

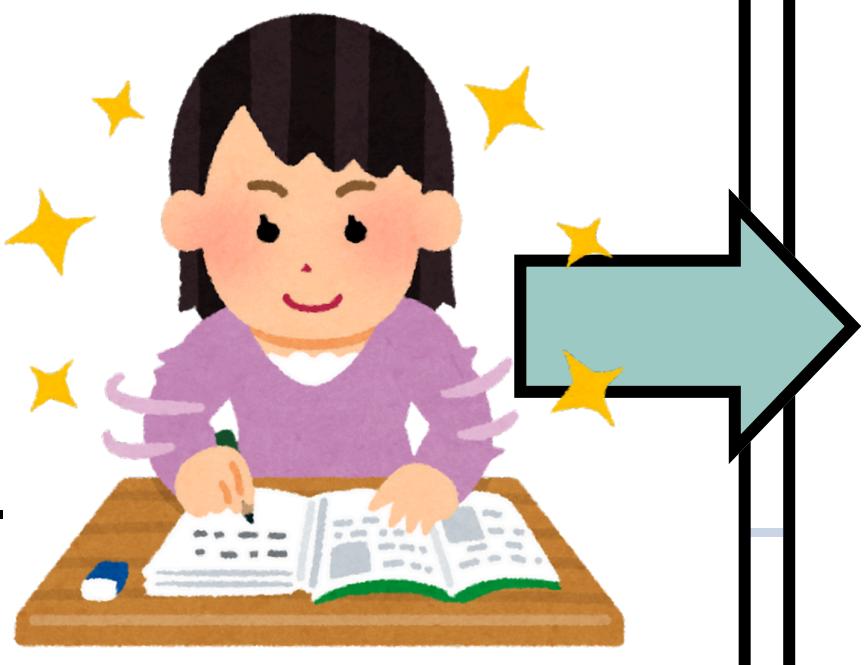
Learn about Motivation from Finland: The Power of Facilitation

Nagano Prefectural Matsumoto Agatagaoka Senior High School

01 Background

When I was a junior high school student, I noticed that classmates were highly motivated during English lessons through sharing opinions with friends and receiving advice from teachers.

I realized that lessons are similar to Finnish education which values dialectic and collaboration.



03 Research Method

- ①Reviewed Top Study in Finland
- ②Observed 5 Finnish high schools and one primary school.
- ③Interviewed Finnish teachers and Japanese teachers.

05 Result

[1] Observation, Interviews and Primary Research

① Primary Research

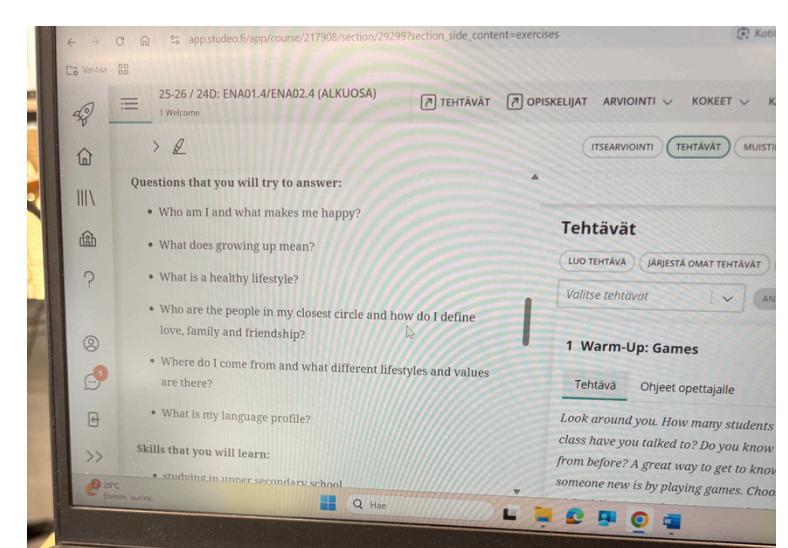
「National Core Curriculum for General Upper Secondary Education 2019」

→ 「Active, goal-oriented, and collaboration」

(現在もフィンランドにて有効)

- Collaborate with others and evolution their own learning.
- Students are encouraged to reflect on their learning and achievements
- Teachers design lessons to make it easier for students to talk and reflect the learning themselves.

Promote dialog=Teacher's role



② Field observation and interviews

Martinlaakson lukio (Espoo) Finnish high school

- • Students explain their thoughts to one another and engage in deep discussions.

- Teachers encourage students to listen actively.
↳ Curiosity and interest = motivation

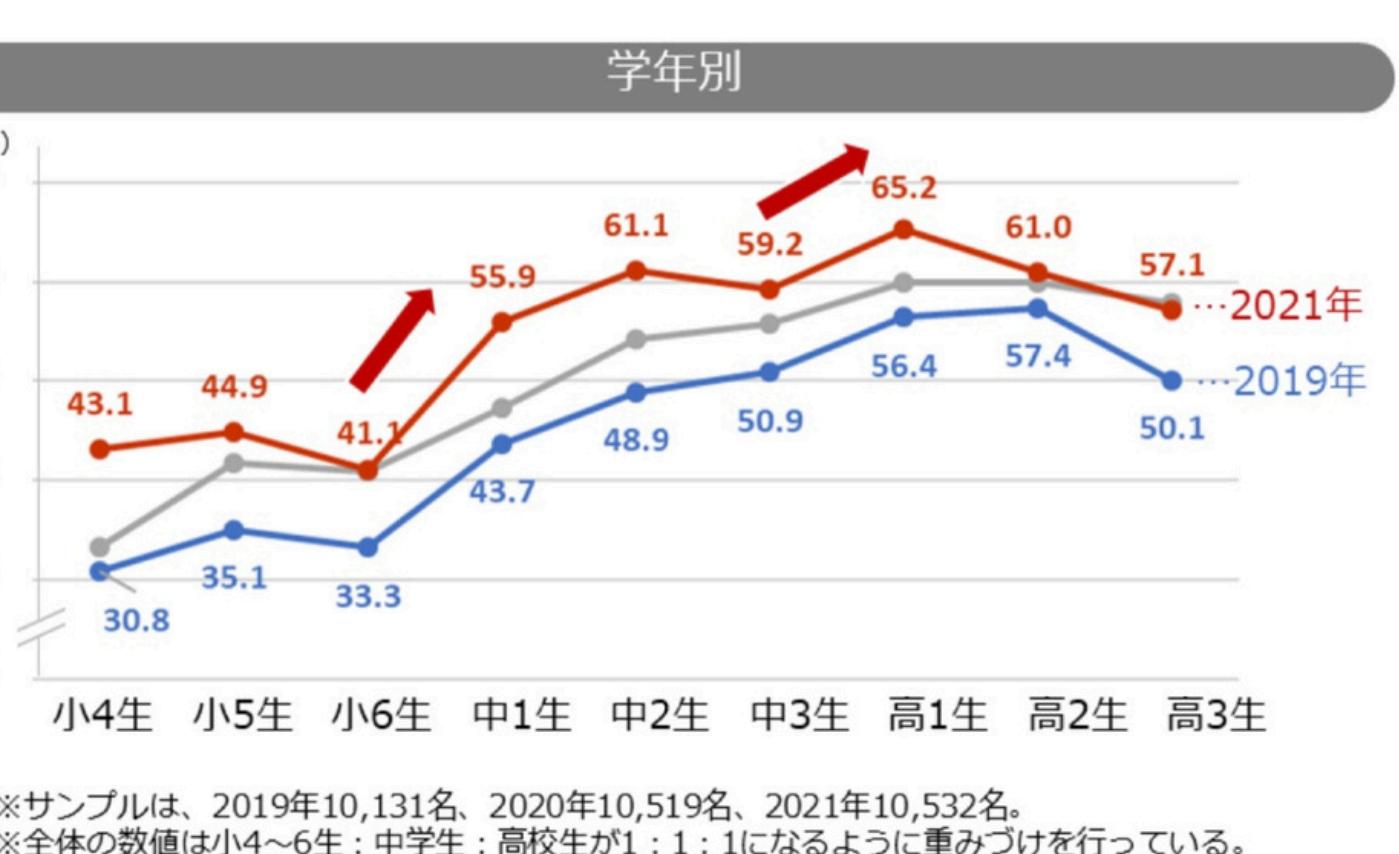
In Finland

clarifying the learning process

is very important ! ! !

02 Hypothesis

If we apply Finland's dialectic and collaborative approach to education, it would help solve the problem proportion of low motivation toward learning among Japanese students(*1)?



(*1)

Source:Joint Research Project by University of Tokyo Institute of Social Science and the Bernese Educational Research and Development Institute

04 Purpose

To explore how Finnish style teaching can be used in Japan to enhance students' learning motivation and create effective education.

[2] Workshop

- ① 3 volunteers participated in a discussion activity.

I took part as a facilitator mainly guiding the conversations.

② Topics

- Personal values → To understand and connect
- Future Expectations for the Student government

- ③ Because working alone is not enough, students also completed worksheets to write down their thoughts clearly.

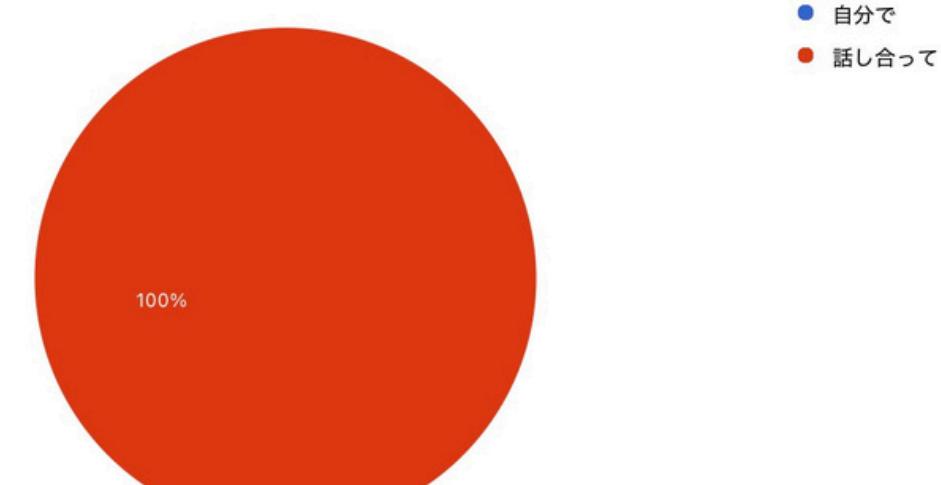
(Source: The Moments When Your Thoughts Turn Into Words-Verbalization Training)

④ Measured where students' learning motivation improved after discussions.

⑤ Discussion can increase motivation.

- ↑ All three participants increased motivation to participants in the students council through discussion.

あなたにとって
「 」とは?
When? どうりでそれは? なぜ? なぜ?
Where? どうりで場所を? どこ?
Who? 何が? どうりで人間? なぜ?
What? 何が? どうりで物事? なぜ?
Why? なぜ? どうりで原因? なぜ?
How? どうりで? どうして? なぜ?



06 Consideration • Future

In education, providing opportunities for self-expression through dialogue is extremely important. Through dialogue, students gain clarity on the meaning and process of learning, which heightens their curiosity and sense of belonging, leading to increased motivation.

Limitation: The number of participants was small, so the data is limited.

Future Plan: Further studies will be conducted with a larger sample size.

07 References

Joint Research Project by University of Tokyo Institute of Social Science and the Bernese Educational Research and Development Institute
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Tobitate! Study Abroad Initiative

Espoo yhteislyseo lukio (Espoo) Viherlaakson lukio (Espoo)

Martinlaakson lukio (Espoo) Alppilan lukio (Helsinki) Vaskivuoren lukio (Vantaa)

Pähkinärinne koulu (Vantaa) → Elementary school



High school