

# Phenomenon Based Learning Rubric

*The phenomenon-based learning gives a holistic view of real-world phenomena - in a real context, breaking the curricular boundaries.*

Dimensions	Limited evidence	Emerging	Developing	Accelerating	Advanced
<p><b>1. Holisticity</b></p> <p><i>-360 ° perspective</i></p> <p><i>- From the traditional curricular integration towards to the phenomena in the real world</i></p>	<p>Although studying and processing phenomena, analysis or study is done more or less from the perspectives of traditional school subjects.</p> <p>An example may be a common theme, which is processed in various subjects. Another example may be an event or a theme day. The phenomenon-based learning is just spicy - not a systematic practice.</p>	<p>A Phenomenon combines different subjects, contents and objectives, but they are not merged together seamlessly. The phenomenon can be worked (studied) on different subjects in class, or to integrate different subjects e.g. in a project work. Traditional subjects aspects can still be seen in the background when studying a phenomenon. (Traditional curricular integration, the</p>	<p>The objectives and contents of different subjects are merged together seamlessly in a phenomenon. The phenomenon is not studied on the aspect of different school subjects (e.g. In designated subjects in class); the phenomenon is rather studied as a project (work) and long term process. The phenomenon-based learning is understood to be a teaching and learning method. Phenomena rise from the objectives of the curriculum; in addition they are</p>	<p>The objectives of learning arise from phenomena and they are multidisciplinary. The starting point of learning is not the integration of traditional school subjects; the focus is rather on current and actual events in the real world. The phenomena shall be identified and defined together with the whole learning community. Learning and working are not, as a rule structured by lessons or subjects.</p> <p><i>Team Teaching is a key way of working.</i></p>	<p>The objectives of learning arise from phenomenon and they are multidisciplinary. In the phenomenon-based learning the starting point is not the integration of traditional school subjects; the focus is rather on current and actual events in the real world. Learning and working are not, as a rule structured by lessons or subjects. The phenomenon-based learning is systematic and it is seen as a comprehensive</p>

		integration of traditional school subjects)	connected to the currently relevant, actual issues and phenomena.  <i>Collaborative Teaching or co-teaching one way of working.</i>		method of learning and teaching. <i>Team Teaching as a major way of working.</i>
<b>2. Authenticity</b> <i>-In the learning situation used methods, tools, and materials, correspond the real world, where the knowledge is used</i>	The phenomenon is a "textbook-like" or study materials focused - a small and pretty clearly defined entity.	The topic of learning is an authentic phenomenon from the real word.	The topic of learning is genuine, phenomenon from the real world. The phenomenon is timely and on behalf of content relevant to the learners in their world now and in the future. Learners examine and study the phenomenon by using real, authentic sources and materials and media.	The object of the learning is holistically authentic phenomenon from the real world .The examined phenomenon is current, actual and it has real world relevance to the learners now and in the future. In additions, the learner's output has relevance outside of school and it will be published to a wider public. Learners examine and study the	The learners' cognitions are authentic, i.e. the learner's thinking in learning situations corresponds as closely as possible thinking that is needed in the real world situation, where the knowledge is applied / used. Learners use authentic sources, materials and tools, and methods as the real experts and professionals use. Learning takes place

				<p>phenomenon by using real, authentic sources and materials and media. Learners use methods and tools that are typical to the culture expertise – e.g. tools and devices that are used in the real working life.</p>	<p>in a real environment rather than in a traditional classroom. Learning community utilizes experts and professionals from various fields. Learners' outcomes / content produced by learners are relevant to real life, and they solve some problems that are significant in the surrounding society. Learners' outputs / content produced by learners will be published to a wider audience.</p>
<p><b>3. Contextuality (/context)</b> - Learners learn things in their natural context. <i>Contextualization vs. De-</i></p>	<p>While studying a phenomenon one looks at individual cases - one thing and perspective at a time. Learning the phenomenon is structured in the traditional way</p>	<p>The phenomenon is studied in structured entities. Things are learned in their natural context; context and meanings are understood by observing a wider</p>	<p>Learners are working on sets of entities instead of individual task or exercises (cf. Project-based working). The phenomenon is examined as a holistic entity, where</p>	<p>Learners work on vague and ambiguous, not the pre-defined phenomena (cf. Project work where the problem and topic are set by students). Learners</p>	<p>Learners work on the vague and ambiguous, not pre-defined phenomenon (cf. Project work where the problem and topic are set by students). Learners</p>

<p><i>contextualization.</i></p>	<p>with small tasks or exercises given by a teacher. (Tasks typically based on the closed task of objections, tasks with relatively strictly limited "right" answer.)</p>	<p>context. Learning process is structured and guided by learning tasks.</p>	<p>things are in a natural context; context and meanings are understood by observing wider context.</p>	<p>structure and analyze the phenomenon from different perspectives. (Learning process can be methodologically guided and facilitated by scaffolds* or by learning tasks that are open.)</p>	<p>structure themselves the phenomenon from different perspectives. Things are learned in a natural context and setting and meanings are understood by observing wider context where various aspects and topics come together. The phenomenon is understood and processed as a systemic entity.</p>
<p><b>4. Problem based inquiry learning</b>  <i>-Learning and collaborative knowledge construction is based on the learner's own questions.</i>  <i>In the phenomenal</i></p>	<p>The phenomenon is not studied problem based; teacher or students are not creating own questions or problem settings as a basis for knowledge</p>	<p>The problem setting (wondering of the problem / research of the problem) works as a base for learning and studying a phenomenon. Problem setting comes from the</p>	<p>The phenomenon is studied based on the problem settings that have been collaboratively made together by learners. Learners set research / wondering problems as a basis for the review and</p>	<p>The phenomenon is studied based on the problem settings that have been collaboratively made and reflected together by learners. Problem settings are relevant to the learners and to their</p>	<p>The phenomenon is studied based on the problem settings that have been collaboratively made and reflected together by learners. Problem settings are relevant to the learners and</p>

<p><i>learning learners learn by wondering together.</i></p>	<p>construction process.  (Questions, exercises and learning tasks are by all means used.)</p>	<p>teacher or is made by the teacher-centered way. Problem setting makes learning meaningful and significantly; it anchors things to be learned to the real world.</p>	<p>study of the phenomenon. Knowledge construction is a process of answering to the questions/problems.</p>	<p>real world. The setting of problems is a continuous process that guides individual and collaborative knowledge construction during the whole learning process.</p>	<p>to their real world. The setting of problems is a continuous process that guides individual and collaborative knowledge construction during the whole learning process. The learning process is an intentional process of developing hypothesis and working theories (working models, (mental) prototypes).</p>
<p><b>5. Learning process</b> <i>-Learning is seen as a process, which is guided and facilitated by learning tasks</i> <i>-The learning tasks guide the learner's perception and</i></p>	<p>The learning process is not guided by learning tasks, even the students are given separate individual tasks.</p>	<p>The learning process is guided by learning tasks which are mainly focusing learner on the content / focusing on the repetition of the information.</p>	<p>The learning process is guided by learning tasks that methodologically guide the learner's learning and facilitate the learner's learning process.</p>	<p>The learning process is guided by open learning tasks that methodologically guide the learner's learning. Learners also create their own learning tasks for themselves. Learners are aware of learning</p>	<p>The learners create their own learning tasks and learning tools (scaffolds *) for themselves. Learners are aware of the learning methods as well as their own and common learning</p>

<i>information process – the aim is to facilitate students to learning something new (methodological guidance).</i>				methods and their own and common learning process.	process. Learners plan their own individual learning processes, as well as their collaborative learning processes.
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