

TFK-ohjelmasta 2021 tuetut hankkeet

TFK programme funded projects 2021

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| Project title: Curriculum development for climate change education | |
| <p>Coordinator</p> <p>Tampere University</p> <p>Eero Ropo eero.ropo@tuni.fi</p> | <p>The project has the following main aims:</p> <ol style="list-style-type: none"> 1. To increase mutual understanding of the intellectual, cultural and social contexts and complexities of curriculum development for climate change education in Europe and Southeast Asia (Indonesia). 2. To collect empirical data from teacher educators and teachers in Finland and Indonesia and compare the results concerning informants' positioning in terms of climate change and need for climate change education. This enables both national level reporting but also comparative research designs. 3. Collaboratively develop and experiment curricula for Climate Change Education for preservice teacher education at the universities and Inservice teacher education in the schools. |
| <p>Partners</p> <p>Universitas Pendidikan Indonesia (UPI), Yayasan Sukma (Sukma Foundation), Indonesia</p> | <p>The project will be executed through the following activities:</p> <p>Phase 1: Planning</p> <ol style="list-style-type: none"> 1.1 Identifying, analysing and assessing needs based on interviews and surveys to teachers and innovating curriculum theorizing for climate change education 1.2 Forming curriculum development teams (roles, functions and process of selecting members) 1.3 Describing techniques on how to use the data and results |

Phase 2: Content and methods

2.1 Preparing a concept and roadmap for involving climate change in the curriculum (Definition and components of the intended outcome), theoretical perspectives

2.2 Selecting the content for short and simple curriculum modules which will be adopted into the national context

2.3 Designing experimental methods and activities to help the learners achieve appropriate intended outcomes using narrative and autobiographical approach. Developing an educator toolkit (The toolkit has lesson plans, activity ideas, and informational resources to help bridge the gap between different subjects and the natural world, to help students to discover more of the science going on around them) and making adaptation of the toolkit into Indonesian/Finnish language for the purpose of experimentation in Indonesian education system.

Phase 3: Implementation

3.1 Producing the curriculum modules materials

3.3 Testing and revising the materials to adopting in the context

3.3.1 Recruiting and training of teachers (through setting series of workshops for teachers at high school at Sukma school and teacher educators at TAU and UPI).

3.4 Implementing the curriculum materials in the school system

Phase 4: Evaluation

4.1 Establish standards and criteria to measure the outcome of the project

4.2 Testing and analysing the outcomes of workshops (by observation and feedback from the teachers)

4.3 Reporting the value and impact of the curriculum

We anticipate to achieve all three aims by increasing theoretically argued understanding of climate change positioning in both countries. We also expect to experiment and disseminate the curriculum modules designed at universities and schools.

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| | The program will also increase the intensity of mutual research cooperation between the universities. |
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