

Thinking Global, Acting Local

New Trends

A Story from Another Country



Re-shaping our Educational Environment

*The mind, once stretched by
a new idea, never returns to
its original dimensions*

Ralph Waldo Emerson



2085-2090

Preparing young people
for the future

*You can analyze the past,
but you have to design
the future*

Edward de Bono



Forces of Change

How young people read, search for information, apply knowledge, and the paths they take to construct meaning

For digital technologies to make us freer, we have to learn how to use them. Always remembering what they can give us, but also what they take away



Looking at Students in 2018

The difficulty lies not so much with creating new ideas, but escaping from old ones

John Maynard Keynes



- Sleep deprivation
- Screen-time & in-active lifestyles
- Concentration & restlessness
- Dis-engagement & vulnerability
- Isolation & loneliness
- Responding negatively to monologue & text-streaming



- Social Intelligence
- Multi-tasking
- Pace of life & time management
- Multiple identities & self-disclosure
- Immediate gratification
- Learning through dialogue
- Just-in-Time vs. Just-in-Case



- Empowerment
- Connection, collaboration & creation
- Learning by doing
- Global & community stakeholding
- Access to knowledge & lifelong learning
- Fluid & crystallized intelligence
- Navigation competences



Impact on Learning

- Navigation & self-control
- Reward mechanisms
- Collaboration & interaction
- Interleaving (visiting ideas from different angles)
- Spacing (dialogue not monologue, chunked texts not traditional flow)



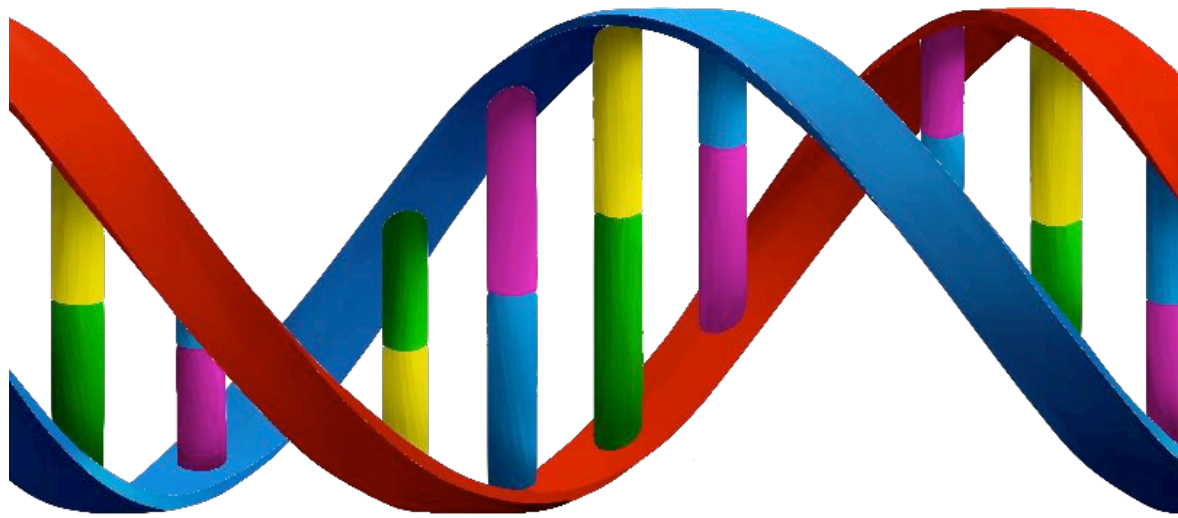
Educational Innovation Phenomenon-based Learning

*Integration means
weaving ideas together,
not having them
packaged separately*



Phenomenon (Greek *fainómenon*
the obvious, what can be seen)

Students look at a
phenomenon from
different real-world/
academic perspectives



Mental move from abstract to
Authentic Learning

- Learn about a real-world phenomenon through different subjects, and 360° angles
- Through Physics (muscular system), Chemistry (intoxicants), Biology (nutrition), PE (exercise)



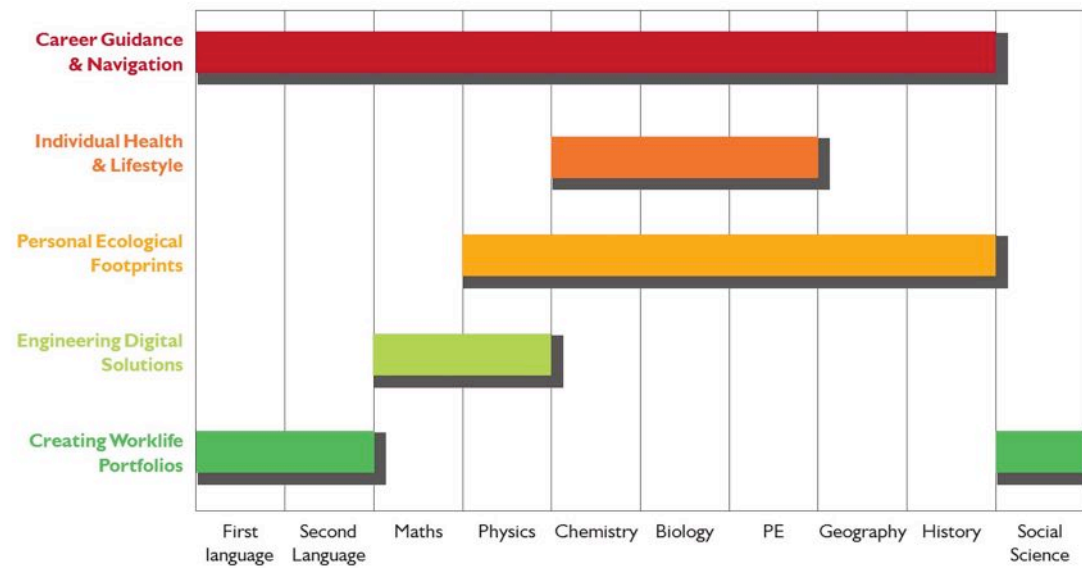
Lightning

Integration of different subjects to create a single learning experience (transversal)

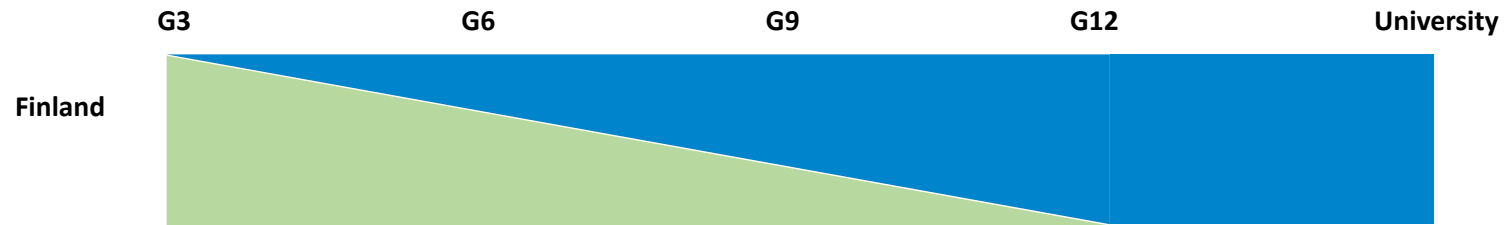
- Physics
- Music
- Biology
- Maths
- Geography
- Biology

Finland

TRANSVERSALS ACROSS THE CURRICULUM



Blue Focus on Content
Green Focus on Language Rules





Activating Phenomenon-based Learning

Teachers of different subjects (e.g. arts, sciences, languages) contribute by approaching the phenomenon from different angles

Leads to creation of a cross-curricular transversal

Powerful scaffolding

Knowledge and competence learning objectives

WHAT I CANNOT YET
LEARN EVEN WITH HELP

What I can learn **with Content Scaffolding**

What I can learn
with Language Scaffolding

What I can learn
by myself



WHAT I CANNOT YET
LEARN EVEN WITH HELP

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Step 1 Identify the Location

Where and why is the Learning Activity located?



Step 2 Get the Stakeholders Together

Teachers
Students
Administrators

Working together works



Step 3 Recognize Student Interests

*If a young person can't learn
because of the way we teach,
maybe we should teach the
way they learn*

Hours for English as a subject



Italy

c. 1 200



Finland

c. 684

*When value matters,
content drives*



- Which teachers?
- Which disciplines?
- Which students?
- Which phenomena?

Inspiration is the locus of value creation

Step 4 Design the Blueprint



Step 5 Identify Learning Objectives

- Competences can do
- Awareness can perceive
- Knowledge can know

*A goal without a plan is
just a wish*

Antoine de Saint-Exupéry



Step 6 Communicate the Principles

Getting

- Connected
Share together, succeed together
- Real
Re-shaping the way we learn
- Personal
Meanings that matter
- Relevant
Neurons that fire together, wire together
- Deep
Minimum of noise, maximum of sense



Step 7 Situate into the Curriculum

One reason for Finnish success in education is that the curriculum is seen as a tool, not a rule



Step 7 Build in Assessment

Formative

Summative

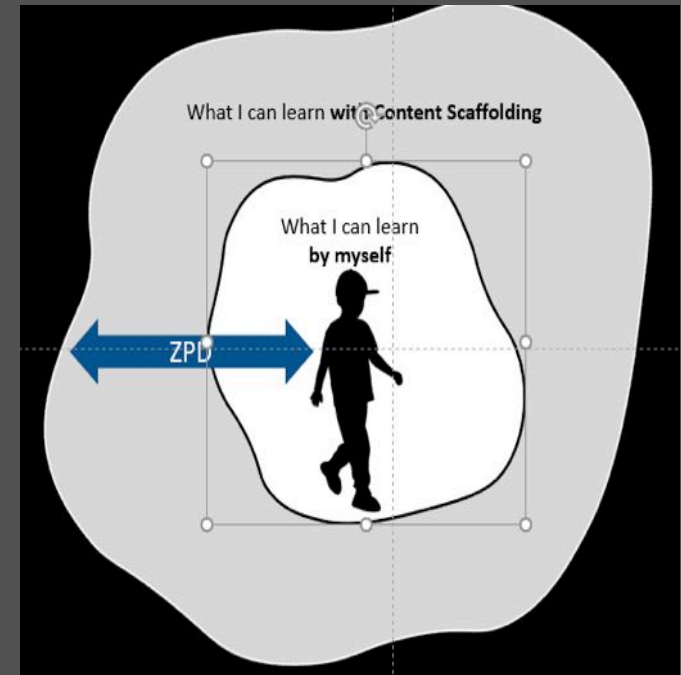
Knowledge

Competences

*The shortest word in
English that contains the
letters a,b,c,d,e,f is
Feedback*



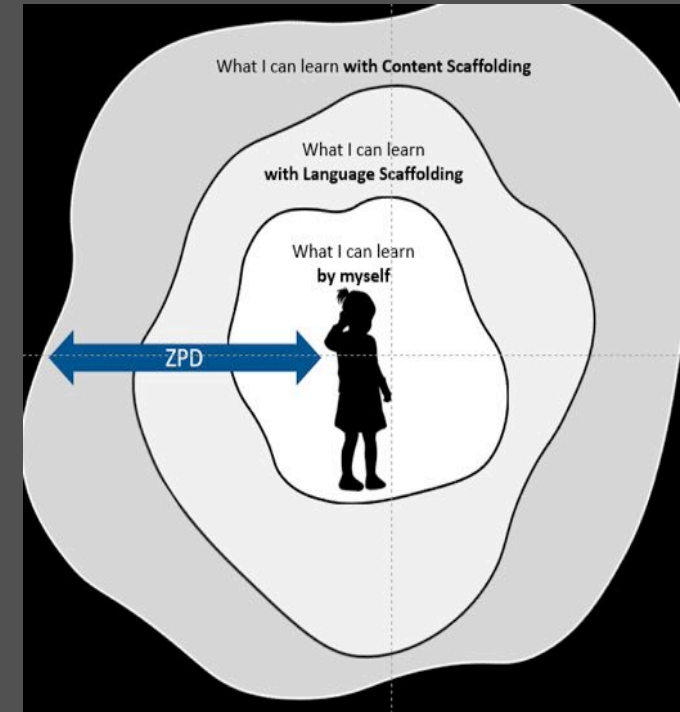
Step 9 Identify Content Scaffolding



You can only lean on something that provides resistance



Step 10 Identify Language Scaffolding



Creating safe learning environments



Step 7 Launch Construction

*Learning through
construction, not
instruction*



Creating multiple channels
for learning

Step 12
Conceptualize the Interior



Step 13
Celebrate Achievement

*Work together, win
together*



Step 8 Know if it works

At first people refuse to believe that a strange new thing can be done, then they see it done – then it is done and the world wonders why it was not done centuries ago

Francis Hodgson Burnett



Hearts and Minds

Inspiring the Teacher

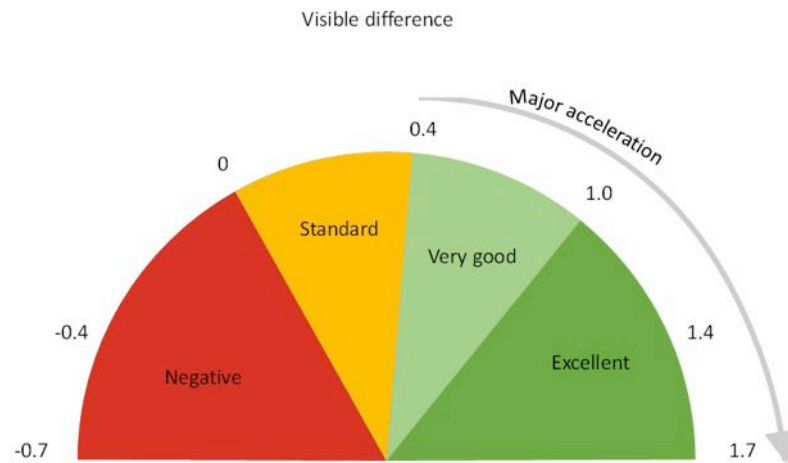


Minds and Hearts

Teachers Inspired

Feelings are facts

- *Engagement*
- *Enjoyment*
- *Enthusiasm*



Effect Size (Hattie, University of Melbourne, 2015)

0.2-0.4 average

0.1 plus = 50% improved rate of learning

Activities over **0.4** can enable high impact

- Showing students that they can succeed **1.62**
- Focus on thinking **1.33**
- Reducing anxiety **0.57**
- Learning with feedback **0.73**
- Concept mapping **0.64**

Thank you!

