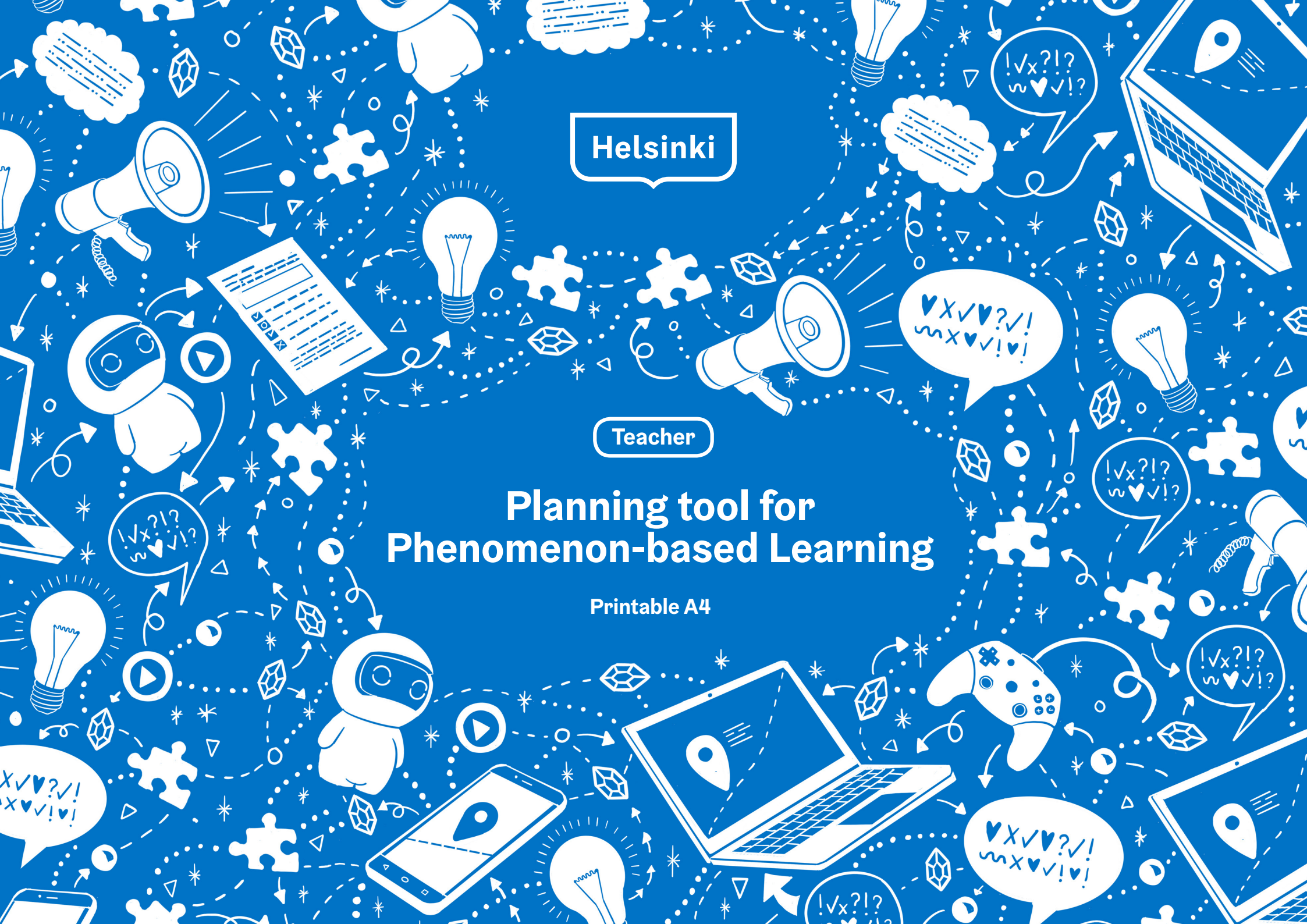


Helsinki

Teacher

Planning tool for Phenomenon-based Learning

Printable A4



Name of the phenomenon:

Teachers:

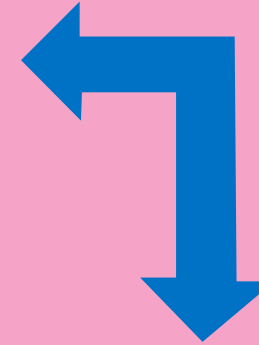
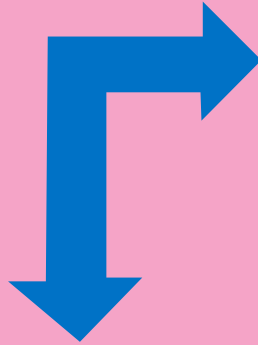
Subjects and grade:

Timeline:



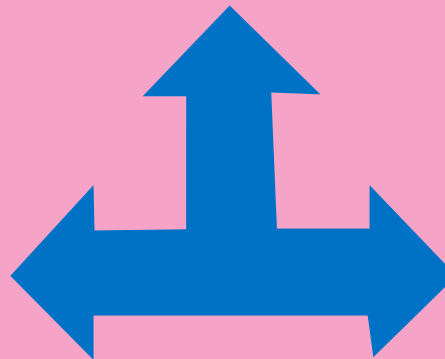
Learning Goals

What is the main goal for the phenomenon? How do you summarise all subject objectives in one main goal? What is set in the national curriculum, what kind of goal ties all subject objectives together?



Participation

How do you start the Phenomenon-based Learning process? How do you organize the first meeting (with all teachers and students together)? How do you make sure the students are in the center of the process? When do you meet everyone involved in the process?



Assessment

How do the learners show they have achieved the main goal? How do you end the process? Where do you collect data and document the learning process? How do the students know what is assessed?

Participation

Transdisciplinary planning



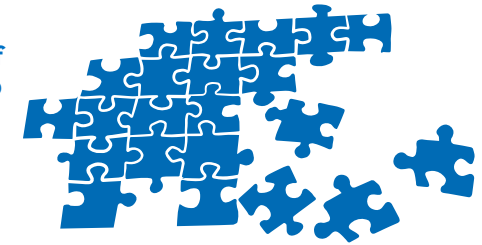
How does the Phenomenon-based Learning process start? How do you explain the main goal, go through the assessment and explain what is expected of the students? How do the students relate their own goals to the main goal?

How does the learner become interested in studying the phenomenon?

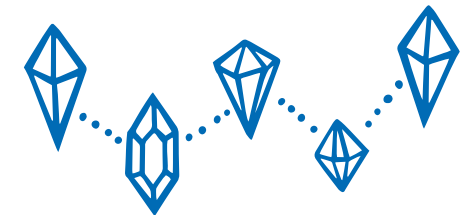
How is the learning process documented?



How is the learners' prior knowledge of the subject taken into account? How do the learners start mapping what they want to learn?



When do you meet at the same time?
There should be at least three sessions held together (including both the students and teachers involved in the phenomenon); one in the beginning, one in the middle and one in the end.



Participation

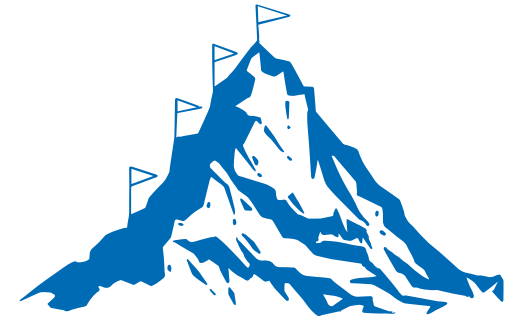
Transdisciplinary planning



How do you place students in the center of their learning? What is the teachers' role?



How is the process assessed and where is the learning process documented? How is the portfolio used in the process? How do you communicate with one another and make learning visible?



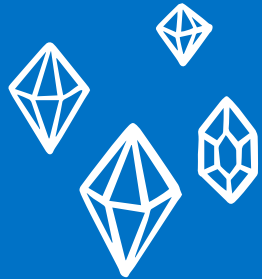
How do the learners share their learning process? How do you know if the learners have achieved the set goals? How does the phenomenon end?

Participation

Subject-specific planning

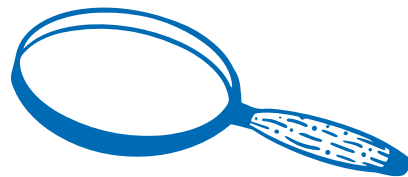


How do you take into account the prior knowledge of the learners?



Which objectives and contents of the curriculum should the learners learn in this phenomenon?

How can the learners guide their own learning process? How is the inquiry-based approach implemented in the process?



How do the learners know what is expected of them?



How do the learners know what is assessed? How will the learners receive feedback during the process?

How do the learners set goals, plan their learning process and assess their work in the process?

Guidelines for transdisciplinary planning

1

Study the curriculum and based on the subject objectives, find a common phenomenon for several subjects.

2

Set a common main goal for the phenomenon on the basis of the curriculum.

What do you want the learner to learn.

3

Think how you want to end the transdisciplinary process. How will the students share what they have learned?

4

Think how to schedule the process. How will you start the process together? How often will you meet with everyone? How will you end the process? How is the Phenomenon-based Learning process assessed? Remember to think about matters from the active learner's perspective (it is the learners who set goals, ponder the questions and search for information, not the teacher).

5

After the transdisciplinary planning, go through you subject-specific learning objectives in the national curriculum. Which contents and skills does the phenomenon cover, how will you assess the achievement of the learning objectives, and how will you make sure everyone is active in the learning process.

Both assessment tools and planning tools have been developed to support Phenomenon-based Learning. Besides this planning tool you have in hand, there is a planning tool for learners. That tool helps learners to start their phenomenon-based learning process independently and helps them to focus on the essential things. There are also a deck of Phenomenon-based Learning cards for teachers and learners to be used for planning the phenomenon-based learning process. The questions in these cards help the learners to focus on essential aspects of the planning process.

Assessment tools have been developed for assessing the phenomenon-based learning process, assessing subject-specific learning objectives and assessing the achievement of the main goal. There are also tools for reflecting transversal skills. All these tools are available at the Helsinki oppii website in Finnish, Swedish or English.

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