



DIYLAB

***Experiences of DIYLab in further practice***  
***DIYLab in multilateral context***

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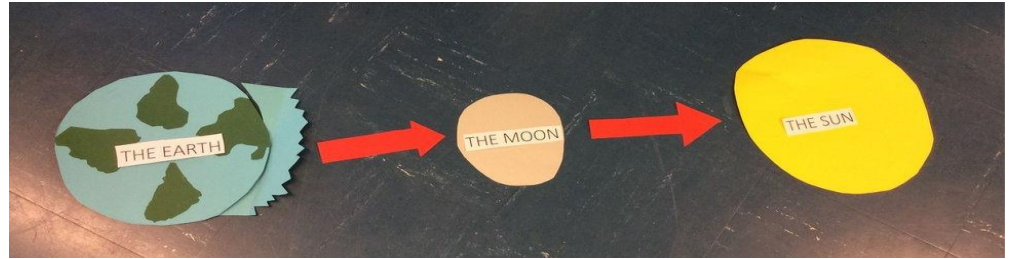
## THE NEW CURRICULUM IN FINLAND

In the new curriculum a great importance has been laid upon self evaluating, social skills, media skills and multilateral thinking.

On every school year, there has to be at least one long term multilateral project (for about as long as there are lessons in one school week).

”Teacher must choose the work methods in interaction with the pupils, especially strengthening self-guidance.”

# Primary school



- In primary school we have continued to use DIYLAB as one of the group work methods.
- Teachers who have used it are likely to keep DIYLAB as one way to teach learning objectives of the new curriculum.
- The results have proofed that this type of working motivates students well and leads to good results in many phases (e.g. media skills, group dynamics, multilateral thinking).
- In the future our aim is to encourage our colleagues to try this type of collaborative learning.

## Lower Secondary School

- One example of further practice of DIYLab is the project with **English** and **History** in group 7A.
- The topic was to study the pupils' own family history or some aspects of their local history during the past 100 years (Oulu, Finland).
- Visit to the museum > pictures > products > presentations

# The project and its outcome

- ❑ The topics varied from school, sports, houses, clothes or toys during the past 100 years in Finland to Scrapbook Oulu, Finland today
- ❑ The pupils were in charge of the final object
- ❑ Most pupils are digitally competent but some needed help
- ❑ Some power point presentations were excellent but some pupils had problems with both the contents and the language (Finnish or English)
- ❑ The most common devices were iPads and laptops, plus smartphones
- ❑ The pupils could create learning material on their own

# Senior Secondary School

## “Better teaching, better learning”

- ❖ *Erasmus+* and *Cimo* funded project starting 2016 with focus on increasing the students' self-regulation and active role in their studies, improving their learning skills and digital competence and also increasing cooperation between teachers.
- ❖ There will be teachers and students from Finland, Italy, Poland and Spain in this project.
- ❖ The first meeting is taking place in Oulu on Nov 21st, 2016. DIYLab philosophy will be disseminated to a few new schools, teachers and students.

# Self-regulated learning (SRL)

- Process where learners plan, monitor and evaluate their own learning (Kontturi 2016)
- Combines theories of cognition, motivation and behavior (Zimmerman & Schunk 2011)
- Can be promoted (Dignath & Büttner 2008)
- SRL is enhanced when pupils (Paris & Paris 2001)
  1. have authentic or repeated experiences in school
  2. receive explicit instruction about SLR
  3. **go through activities that require SRL <- DIYLab**