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AGENZIA NAZIONALE ERASMUS+ INDIRE

1^ Flusso di Mobilità Erasmus+

LOCATION: HELSINKI

DATES: 17th- 22nd NOVEMBER 2025

Training course: The Secret of Finnish Education: Phenomenon-Based Learning

Teachers (primary school):

- **CASORATI FEDERICA**
- **PUZZELLO GIORGIA**
- **SCARPELLI DOROTI**

Course program:

Finnish PISA results in recent years have put the Finnish Education System in the limelight and raised worldwide interest. Researchers started to visit Finnish universities and other educational institutions looking for answers to what was considered the "Finnish miracle".

How did education in Finland move from being close to international averages to ranking at the top in international testing exams? What's the secret behind the success of the Finnish education system?

One of the elements that played a major role in the turnaround of the Finnish Education System is the Finnish brand, peruskoulu, or the 9-year comprehensive basic school, and the holistic approach or phenomenon-based learning (PhBL), the motto of which is "less is more".

This course will offer participants an insight into PhBL in Finland, and the educational approaches and techniques accompanying this approach. Participants will learn how to plan and assess phenomenon-based tasks and projects by using planning and assessment tools.

Through the analysis of different case studies of phenomenon-based lessons, participants will be able to identify and observe the elements behind the scenes and the pillars of PhBL.

Teachers will explore the concept and importance of teaching with joy and positivity, looking closely at Finnish school scenarios, and will participate actively in a group discussion about the trends of future education in Finland, and not only.

By the end of the course, participants will have gained a thorough understanding of phenomenon-based learning in Finland; they will, therefore, be equipped with valuable ideas and approaches for teaching Finland-style, that is, in a motivating and engaging way.

SCHEDULE:

Day 1 – Introduction to the Finnish education system

- Introduction to the course, the school, and the external week activities;
- Icebreaker activities;
- Presentations of the participants' schools;
- Open discussion: Participants' expectations for the course;
- Introduction to the Finnish Education system.

Day 2 – Phenomenon-Based Learning

- Phenomenon-Based Learning: What and How?;
- Planning and Assessing Phenomenon Based Learning;
- Pedagogical Models of PhBL.

Day 3 – Teaching the Finnish way

- Educational Approaches in Finland;
- Well-being-driven student-centered education;
- A Finnish holistic school pedagogy.

Day 4 – Finnish STEAM education in practice

- Key Principles of STEAM Pedagogy;
- The benefits of the STEAM learning environment;
- STEAM in practice.

Day 5 – The future of education

- Designing a PhBL unit;
- Identifying the key drivers of future change;
- Learning tools to predict future trends in education.

Day 6 – Course closure and cultural activities

- Course evaluation: round-up of acquired competencies, feedback, and discussion;
- Awarding of the course Certificate of Attendance;
- Excursion and other external cultural activities.

LOCATION: LISBONA

DATES: 17th - 22nd NOVEMBER 2025

Training course: Critical Thinking for All Subjects and Life

Teachers (middle school):

- **PIZZAMIGLIO ANNA**
- **ROSSI PALMIRA**
- **GASPAROTTO SAMANTHA**

Course program:

*Teachers understand how vital it is to teach **critical thinking in classrooms**. But the real challenge is figuring out how to do it effectively.*

*This course is all about helping educators from **different subjects and backgrounds** to make critical thinking a natural part of their teaching methods.*

*In this course, teachers will learn both the theory behind critical thinking and **practical ways to teach** it.*

*The course will cover topics like understanding how you think, **learning to make decisions**, spotting fake news, and analyzing arguments together as a group or on your own.*

*The focus is on **helping students become aware** of their thinking processes and work together in a friendly environment.*

*The course will help participants **design lessons that guide students** from basic thinking skills to more advanced ones.*

*Participants in the course will learn to create a classroom where **students are active participants** in their learning journey, moving from simple tasks to more complex ones.*

*By the end of this course, they will have a toolbox full of **strategies for teaching critical thinking** in a way that works for everyone.*

*Furthermore, they will be ready to identify, tackle, and **encourage critical thinking** in their classroom, making learning richer and more engaging for all their students.*

SCHEDULE:

Day 1 – Introduction to the course

- Introduction to the course, the school, and the external week activities;
- Icebreaker activities;
- Presentations of the participants' schools;
- Critical Thinking and Metacognition: what is the difference?

Day 2 – Active and passive learning: transforming students into active learners

- Active learning and student-centered strategies at the center of critical thinking;
- The power of questioning;
- Thinking Routines;
- Scaffolding questioning techniques in the classroom;
- Developing creativity through active learning.

Day 3 – Fostering autonomy and self-regulated learning

- Key steps for a successful self-regulated learning;
- Benefits and challenges of self-regulated learning: How to deal with learning diversity?
- Autonomous decision-making and learning options for students;
- Motivation and self-awareness.

Day 4 – The dependent Cs: curiosity, critical thinking and creativity

- Creative ideas to trigger students' curiosity;
- Making critical thinking fun;
- Identifying fake news and developing media literacy;
- Communication and Critical Thinking.

Day 5 – Problem-solving and thinking outside of the box

- Problem-Based Learning and Critical Thinking;
- Designing easy and fun activities that consider metacognition.

Day 6 – Course closure and cultural activities

- Course evaluation: round-up of acquired competencies, feedback, and discussion;
- Awarding of the course Certificate of Attendance;
- Excursion and other external cultural activities.

LOCATION: MALTA - Maltalingua English Language School

DATES: 22nd AUGUST - 6th SEPTEMBER 2025

Training course: Standard General English course - 5 days - A1 level

ATA, preschool teacher:

- **TODARO MARTINO**
- **COMMUNARA PASQUALINA**
- **RIPAMONTI LORETTA**

Course program:

Relevant subject, skill or competence:

- BICS - Basic Interpersonal Communication Skills through the social programme, which also provides immersion in the language
- Language skills, with particular focus on fluency
- Improved language knowledge in grammar, vocabulary and pronunciation
- Improved other practical communication skills, such as listening
- Improved pedagogical skills through observation & experience
- Experiencing the cultural heritage of Malta with its bilingual linguistic environment.

By attending this course, the participant will develop the above competences which will enable them to improve their linguistic skills.

The course deals with developing fluency through a range of discussions around topics, with subsequent feedback.
Areas covered include:

- Fluency Development through Discussion & Feedback
- Topic-Based Discussions on various topics
- Fluency Development: Functional Language in Social Communication
- Using Phrasal Verbs & Idiomatic Language
- Language Clinic

LOCATION: BARCELLONA

DATES: 15th-20th DECEMBER 2025

Training course: Digital Game-Based Learning and Augmented Reality for Schools

Teachers: (middle school+headteacher)

- **MANZONI ELENA**
- **PASQUALI CLAUDIA**
- **ROGLIO GIOVANNI**

Course programme:

It is a truth universally acknowledged that teachers should make available activities that are capable of involving students in the learning process. Games and digital tools are terrains that amplify reality and that educators must explore to move in that direction.

Games and technology represent perfect environments to facilitate exploration, having a strong impact on a student's ability to learn by doing and immediate acquisition of knowledge and skills.

While playing and interacting with different forms of reality, students can sometimes learn without even realizing it! Fun and engagement are the backgrounds on which abilities and understanding are constructed.

Theory and practice are smoothly integrated into the process of solving issues within the scope of a game.

By the end of the course, participants will have understood how learning chances, learning reinforcements, stimuli, autonomy, and collaboration are part of game-based learning.

They will be able to appreciate the pros and cons connected to different techniques.

They will be confident in selecting the best game-based activities depending on their teaching goals and their students' needs.

Schedule:

Day 1 – Course introduction & classroom techniques

Course introduction

- Participants' presentation and warm-up;
- Introducing the concepts of games-based learning and augmented reality.

Classroom techniques

- Exploring the possibilities that a teacher has to apply these techniques in the classroom;
- Discussing difficulties and advantages.

Day 2 – Learning through digital tools

- Learn how to use Minecraft as an educational tool;
- Building a meaningful, educational, virtual environment and discovering the numerous benefits of learning with such a program;
- Improving the skills necessary to choose the best game for your students.

Day 3 – Finding new skills

- Deep approach with the concept of Augmented Reality, understanding the endless potential of this method;
- Improving the skills in the use of Augmented Reality by realizing fun activities for the classroom which will easily engage both students and teachers in the teaching-learning process.

Day 4 – Virtual reality

- Understanding the concept of virtual reality and its exploitation inside of a school;
- Concrete examples of 360° videos with the implementation of VR Headsets.

Day 5 – Learning is fun

- Writing and building the ideal role-play game for your classroom, paying attention to the several details of the game, such as environment and characters, but also including into the game the learning objectives connected to the curriculum.

Day 6 – Course closure and cultural activities

- Course evaluation: round-up of acquired competencies, feedback, and discussion;
- Awarding of the course Certificate of Attendance;
- Excursion and other external cultural activities.