INEPS-Congress 2016, Tampere/Finland

"Bright Education for All – activating and practical methods throughout the learning path"

Holger Mirow, *IPLE*

Workshop:
"Productive Learning – an Introduction for Newcomers"

Workshop: "*Productive Learning* – an Introduction for Newcomers"

Agenda

1. *Introduction: our Institute,* participants of the workshop
2. *Invitation: a fantasy travel to your school days*
3. *Overview: Productive Learning (PL)*
4. *Exercise: Connecting "activity experiences" and "subject-oriented" learning*
5. *Planning and support of learning in school and out of school*
6. *Evaluation of the learning process*

INSTITUTE FOR PRODUCTIVE LEARNING IN EUROPE

Affiliated institute of the Alice Salomon Hochschule Berlin

Institute for school development and teacher training

New York 1983 / 1984

City-as-School

Founded in 1972

Independent alternative high school

Learning outside the classroom

Participating in professional activities

Personal curriculum and project at a resource

From New York to Berlin

1984 -1987

**Development of the concept,
finding partners & financiation**

1987   Foundation of Stadt-als-Schule Berlin

1991   Foundation of *IPLE* and *INEPS*
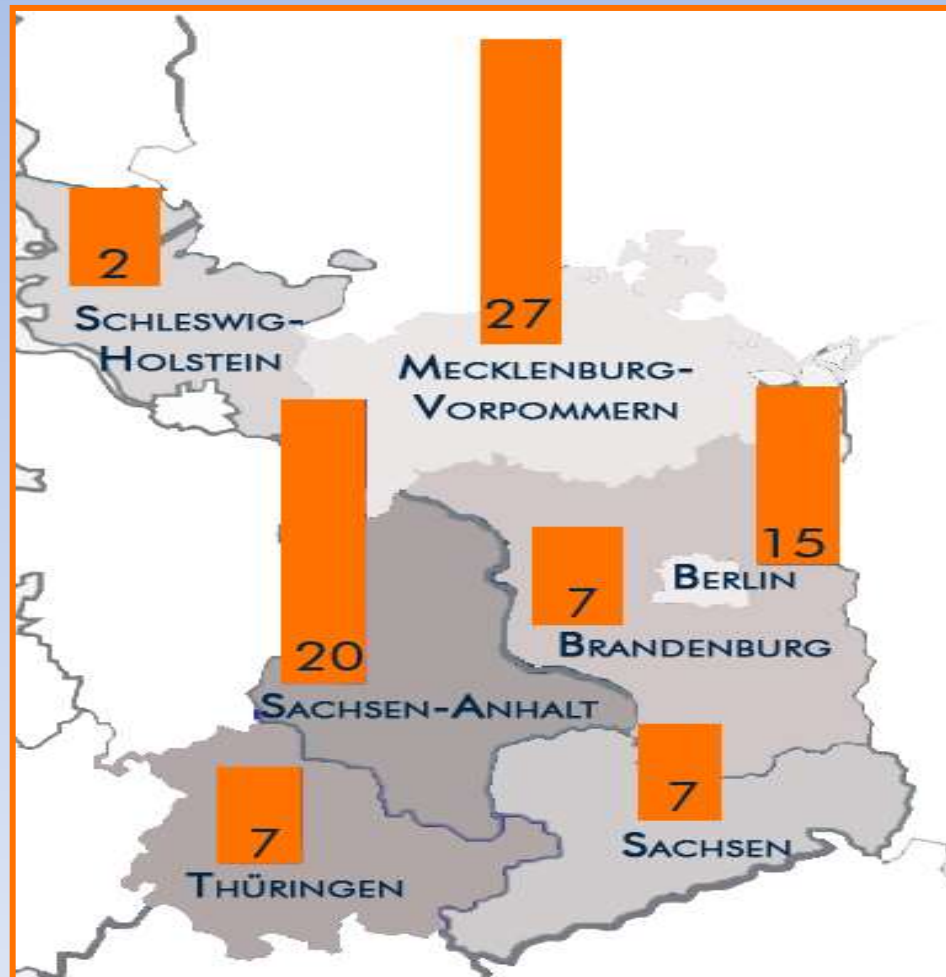
1992   Start of pilot project EUROFORM

1996   Start of *Productive Learning* in Berlin
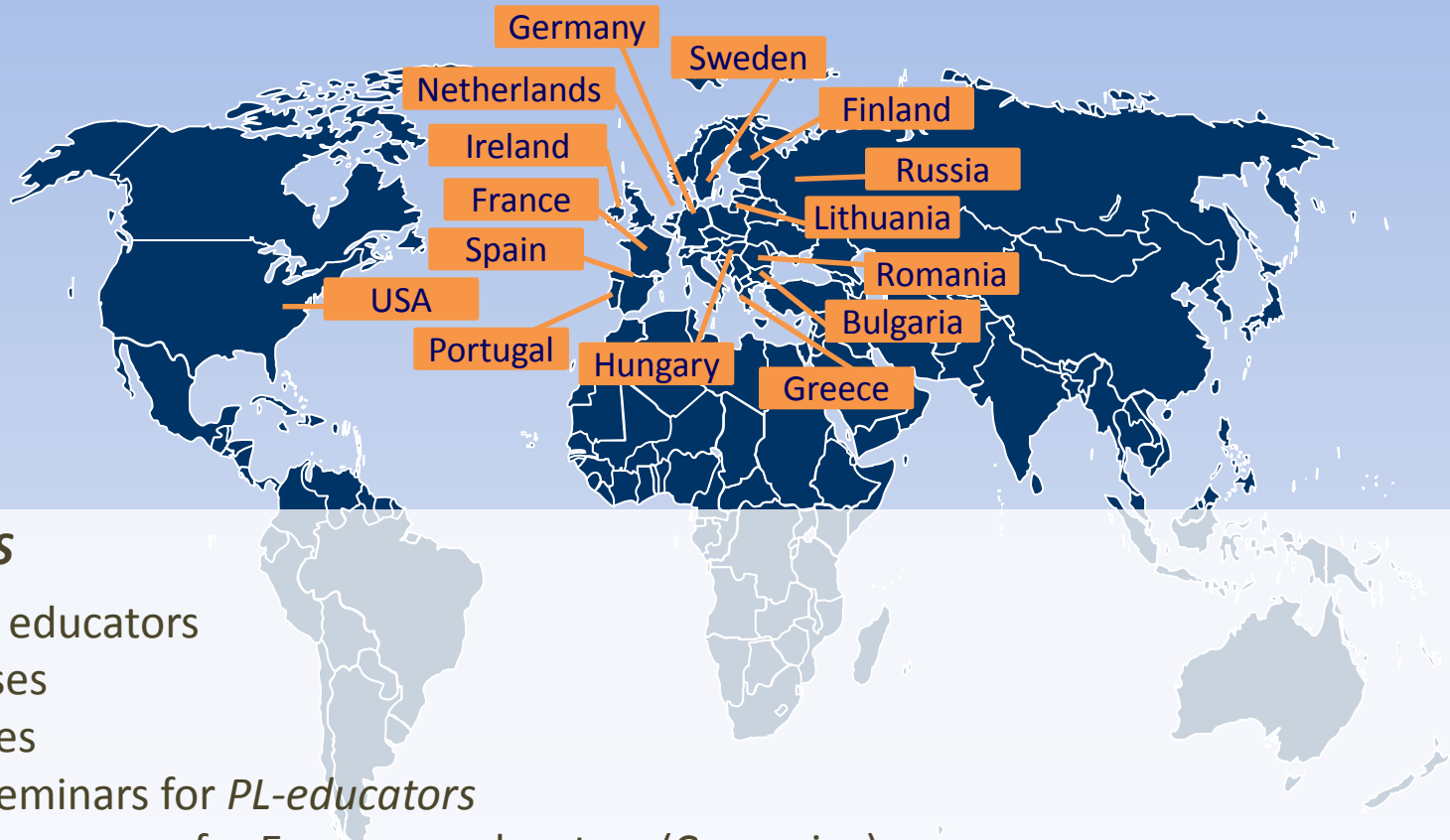
Productive Learning in Germany

INTERNATIONAL NETWORK OF PRODUCTIVE LEARNING PROJECTS AND SCHOOLS (INEPS)

Members in 15 countries

Germany
Sweden
Netherlands
Finland
Ireland
Russia
France
Lithuania
Spain
Romania
USA
Bulgaria
Portugal
Hungary
Greece

Activities of *INEPS*

- Congresses for educators
- Youth congresses
- Youth exchanges
- International seminars for *PL-educators*
- Teacher training courses for European educators (Comenius)
- Shared EU-projects (e. g. Leonardo)
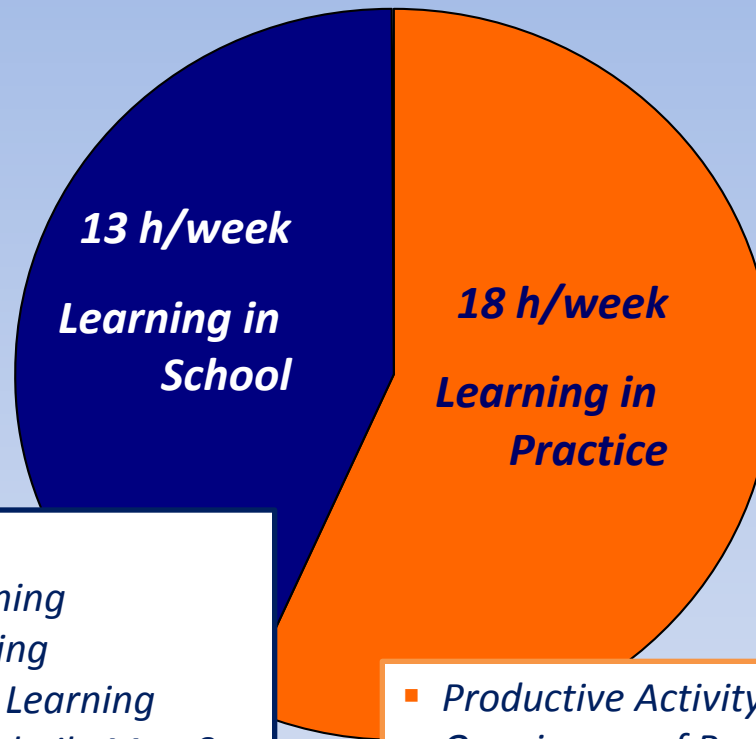- Dissemination of *Productive Learning*

What is *Productive Learning*?

School

Theory

General education

Life

Practice

Vocational orientation
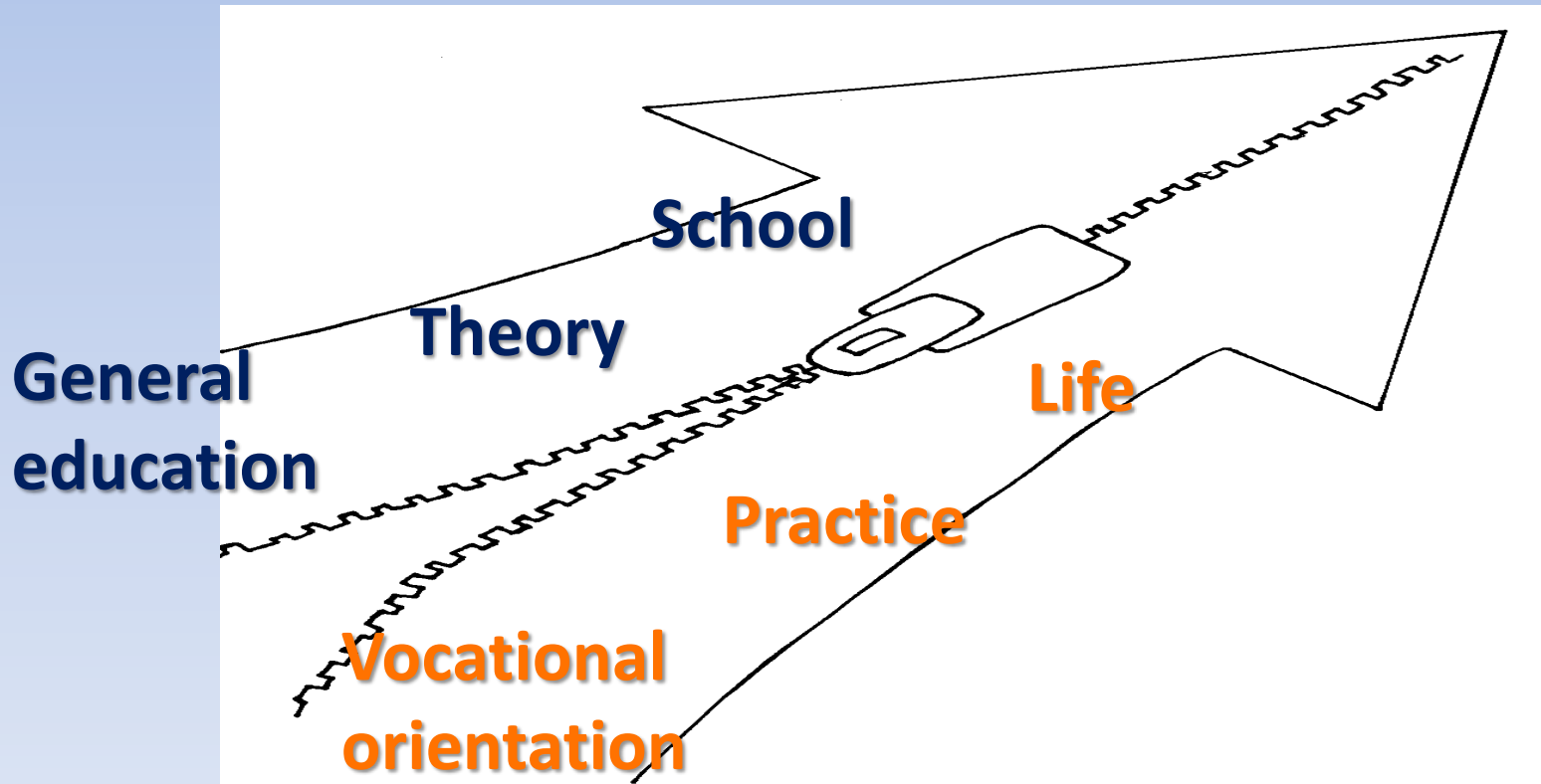
Table of Subjects
(8th, 9th and 10th grade of secondary school)

Berlin (example)

13 h/week

Learning in School

18 h/week

Learning in Practice

- *Communication group*
- *German in Productive Learning*
- *English in Productive Learning*
- *Mathematics in Productive Learning*
- *Learning Area: Nature &Technik, Man & Culture, Society & Economy*
- *Ethics*

- *Productive Activity in Practice*
- *Opening up of Practice*
- *Individual Productive Task*
- *Documentation of Learning in Practice*
- *German in Practice*
- *English in Practice*
- *Mathematics in Practice*

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Productive Learning

Personal significance

➤ Individual interests and preconditions

… the starting point of learning

Reference to practice

➢ Learning in "real life situations"

… allows experiences and success

Reference to "culture"

➢ Knowledge as a "tool"
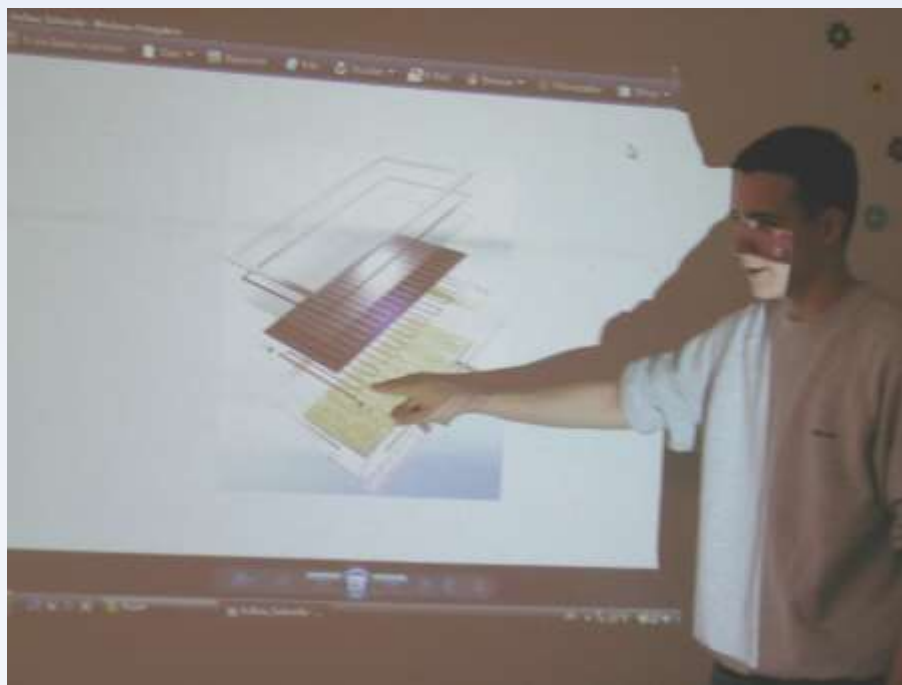
… reveals the meaning of learning

Invitation

"A fantasy travel to your days of school …"

Invitation

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fantasy travel

Where would you have gone to "learn in practice"?

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Exercise (with a partner)

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fantasy travel

Where would you have gone to "learn in practice"?

Sites of "Learning in Practice"

- *almost no restrictions*
- *production (skilled work), service (shops etc.) favoured by many students*
- *to be developed: social and cultural institutions (e.g. theatre, community centre, media, public institutions)*
- *Something you would like to discuss?*

Opening up of Productive Situations

- *the philosophy behind*

From activity to education – what is *Productive Learning?*

Connecting "activity experiences" and "subject-oriented" learning:
"via experiences"

English vocabulary

using a dictionary

observations

instruction in English, foreign customer

own practical activities

Practice site (e.g. painter)

syntax …

successes, conflicts,…

other experiences…

Opening up of *Productive Situations*

➢ To support the strong points oft the youngsters…

Opening up of *Productive Situations*
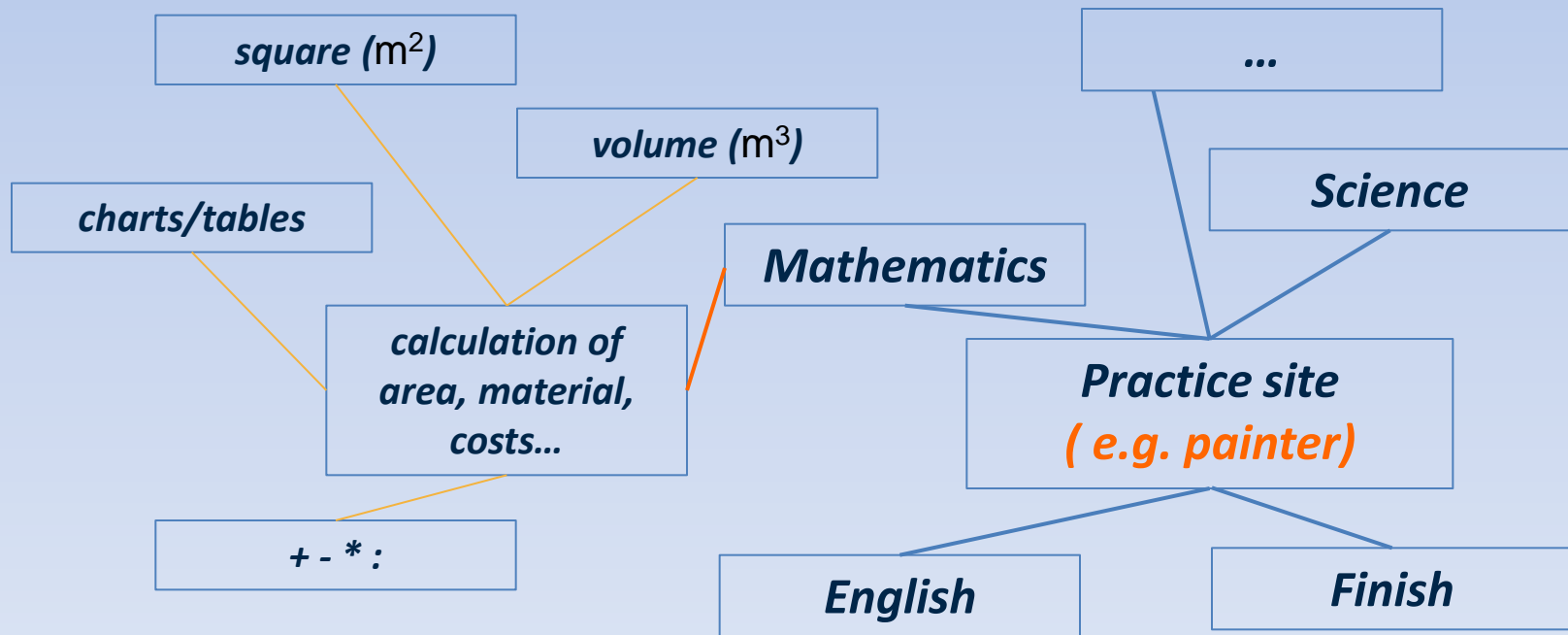
➢ … and to develop general education from there

Exercise

1. *Find your partner*
2. *Decide for a "site of learning in practice"*
3. *Start mind-mapping …*

From activity to education – what is *Productive Learning?*

Connecting "activity experiences" and "subject-oriented" learning:
"straight to the subjects"

square (m^2)

volume (m^3)

charts/tables

calculation of area, material, costs…

+ - * :

Mathematics

...

Science

Practice site (e.g. painter)

English

Finish

Exercise

1. Let's have a look at some results

2. How did you "feel" doing so?

3. How do you assess the "applicability" of this method with the students you work with (or: with yourself during the fantasy travel?)

From activity to education – what is *Productive Learning?*

"Individual Curriculum": tasks, activities, educational support, results and evaluation/assessment of learning

Individual Learning Plan

goal	steps	results
a	1.	product
b	2.	text

Notes of counseling

Portfolio

Certificate

Educational report and points/marks
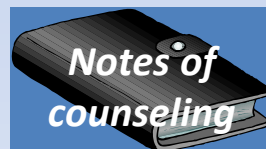
Workshop:

From activity to education – what is *Productive Learning?*

Planning and support of learning in school and out of school,
Evaluation of the learning process

- *Individual Learning Plan*
- Challenge 1: How to support the process of planning, performing and evaluating of learning processes
- Challenge 2 and "hot debate": evaluation of individual progress and "national standards for competences"

From activity to education – what is *Productive Learning?*

"Hot debate": evaluation of individual progress and "national standards for competences"

- How is it discussed in your country?
- What is your point of view?

If we have some time left for further reflections…