

## TASK: Engagement Across Learning Environments

The aim of this task is to give student-teacher a wider view of the environments what students use and their learning potential for formal education, especially during distance learning. Student-teachers

1. **obtain new conceptual approaches** to analyse learning environments, learning engagement and subject-integrated/phenomenon-based learning (minilectures about learning engagement and learning in open learning environments are available from 1<sup>st</sup> September 2021),
2. **observe their own immediate surroundings** and create a photo diary to find learning potential from different environments (task should be completed by 13<sup>th</sup> of September 2021),
3. **analyse possibilities to use out-of-school learning environments** to support curriculum-goals (especially during distance and hybrid learning) (task is completed on the 13<sup>th</sup> of September 2021 seminar),
4. **create a learning assignment for students** that incorporates different available learning environments and supports student engagement (task is completed on the 14<sup>th</sup> of September 2021 seminar), and
5. **implement new knowledge during an observation assignment** to a museum or any other similar type of institution of science and culture (task is completed in December of 2021, **international seminar is on the 17<sup>th</sup> of December**).

## Task Workflow

### Orientation

before Sept. meeting

### Analysis & creation

During Sept meeting

### Implementation & observation

Up until Dec. blended mobility

### Orientation

Students receive a task description and two pre-recorded 15 minutes lectures about basic concepts when talking about learning environments and autonomy/engagement supportive structure of learning.

Student-teachers observe their own surroundings to discover learning potential for teaching a previously agreed concept from three types of environments: home, outdoors (all outdoor environments that are considered safe during distance learning – parks, gardens, playgrounds, etc.) and digital. Student-teachers document their findings in a short **photo diary**. Photo diary contains 3-6 photos, 1-2 photos from each domain (home, outdoors and digital). Digital learning opportunities can be saved as screen shots. We recommend using Google slides or a similar web-based presentation program for sharing photos with the group.



*Example of photos from three environments that can be used to discuss sustainable use of natural resources: mushrooming with family, plant-based dietary options from home and apps for gaining new information about a product. The quality of photos is less important than the story behind them.*

*Task completion time: 30min for lectures, 60 min independent work preparing photo diary.*

DEPTER 2021 autumn international course

## *Analysis and creation of a learning activity*

1<sup>st</sup> day: Student-teachers share their **photo diaries in groups**. Student-teachers discuss with others how they have expanded their understanding of learning environments and choose one relevant topic to work on the following day. The chosen topic should be in accordance with the national curriculum. See, for example, cross-curricular topics in the Estonian National Curriculum in the appendix. We recommend working with cross-curricular topics, for example the theme of environment and sustainable development is represented in the national curriculums of all participating countries.

2<sup>nd</sup> day: Student-teachers create learning instructions for a specific learning assignment for primary students in groups of 4-5 and share results with others. Student-teachers are free to implement these tasks with their practicum classes, but this is not part of the DEPTER project workflow.

*Task completion time: 90 + 180 minutes of seminar.*

## *Implementation*

Student-teachers observe learning activities in assigned museums, zoos, or other similar institutions of science and culture. Depending on the possibilities of the student-teacher, they can also opt to implement their learning assignment created during September seminar. They record their observations on a specific observation sheet that is given to them during local orientation.

Student-teachers share their observations on a joint seminar in December. Outline of the student mobility in December:

1<sup>st</sup> day: local orientation *90 min + 90 min* independent preparations (*dates and times of the local orientation and observations will be agreed upon during the course separately by every country team*).

2<sup>nd</sup> day: observation *90 min* + local reflections *90 min*.

3<sup>rd</sup> day, 17<sup>th</sup> of December: international discussion *3 h*.

## **Additional reading**

Every country can add an additional reading list for students. For Estonian students who earn 1 EAP for this course, there is a requirement to choose 4 articles or a book from the list for additional reading in the course program to support observations and discussions in December.

*Task completion time: 10h*