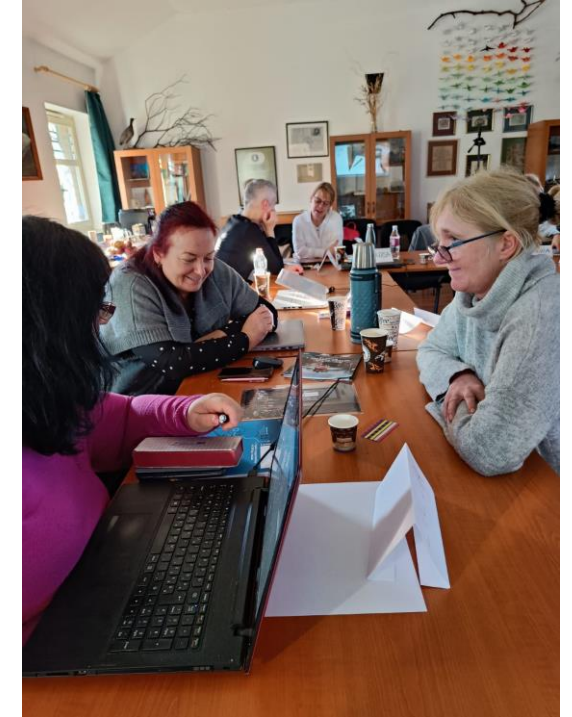
online by *Dr. David Marsh*



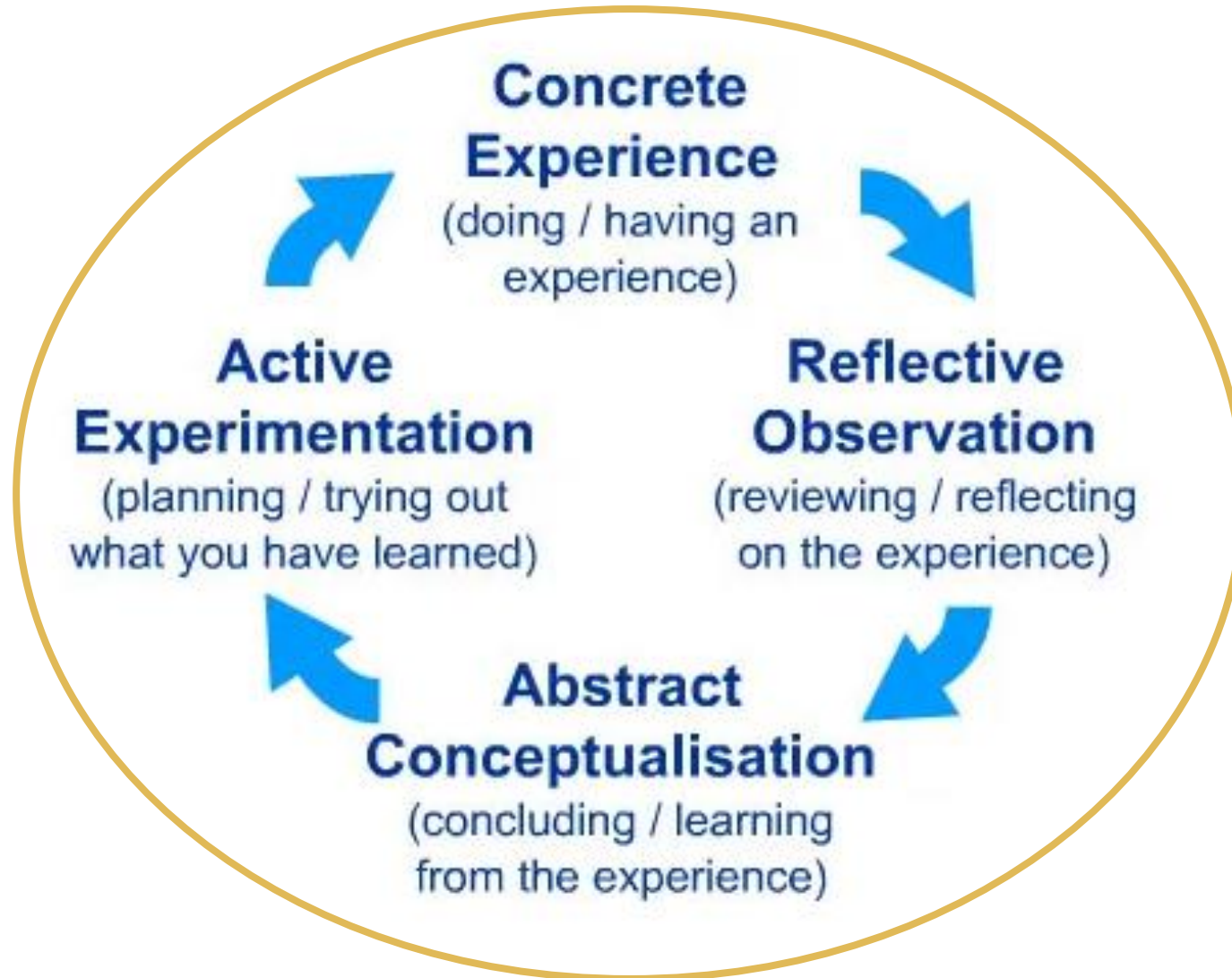
Shaping our Future as ELT Professionals: New Trends & Opportunities

Discussions





Experimental learning



Kolby



Group work



CASE Anna



Annan

[Story about Annan](#)





Anna's products



Bags:

My bags are made of recycled oilcloth which is waterproof and stain-resistant, as well as different canvas and upholstery fabrics and other kinds of sturdy cotton. Some of the fabrics I decorate with fabric paint. I'd love to see disposable plastic bags replaced with bags that are more sustainable. And who wouldn't want to brighten up their grocery run with a colourful bag!

Cats:

Every cat's an individual, and each design has its own personality as well. Perhaps one day I'll give the cats traditional Finnish names, like Pertti or Keijo. I'm constantly developing my cats. They have no detachable parts, which makes them suitable for small children. The cats also make a good gift for the elderly. The fabrics are recycled, including most of the thread I use for embroidering the cats. Only the legs are made from brand new yarn.





Purses:

For my purses, I use leftover and second-hand yarn, which I mix to get a nice, lively finish. The zips come from flea markets or surplus from textile factories.



Jewellery:

My ring shanks are brand new, while the beads are sourced from flea markets. For my porcelain rings and pendants, I like to use old china due to their sentimental value, for instance chipped plates received as wedding presents, or antique Arabia cups grandma would have owned.



Lanyards:

As much as possible, the beads I use for my lanyards come from the flea market, where I buy old jewellery and take them apart and reuse. My friends also give me their old jewellery for recycling. To make the lanyards, I also use disposable earphone cords

Entrepreneurship

Facts about this Finnish Handicrafts company

- Unique products
- Recycled materials
 - From second hand markets, friends etc
- Personalised style
- Products made with passion and designed by owner herself
- Sustainable development is the backbone of the company

Now the company is looking for a partner to enter the Hungarian market.

Assignment:



Prepare a max **5 min sales pitch** to convince Anna that your "company" is the right partner to choose

Take into account the following aspects:

- **Present** your company & your roles
- **Describe** your planned sales channels for the products
- *What is your company's promotional plan for introducing Anna's products to the Hungarian market*
- **Convince** Anna, why she should choose exactly your company!



Sales pitches by each group

What is phenomena?

PHENOMENON BASED LEARNING

*At its best, phenomenon-based learning is **problem-based learning**, where the learners build answers together to questions or problems posed concerning a phenomenon that interests them. The problems and questions have been posed by the learners together – they are things the learners are genuinely interested in.*

Transversal competences in the Finnish national core curriculum 2014

1. Thinking and learning to learn
2. Cultural competence, interaction and self-expression
3. Taking care of oneself and managing daily life
4. Multi-literacy
5. ICT competence
6. Working life competence and entrepreneurship
7. Participation, involvement and building a sustainable future

Phenomenon-based approach in practice

Projects and possibilities of all sizes:

- ✓ teaching without pre-selected materials such as books (cannot be found in books/real-life-examples/experience)
- ✓ collaboration between subjects: co-teaching or teaching the same phenomenon during the same time period
- ✓ a huge project of the whole school or an international project

LIGHTNING – FLASH & DASH

Physics | Geography | Art | Math | Chemistry



Energy | Location | Inspiration | Frequency | NO_x

WATER – THE SECRET OF LIFE

Chemistry | History | Economics | English | Physics



Molecules | Origin | Asteroids | Temperature | Hydrogen & Oxygen

MY CARBON FOOTPRINT

Math | English | Biology | Social Science



Food Culture | Transportation | Energy | Recycling | Globalization

LIVING ARCHITECTURE

English | Social Studies | Geography | Art



Beauty | Geometry | Landscapes | Living Buildings | Heritage



Traveling around the world

A cross-curricular learning project

One project, four subjects



One week, approximately 15 hours + presentations -> **A THEME WEEK**

- Peer review (no grades)
- Students worked in groups of three
- Each group chose one country

One project, four subjects



Each group made travelling plans to chosen destination

- Booking tickets and planning timetables
- Calculating budget
- Finding out important information about the destination
- Writing a report (travel blog) and making an oral presentation



Math

Calculating a budget

Geography

Basic information about the country

History

Finding out about the history of the country

English

Writing a travel blog/report

No subject related

Planning the trip, booking tickets & accommodation, making a presentation, learning to negotiate, team work etc...

Phenomenon based teaching & learning

- Goals :
 - deep learning and understanding of the whole vs. details
- The phenomenon is studied
 - as a complete set
 - in the real context
 - in a cross-curricular way

(Pasi Nurminen, 2015)



Benefits

- Students as creators of content, not just consumers



- Develops critical thinking and creative skills
- Improves problem solving skills
- Increases motivation
- Students learn to transfer knowledge
- Group-working skills

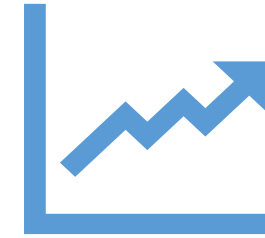
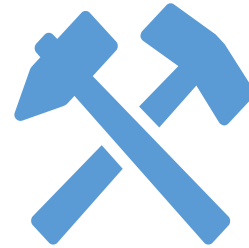
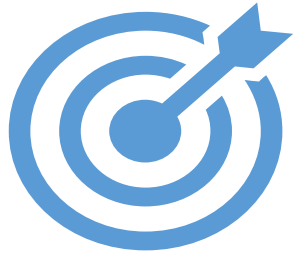
Skills needed for PhBL process



Designing PhBL Project Workshop



Group work



To whom is the Project for?

What is the content?

How to implement?

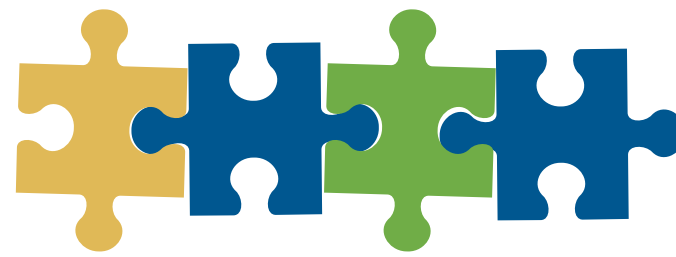
What are the outcomes of the project

TIMELINE

Resources needed



Phenomenon based project



WHAT?

- What kind of PhBL project?
- Which subjects are combined?

TO WHOM?

- To which student group: grade?
- Are the students selected or is the project offered to all?

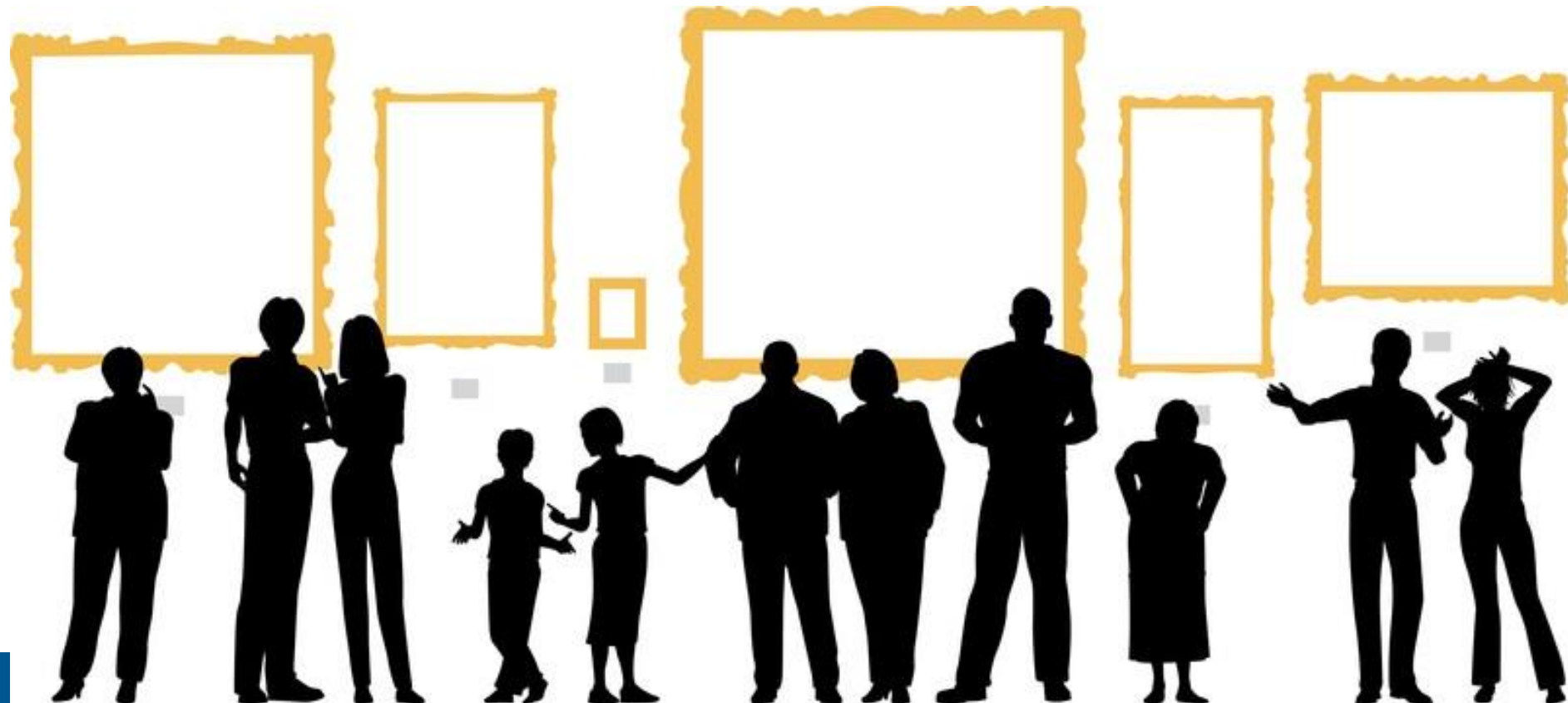
HOW?

- How the training will be implemented?
 - lecture
 - self study
 - group work
 - Laboratory
- In which period, for how long?

OUTCOME

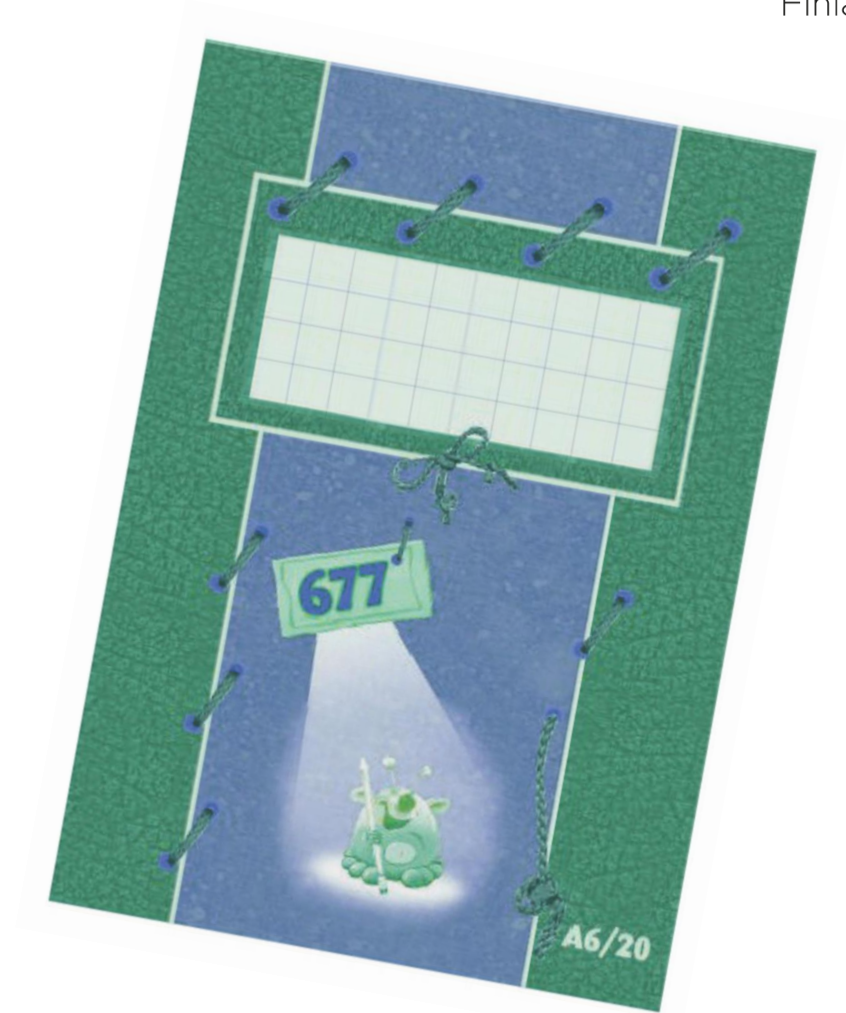
- What are the learning outcomes from this project?
- How is the project assessed?

Presentation by Gallery walk method



My personal Development Diary – My DD

- *What have I learned?*
- *What interests me the most today?*
- *What need to be learned?*





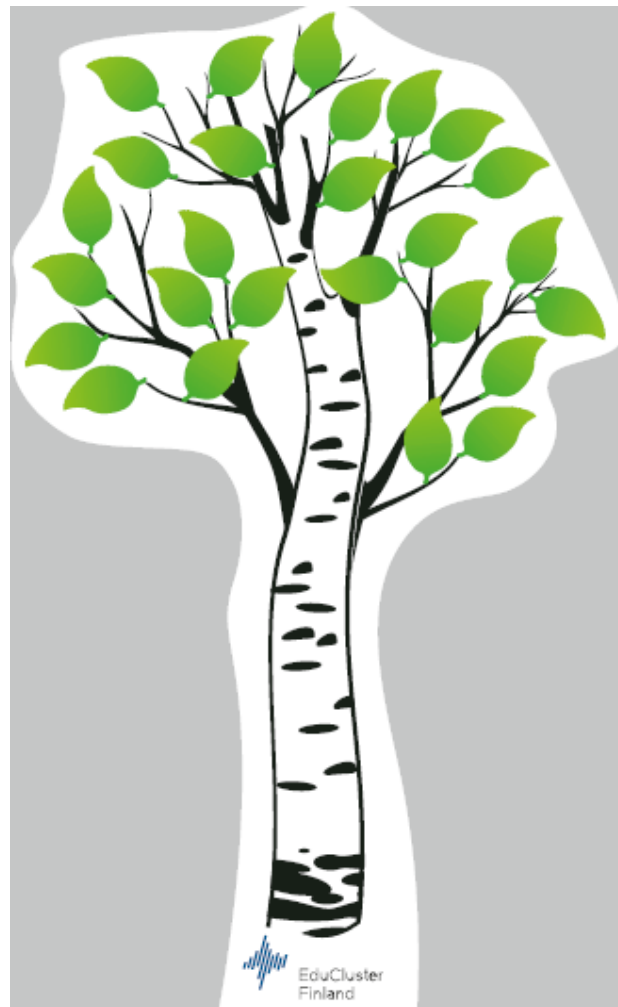
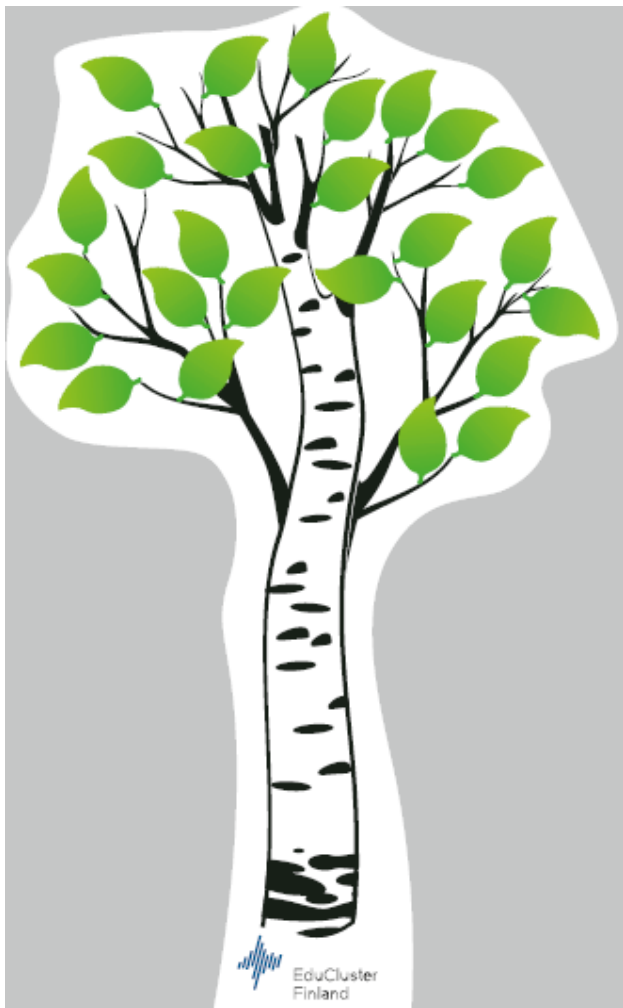
Pedagogical methods and tools for daily teaching

1) My personal Development Diary – My DD

- What have I learned?
- What interests me the most today?
- What need to be learned?



2) Learning tree, expectations / outcomes



3) The Cards



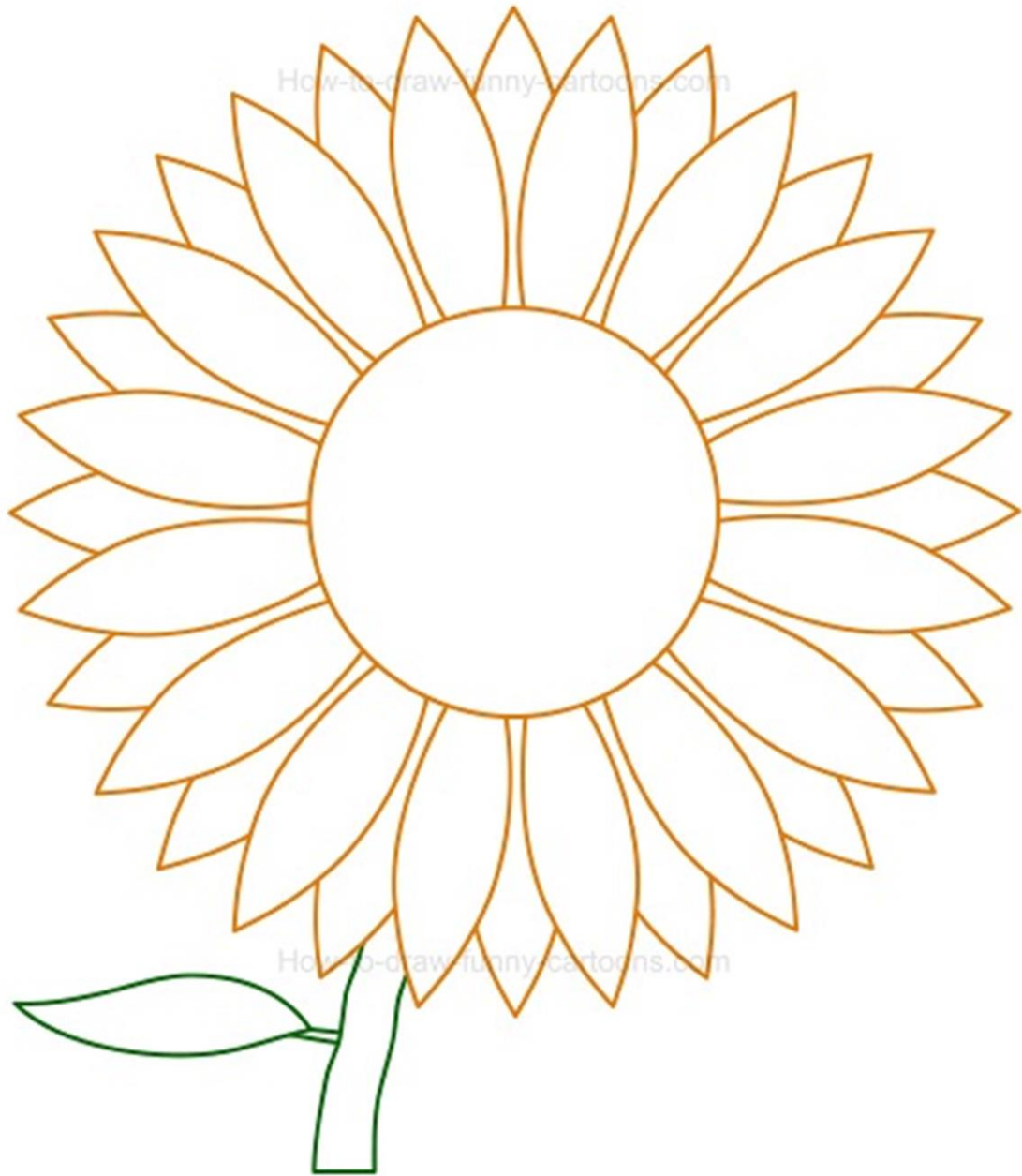


4)Story telling

5) Gallery walk



6) Feedback





Kiitos! Thank You!



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Let's meet



www.educluster.fi



EduCluster Finland Oy



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