

# Learning Portfolio

Tools for Reflection on  
Learning & Professional  
Development

Reykjavik, 20th of March 2022



# A SYNTHESIS OF REFLECTION AND LEARNING



*We do not learn from experience...*

*We learn from reflecting on experience*

- John Dewey





*We do not learn from experience...*

*We learn from reflecting on experience*

- John Dewey



*We do not learn from*

*We learn from reflection*

- John Dewey





## What we have learnt



*We do not learn from*

*We learn from reflection*

- John Dewey



# Tools for Reflecting and Learning



**Task 1 (individual task):**  
Reflection on Learning

**Task 2 (group task):**  
Presentation of Learning



# Reflecting on Learning

Individual Task



Participants will be expected to reflect on certain aspects of the course.

Reflective Journal



# TASK 1 (INDIVIDUAL TASK)

## Reflection on my experience and learning

### Reflective Journal

This Reflective Journal is a useful means for your **professional development**. Please take a moment to reflect personally on the programme and write a few lines every day on your thoughts.

Possible areas of reflection: my *professional development* today, *cultural understanding*, *participation* in and understanding of *debates, talks, visits to schools, sharing of expertise* and building of *future partnerships* (Dissemination Strategies), *European Dimension*, etc.

<b>Professional Development</b>	<ul style="list-style-type: none"> <li>- Where does your journey start?</li> <li>- Greatest challenges as an educator?</li> <li>- How will you incorporate what you have learned?</li> <li>- What are your goals for this programme?</li> </ul>
<b>Cultural Understanding</b>	<ul style="list-style-type: none"> <li>- What you have learned about the host culture.</li> <li>- Communication with the locals and other participants.</li> <li>- Cultural differences between Ireland and your country.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>- Change of perspective (teacher/learner)</li> <li>- Self-expression in a group setting</li> <li>- Communicating in a foreign country</li> </ul>
<b>Dissemination of learning</b>	<ul style="list-style-type: none"> <li>- How will you share what you have learned?</li> <li>- With whom?</li> <li>- Conversations with colleagues</li> </ul>
<b>Meaningful Moments</b>	<ul style="list-style-type: none"> <li>- Something specific that affected you on a personal / professional level?</li> <li>- Photos that you took</li> <li>- Music or sounds that you heard</li> </ul>

If you decide to use an online platform for your journal please paste the link here:

[Click or tap here to enter text]

**Sunday:**

[Click or tap here to enter text]

**Monday:**

[Click or tap here to enter text]

**Tuesday:**

[Click or tap here to enter text]

**Wednesday:**

[Click or tap here to enter text]

**Thursday:**

[Click or tap here to enter text]

**To be sent to English Matters during the week after the course**



What are you hoping to learn this week? Feel free to mention any professional, cultural, linguistic, and personal aspects.

How will you incorporate what you have learned?

Have you developed any connections with fellow participants for future projects?

Should all learning be inside the **classroom**? Talk about your experience using Contexts4Content.

Do you feel learning a second language is important to your students? Why?

What main cultural differences have you found between Iceland and your country?

What are your greatest challenges in the classroom?

- To be sent to English Matters during the week after the course



# Presentation of Learning

Group task



In the concluding stage of the course, participants will present their learning to their fellow participants.

The presentation will be prepared, developed and finalised throughout the progression of the course.

We suggest **mixed nationality** groups to expand your learning about different educational systems from Europe. Groups should have 5-7 people.



# Presentation of Learning

Group task



## Task 2

5 minutes  
to present  
your  
learning

**Slide 1:** Learning about schools & Education System

**Slide 2:** The most representative pictures of your experience. These may relate to a specific area you have focused on.

**Slide 3:** Practical application with students and educational community (dissemination of teaching & learning)



English Matters' Programme  
-Iceland-

# The “Contexts4Content” Approach

RATIONALE



# “Contexts4Content” Focus

*“The culture and the town as our textbook to develop content for learning”*

The “Contexts4Content” approach follows the philosophy of progressive education and the pedagogical principles of **Dewey, Vygotsky, Lave, Rogoff, Holland, Wenger...**

Students learn by **actively participating** in the learning experience

Learning can be grounded in everyday situations, and it is essentially a matter of **creating meaning from real contexts** of daily living

Learning can be the result of a **social process** which connects prior knowledge with **authentic, formal and informal contexts**

Contextual environments promote ways of perceiving, **problem solving**, and **critical thinking**





# Some CONTEXTS for CONTENT



# Some highlights of Iceland

PORTFOLIO: “3-slides TASK”  
”@ontexts4Content”



# “©ontexts4Content” Focus



Aurora Borealis



Alþingishúsið - Alþingi



Hallgrímskirkja



Outdoor swimming pools



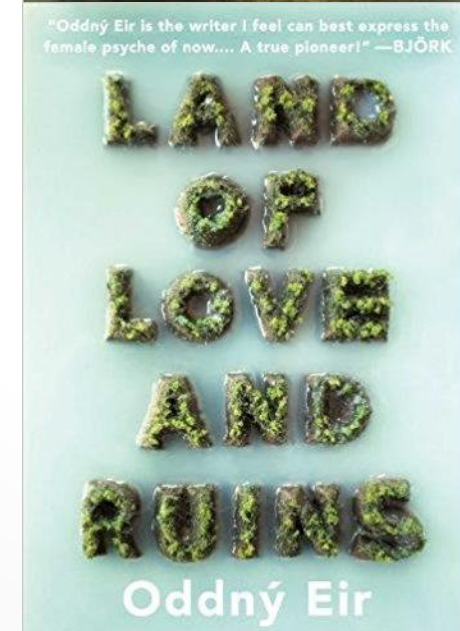
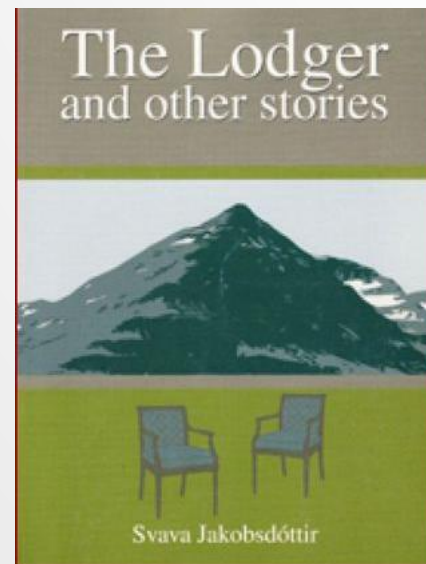
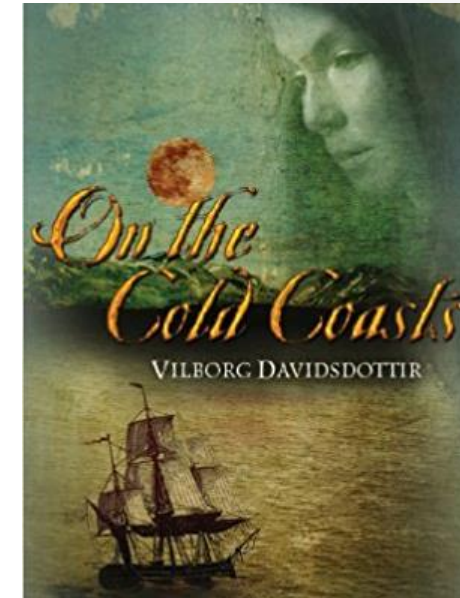
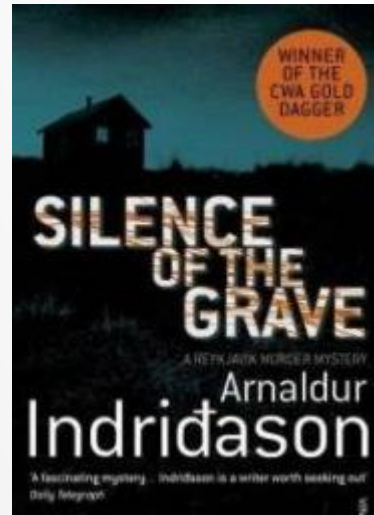
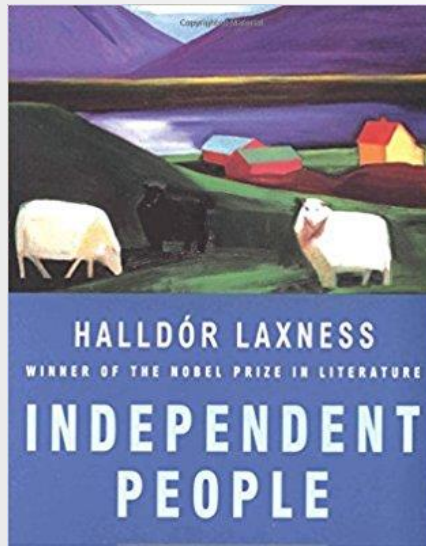
# “©ontexts4Content” Focus

Pjóðminjasafn Íslands: “Making of a Nation  
Heritage and History in Iceland”



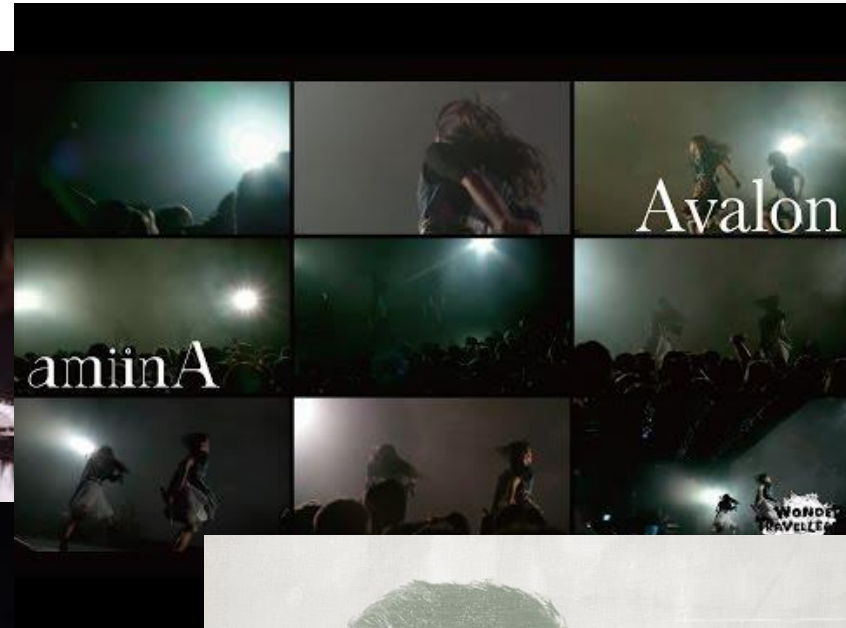


# “©ontexts4Content” Focus





# “©ontexts4Content” Focus









# Examples of Portfolios

(from former participants in English Matters' Erasmus+ courses)

PORTFOLIO: "3-slides TASK"  
"@contexts4Content"



A light gray map of Europe serves as the background for the text.

# Course: Structured Educational Visit & Training Seminars

## ICELAND



# Learning about schools and education system

A  
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Multiculturalism

PROJECT

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ICELAND

GeOgraphy

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A  
B

Availability

Open-minded

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Erasmus+

Greece  
Czech Republic  
France  
Poland



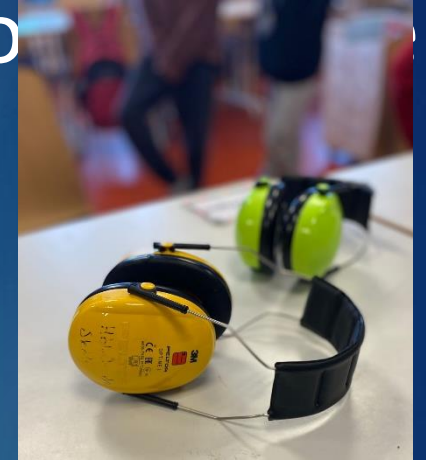
Alexandra  
Anne-Laure  
Izabela

Jérôme  
Radka  
Sylvie  
Yanis



Most representative pictures of our environment

Cosy like  
Home





# Dissemination of teaching & learning

*To share about Iceland (culture, history, way of living) in class*

**TO SETTLE A SPECIFIC PLACE WITH OPPOTUNITIES TO GO ABROAD**

To give much more autonomy to the students during free time (> to give them more confidence)

To create a special language room with diferents spaces of working and relaxing

To create a website in order to share the experimentation in class and through the mobility

To emphasize on the hability and capacity of our students



Maria-Francesca  
ITALIA

Waldek  
POLSKA

Monica  
ESPAÑA

Alberto  
ESPAÑA

Bastien  
FRANCE

Tatjana  
SLOVINSKO





*The Great Auk*  
Todd Mc GRAIN

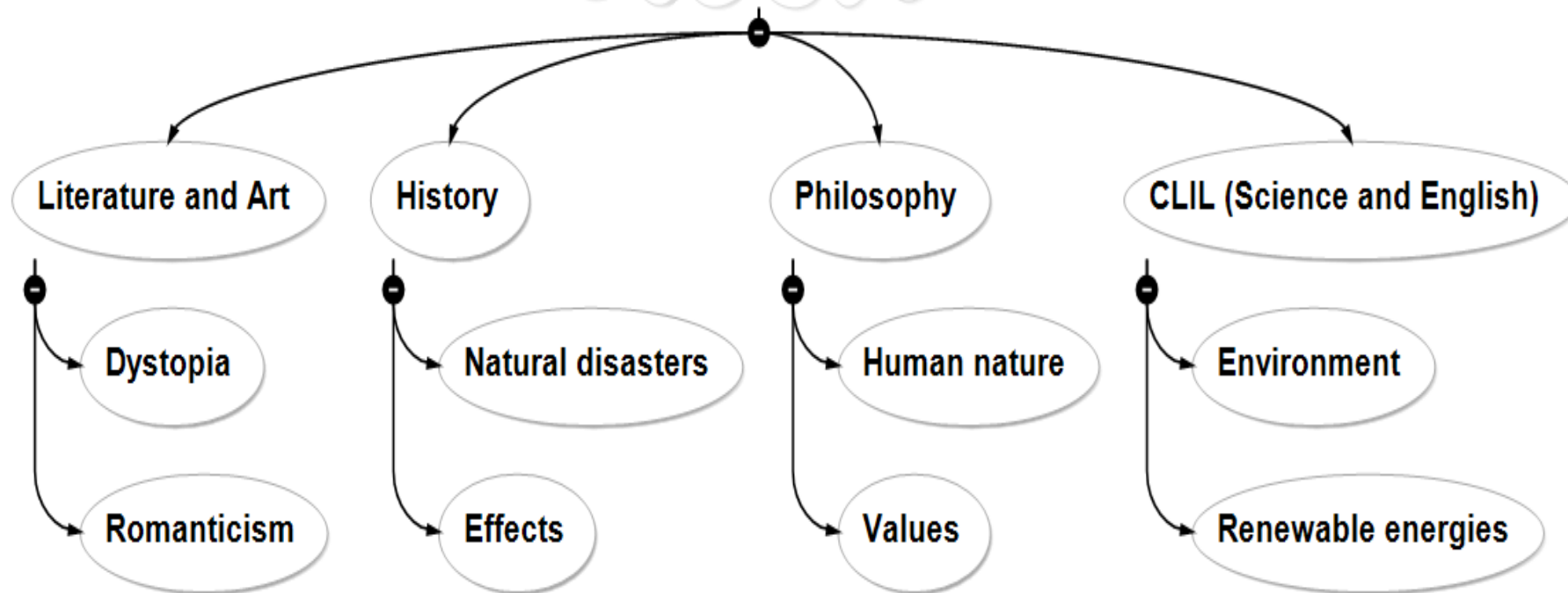


*Harpa*  
Olafur ELIASSON





Harpa - The Great Auk





# LEARNING ABOUT SCHOOLS AND EDUCATION SYSTEM

COOPERATION SELF EVALUATION  
CLEAR GOALS  
WELLBEING CREATIVITY  
PROGRESS FOCUS  
RESPONSIBILITY PROJECTS  
TRUST ON  
TEAMWORK FLEXIBLE GROUPS  
LOW RATIO  
AUTONOMY MINDFULNESS  
HEALTHY HABITS  
QUALITATIVE ASSESSMENT CHOICE OPEN SPACES



# REPRESENTATIVE PICTURES





# PRACTICAL APPLICATION WITH STUDENTS

BRIDGE BETWEEN CONTINENTS	Investigation project from the question: "If I cross this bridge, why am I in a different continent?"
	Understanding the concept of European Dimension
GEOHERMAL CENTRAL	Investigation project: Energy sources in Europe and the extraordinary case of Iceland
VIKINGS	Create a map of the Viking trips and settlements around Europe and across the Atlantic Create posters about Nordic Gods
ICELANDIC LIFESTYLE	Bringing some of the Icelandic customs into the everyday routines (e.g. shoes off, reading during lunch) Introducing PBS



A stylized white outline map of the world is centered on a dark blue background. Iceland is highlighted with a red location pin. The background is decorated with light blue icebergs, white snowflakes, and small white and blue circles.

# ICELAND

*A small, young and educated Nation*

Reykjavik, 19<sup>th</sup> March 2022



# Menning og Menntun Culture and Education



- Emphasis on building students' learning power
- Active learning and responsibility for their own progress
- Developing autonomous learning of the students
- The schools are allowed to decide about the school profiles / curricula
- Culture and nature are the contents for learning
- Atmosphere of safety, warmth and respect
- Compromise between study, work, hobby!
- Focus on teaching life skills
- Strong national consciousness

Key  
concepts

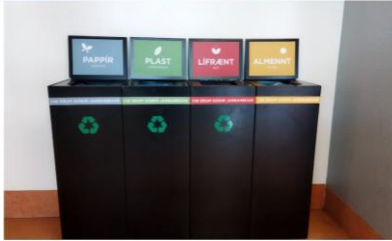


(Claxton, 2002)



# First Impressions

B I N S



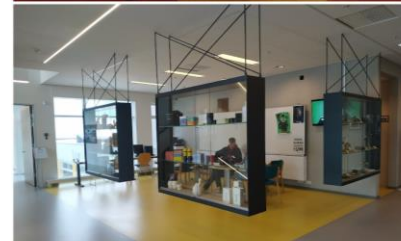
**Sustainability**

I D E A S



**Creativity**

C L A S S ?



**Autonomy**

S I G N S



**Diversity**

*You really get into the soul of a country when you are able to understand their own language and their own words in a very wide sense, to arrive to the deep meanings that sometimes are kept hidden beyond them. Icelandic educational system as a way of building their national identity and their democracy through their myths and their legends. The key of success seems to be paying attention to the sense of belonging to a community. A good thing to learn from them!*



# Student

S

Implement the **individual approach** in **teaching** in a more positive and **motivating** learning environment

Emphasis on collaborative and autonomous work

Use real materials in class (photos, rocks, music... )

Implement Interdisciplinary projects, such as:

- ❖ Literature+English+History: *lessons on Norse Tales and Sagas (...)*
- ❖ Geography+Geology: *lessons on volcanoes, glaciers, rocks, fjords (...)*

# Dissemination Teacher

S

Prepare seminars about Iceland : their culture and education system

Implement in our school collaborative work among teachers in order to attend students with special needs.

Help creating a more **relaxed atmosphere at school**  
(...)

# Community

Posting materials about the experience

Writing an article about Iceland

Photo Exhibitions

Improve the collaboration between the school and families  
(...)

*„The mind that opens to a new idea, Never comes back to its original size.“*  
Albert Einstein





# Course: Structured Educational Visit & Training Seminars

## **SWEDEN**



1-learning





## 2-experience





Give my teachers autonomy and **freedom** to independently teach the children.

Base the **relationship** on trust not control.

Ask for **feedback** from teachers to ensure their well-being and  
consequently **well-being** of their pupils.

LUDMILA *[principal]*

Actions aiming teachers: delivering an informative session about the educational system in Finland. It  
might inspire teachers to be even more **daring** and **creative**!

Actions designed for students: celebrating Europe Day (improving the knowledge of the EU, including  
Finland); learning more often through the "Contexts4Content" approach, which will increase

**motivation, social skills, critical thinking** and **autonomy**.

ISABEL *[English teacher]*

**Open** classes and open schools! It means students who can look at **details** of what is around  
them and search for more information in **real life** to complete their learning experience.

MARIA *[technology teacher]*

The motivation of a student is **self-induced** by the creation of an **ideal working** condition,  
such as to allow him to learn in a **better learning atmosphere**

SIMONE *[italian language, literature and History teacher]*



# Education in Sweden

- \* Compulsory for ages 6 to 16
- \* Totally cost free for students and families
- \* Families can choose the school
- \* School year starts in late August and finishes mid June
- \* National Test: Math, Swedish and English.
- \* 12,5% drop out rate or school change
- \* Home schooling is not allowed
- \* Values: freedom, trust in the student, democratic values, and respect.
- \* Cultural characteristics: open mind, adaptability and practicality.



# Cultural experience: field projects





# Teaching ideas



- \* ENGLISH
- \* Students: upper secondary
- \* Type: Pair work
- \* Students must prepare a 5 minute power point presentation based on the photograph.
- \* They must gather all the information possible about St George and the dragon myth. The myth and legend applies in different countries, name those countries and specify the differences, if any are found.
- \* On a next step, the teacher may inform the students that the picture was taken in Stockholm. Students must explain why, this could be done as an individual assignment, and so assessed.



- \* MUSIC
- \* Students 6<sup>th</sup> Grade
- \* Type: small group work
- \* Students have to research about the Swedish group Abba and make a presentation.
- \* In class we will sing some of the hits of this famous group.
- \* On a next step, the students will choose their favourite song and play it with keyboards, guitars, drum set and voice
- \* PHYSICAL EDUCATION
- \* Students: secondary
- \* Type: Big group
- \* Students must learn about floor ball and play a tournament.



A light gray map of Europe serves as the background for the text.

# Course: Structured Educational Visit & Training Seminars

## **FINLAND**





# FINLAND IN FACTS

5.4 million



1.4 million  
inhabitants in  
metropolitan  
area

Life expectancy:  
year



78



84

Official languages  
are **FINNISH**...  
(spoken by 88.9%)

...and **SWEDISH**  
(spoken by 5.3%)

**SÁMI** is the mother  
tongue of about 1,900 people.



Christianity:  
73.8% **LUTHERAN**  
and about  
1.1% **ORTHODOX**



GDP per capita (2014)

37,559 €



Currency  
unit:  
**EURO**

**REPUBLIC**, parliamentary democracy,  
200 members in one chamber

Independence Day  
**DECEMBER 6**  
**1917**



1995

1955

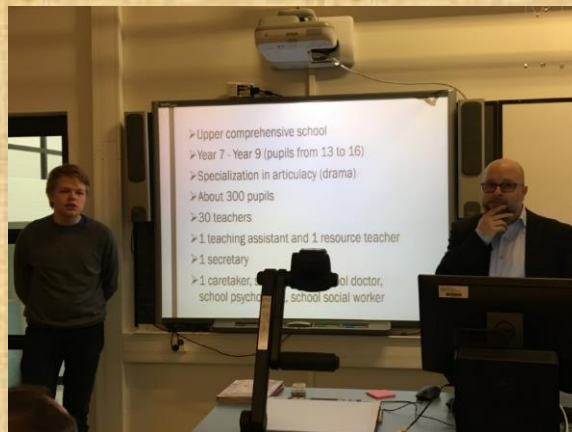




is more



RESPONSIBILITY, TRUST, MUTUAL SUPPORT,  
AUTONOMY, PERSONALISED LEARNING,  
COLLABORATION, FREEDOM, PATIENCE, TOLERANCE





## Integration & Harmony





# Dissemination

- “Reflective journal”
- Photos and presentations about the Finnish education system
- Seminars about Finland, Finnish culture and education
- Posting materials about the experience
- Better collaboration with parents
- Implementing the individual approach in teaching in a more positive and motivating learning environment.



## Task 1

# Reflecting on Learning

Individual Task



## Task 2

# Presentation of Learning

Group task





# **Þakka þér fyrir Thank you!**



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