

Finland

**Appimisympäristöjen kehittämishanke / Onnistuvaan oppimiseen
Riihimäen lukiossa**

This project aims at the development of innovative teaching methods for students aged 16 to 19, including small group teaching, peer guidance, and the use of individualized feedback. Factors that are investigated include the constitution of the groups (constant versus non-constant groups), and the level of guidance (feedback on personal or group level). There are 22 different sectors in the project. Some concrete examples are: strengthening the students' application of media skills, improving practices for guidance counselling, and broadening the students' world-view with studium generale, discussion clubs, a local culture-passport etc.

Main focus of Innovation: ORGANISATION

General Information

Name of the ILE: appimisympäristöjen kehittämishanke / Onnistuvaan oppimiseen Riihimäen lukiossa

Location/Address: Riihimäen lukio, Koulukatu 5, 11130 Riihimäki, Finland.

Website: <http://koulut.riihimaki.fi/lukio/index.htm>

ILE submitted by: National Board of Education

Rationale

Why do you suggest that it should be included in the project? How does it respond to 21st century learning challenges?

Tavoitteenamme on selvittää ja kehittää menetelmiä, jolla koulussa voimme tukea yksittäisten opiskelijoiden intoa, halua ja kykyä elinikäisen oppimiseen osana suurissa opiskelijaryhmissä tapahtuvaa opetusta. Muun muassa oppimisen ohjaaminen ja ajattelutaitojen kehittäminen, strukturoitu pienryhmäohjaus / vertaisohjaus, opetuksen eriyttäminen ja oppimisen palautejärjestelmän kehittäminen ovat tähän suunnittelemissamme menetelmiä.

Our aim is to find and develop methods which we could use in teaching a large group at school and with which we could enhance and support the individual student's enthusiasm, willingness and ability to lifelong learning. Guidance to learning and the development of cognitive skills, structured small group guidance / peer guidance, the differentiation of teaching and the development of feedback are some of the methods we have planned to be used to achieve these goals.

Evidence

Is there any evidence or indications showing that this initiative achieves the outcomes that it is aiming at?

Hanke on varsinaisesti käynnistynyt vuoden 2009 alussa. Hankkeeseen on osallistumassa laaja joukko koulun opettajia

The project has started at the beginning of 2009. A great number of teachers are participating in the project.

Learning Aims / Intended Learning Outcomes of the ILE

What are the core learning aims and which knowledge, skills or attitudes are to be acquired? (These may include outcomes related to learners' social, interpersonal, or meta-cognitive development)

Oppimisen motivaation lisääminen; omalla oppimistasolle kehittyminen ja yltäminen, abstraktin/metagognitiivisen ajattelun taitojen kehittyminen. Vertaistuki ja vertaisohjaus. Kokonaisuuden opiskelun (työnteon) ja oppimisen mielekkyyden välisen yhteyden näkyväksi tekeminen oppijoille. Tätä kautta myös opettajien oman työn kehittämisen innostaminen.

Our aim is to increase the student's motivation to learn; the development and the possibility to reach one's full potential in studying and the development of the abstract/metacognitive skills. Peer group support and peer guidance. Making the connection between studying (working) and the meaningfulness of learning things as a whole visible to the students. These all are also related to inspiring teachers to develop their teaching methods.

Learners

Which group(s) of learners is it aiming at? Who is eligible to take part? How many learners are there? What are their ages?

Koulumme 16–19 vuotivat opiskelijat (n. 520 opiskelijaa vuosittain) erityisesti hankevuosina 2009–2010. Hankkeen jälkeen koulussamme on löydetty hyviä käytäntöjä, joista tulevat opiskelijat hyötyvät jatkossakin.

Our school's 16 to 19 year-old students (approximately 520 students annually) especially during the years of the project from 2009 to 2010. The good practises and methods that we will have come up with during our project will also benefit our future students.

Facilitators

Who are the teachers/facilitators? Who are the leaders? What are their professional backgrounds? What are their roles?

Koulussamme on lähes 40 opettajaa, joilla kaikilla on yliopistotason opettajakoulutus. Kehittämistyöhön on heistä valittu neljä vastuuhenkilöä

In our school there are nearly 40 teachers all of whom have a university-level teacher's education. Four of the teachers are in charge of the development work.

Organization of the ILE

How is learning organised? How do learners and facilitators interact? What kind of pedagogy do they follow? What curriculum is used?

Pääosa kehittämis- ja opetustyöstä tapahtuu opettajien oman työajan puitteissa oppitunneilla lukion opetussuunnitelman puitteissa. Hankkeen rahoitus mahdollistaa lisäksi kehittämisen suunnittelua ja toteutusta oppituntien ulkopuolella, opettajien oppimisprosessin näkökulmasta tarkoituksenmukaiseksi katsomallaan tavalla ja ajalla.

The main part of the developmental work and teaching will take place within the teachers' working time in the lessons in the framework of the Finnish Upper Secondary School's curriculum. In addition, the financing of the project enables the planning of development and implementation outside lessons, in the way the teachers see it most fit regarding the learning process.

Learning Context

In which context does learning take place? What does the physical learning environment look like? Are community resources used to facilitate learning and how?

Koulussamme on uudet ja ajanmukaiset fyysiset oppimistilat vuonna 2008 valmistuneen remontin jäljiltä. Itse hankkeessa kunnan/koulun omarahoitusosuus on n. 30 %.

We have a very new and up-to-date physical learning environment. Our school was completely renovated in 2008. In the project the share of capital contributed by the community/school is about 30 per cent.

History of ILE

Who initiated it? For what reasons was it started and with what purpose? Have these changed since?

Kouluremontin jälkeen opettajakunta halusi lähteä kehittämään opetuksen sisällöllistä toteuttamista ja Opetushallituksen koordinoima Oppimisympäristöjen kehittämishanke tarjosi siihen mahdollisuuden tavoitteidensa ja resurssien puolesta.

After the renovation of the school building, the teaching staff wanted to start to develop the pedagogical side, the implementation of teaching and a project called The Development of the Learning Environments coordinated by the Finnish Board of Education offered a possibility for it as far as aims and resources were concerned.

Funding of the ILE*How is it funded?*

Hankkeen kokonaisrahoitus on 78000€, josta koulun omarahoitusosuus on 28000€. Suurin osa kehittämistyöstä tapahtuu kuitenkin osana opettajan omaa työtä ja opetuksen kehittämistä.

The overall financing of the project is 78.000 €, of which our school/community will finance 28.000 €. Most of the development work will, however, take place as part of the teachers' normal work in planning the lessons and developing teaching methods.

Learning Outcomes*What are the learning outcomes achieved by the ILE, including academic, social, interpersonal and meta-cognitive outcomes? How is learning assessed?*

Hankkeen tuloksena opiskelijoiden oppimaan oppimisen ja oppimistaidot (metakognitiiviset ja ajattelutaidot) ovat lisääntyneet mm. vertaisoppimisen, ajattelun taitojen, eriyttämisen sekä opettajien oppimaan ohjaamisen taitojen kautta. Opiskelussa oppimisen arvostaminen sinänsä, oppiminen yksin ja vertaisten tai opettajan ohjaamana on mielekästä ja innostavaa sekä tukee elinikäistä oppimista ja jatko-opintoihin hakeutumista ja siellä opiskelua.

As a result of the project, our students' abilities in learning to learn, their learning skills (metacognitive and thinking) will have been developed. This aim will have been reached through peer learning, development of thinking skills, differentiation and through the teachers' developed teaching/guiding methods. The fact that students learn to appreciate the learning process itself, learning by oneself, with a group of peers or facilitated by a teacher is meaningful and inspiring, and it also supports lifelong learning and is an asset further studies.

Documentation describing or evaluating the ILE*Is there documentation on this learning environment? Is there a website? Films? Research reports or evaluations? Other forms of documentation? (please supply references or links)*

Koulun kotisivuille on tulossa hankkeeseen liittyvä oma osionsa, jossa tiedotetaan hankkeen etenemisestä. Lisäksi hankkeesta raportoidaan säännöllisesti Opetushallitukselle. Lisäksi yksi koulun opettajista on tekemässä tutkimusta, jossa keskeisenä osana ovat hankkeen toiminnot ja tulokset.

We will have a separate section dedicated to the project on our school's web site. News about the progress of the project will be reported to the Finnish Board of Education on a regular basis. Also one of the teachers of our school will be involved in a study, the central part of which will be the processes of the project and its results.

Amendment:

The project is on a large scale and is being carried out on different levels, different ways of doing and by different operators (mainly teachers). The essential way of teaching and learning in our school is a learning situation pedagogically led by the teacher, which follows the national core curriculum for upper secondary education. Our aim in this project is to develop a learning environment in which it is possible for each learner to learn in accordance with his/her own abilities. This means that the learners' experience of the school's atmosphere is inspiring, caring and safe, and thus their individual needs are taken into account. This setting makes the conditions favourable for intuitive learning.

In upper secondary education the constitution of groups of students formed around periodical courses differ from one course to another. In this model the achievements of one constant, non-changing group are continuously being compared to those of normal non-constant groups.

The teachers are being trained to use more guidance in their teaching methods, do diversify learning in peer groups and to increase the students' knowledge of working-life.

In this model the teachers have the possibility to deepen the level of guidance in the student's learning process and feedback either personally, in small groups or in so-called "level-groups". This enables the students to reach their full personal potential in learning.

Some teachers develop functional methods in their teaching to make way for different ways of learning.

Concrete examples:

During the project we attempt to strengthen the students' application of media skills in learning and to support the broadening of their world-view by studium generale-lectures, discussion clubs, by developing a local culture-passport and by diversifying the handling of the question of multiculturalism.

Outside the actual school activities, the benefit of working-life experiences in learning is supported, as well as student body activities and tutoring activities.

Practices for guidance counselling are being developed in regional cooperation in order to support the transition points and boost group counselling and student welfare services.

In all, the model encourages to engage in conscious and intuitive learning experiences (The 'learning-passport') and to make the school community an inspiring and safe environment for intuitive learning.

Other information you consider to be relevant to describe the ILE

Hankkeessa on kokonaisuudessaan 22 erilaista osa-alueita, jotka kaikki tähtäävä oivaltavaan oppimiseen ja siihen liittyvien menetelmien ja toimintamallien kehittämiseen.

There are 22 different sectors in all in the project. All of them aim at innovative learning and at the development of methods and procedures related to it.