

Printable version

Teacher's deck and instructions

NB! Works only with two-sided printing.

Phenomenon-based Learning Cards

There are a total of ten Phenomenon-based Learning Cards: five Main Cards, three Diamond Cards and two Pearl Cards.

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Every card features useful questions that will help you focus on the important steps of the planning process. Teachers can use the cards to plan multidisciplinary Phenomenon-based Learning processes and as a basis for joint planning in the classroom. The student cards can be handed out to groups of learners for planning their own phenomena.

The instructions for using the cards can be hung on the classroom wall to keep the Phenomenon-based Learning process constantly visible to everyone. The more visible something is, the easier it is to remember. The framework for Phenomenon-based Learning process can be planned as a whole, and as the process progresses, the plans can be specified in greater detail.



The Main Cards will help you plan and implement the Phenomenon-based Learning process from start to finish.



The Diamond Cards are used in every phase of the planning.



The Pearl Cards introduce new perspectives that could be examined in the planning.

Phenomenon-based Learning Cards

1. Choosing a Phenomenon
2. Getting Inspired by the Phenomenon
3. Setting Learning Goals
4. Seeking Information and Building Knowledge
5. Sharing the Learning Process





1. Choosing a Phenomenon

- Which aims and contents of the early childhood education plan/local curriculum is the phenomenon related to?
- What do you want the learners to learn?
- How is learning made visible to everyone and the learning process shared with others?
- Which transversal competencies does studying the phenomenon develop?
- How is the Phenomenon-based Learning process scheduled?



2. Getting Inspired by the Phenomenon

- How do you support and encourage curiosity?
- How do you find inspiration for studying the phenomenon? For example: a story, a visit, images, brainstorming, a discussion, a theme day, an event...
- How do you promote the learners' motivation and ownership of the phenomenon?
- How do you guide the learners to examine things from various perspectives?



3. Setting Learning Goals

- Which transversal competencies does studying the phenomenon promote?
- Which aims of the early childhood education plan or local curriculum can be learned through the phenomenon?
- What is already known about the phenomenon and what else do the learners want to learn about it?
- How do you guide the learners to set achievable and realistic learning objectives?
- Are the goals common to everyone or decided separately in groups or individually?



4. Seeking Information and Building Knowledge

- How do you guide the learners to seek information thoroughly and broadly?
- How do you enable interaction and cooperation in building knowledge?
- How do you enhance persistence and dedication?
- How do you guide the learners to evaluate the reliability of information and its sources?





5. Sharing the Learning Process

- How do the learners share their learning process and make it visible?
- How do you encourage learners to try out new methods of self-expression?
- How do you guide the learners to appreciate their own work and its results?
- How well were the goals achieved?



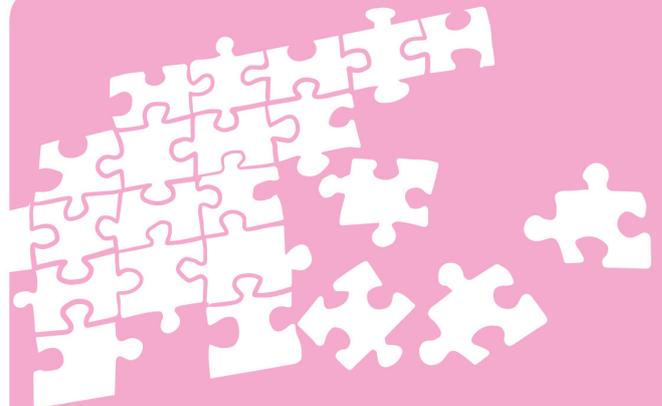
Assessment

- ⬡ How do you assess the Phenomenon-based Learning process – what, how and when do you evaluate?
- ⬡ What type of feedback do the learners receive during the phenomenon?
- ⬡ How do the learners assess their own actions?
- ⬡ Is the assessment process participatory?
- ⬡ How do you assess the learning objectives?



Learning Goals

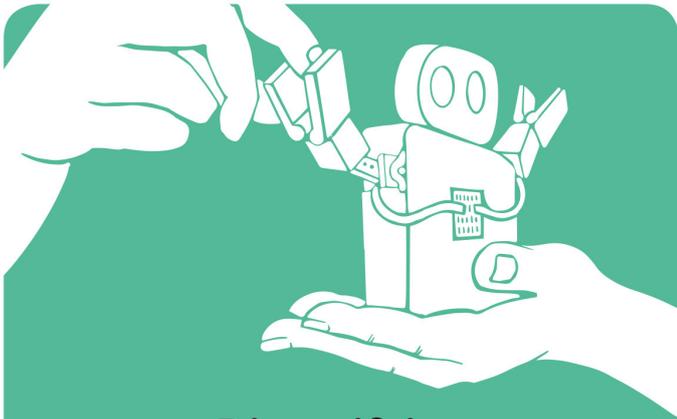
- ⬡ What are the learning goals for this phenomenon?
- ⬡ How are the learning objectives set?
- ⬡ How do you keep the goals visible?
- ⬡ How do the learners set their own goals?
- ⬡ How are the goals checked during the process?



Participation

- ⬡ How do the learners plan, implement and evaluate their own learning?
- ⬡ How are the learners' own interests taken into account?
- ⬡ How can the learners actively guide and reflect their own learning? For example, a learning diary, interviews, self- and peer-evaluation, documentation, telling someone else about one's own work...
- ⬡ How can the learners' friends and family as well as those in their nearby surroundings be included in the learning process?





Diversifying the Process

- Which technological solutions (e.g. cognitive tools, XR technologies, modelling) support learning?
- How can familiarisation with a new technological application or platform support learning?
- How can you utilise authentic learning environments?
- Is it possible to utilise cooperation between learners of different ages in the process?



Action

- How do you encourage the learners to share their thoughts and findings with a wider community?
- How does the learning process transfer into action?
- Can the actions become concrete in the form of an opinion essay, communal campaign or a change in the operation culture, for example?
- Do these actions solve a problem in everyday life or another type of problem?



The Phenomenon-based Learning Cards are designed to help teachers and learners plan and implement a Phenomenon-based Learning process. Come and dive into a holistic, inspiring and learner-centered world!



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