







| GENERAL INFORMATION | |
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| Module | ***Module 5: Case study - Measuring the impact of authentic learning in the classroom*** |
| Unit | *5.3: Measuring the impact of authentic learning in the classroom* |
| Target Group | Lower secondary education teachers/trainers |
| Duration | 30 minutes (personal studying time included) |
| Prerequisites | Concepts related to authentic and inclusive learning |
| ECTS | 0,02 |

| LEARNING OUTCOMES | |
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| After finishing this lesson, teachers will be able to: | |
| 1 | Analyse case studies, based on the experience of reviewing two scenarios that highlight the impact of authentic learning on student outcomes |
| 2 | Develop a reflective critique on the application of authentic learning tasks, sharing examples of effective and ineffective practices with peers |

| TEACHING METHODS (select all that apply) | | | | |
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| √ | Learning by doing |  | Peer learning |
| √ | Project-based learning |  | Hands-on learning |
| √ | Active learning strategies |  | Collaborative learning |
| √ | Blended learning |  |  |

| LEARNING MATERIAL | |
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| Required material | * Presentation slides * [Scenario A template](https://docs.google.com/document/d/1zBVu5gbsENBiBTcoMZF4iUhrol6n9kW6/edit?usp=drive_link&ouid=110976805246476538365&rtpof=true&sd=true) * [Scenario B template](https://docs.google.com/document/d/1ucgu0v0B177CtQ7mVVM3rBx9CT7UU6eK/edit?usp=drive_link&ouid=110976805246476538365&rtpof=true&sd=true) |
| Additional resources | / |

| UNIT CONTENT | |
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| Introduction | Authentic learning — which connects students to real-world challenges, diverse perspectives, and inclusive collaboration — is a core part of the THINKER framework. This session explores and **analyzes two classroom scenarios**. Through discussion, reflection, and critique, those scenarios aim to illustrate makes authentic learning powerful and what can undermine its impact.  You’ll also be introduced to **quantitative and qualitative tools** that help capture student engagement more effectively — beyond just grades or participation counts. These tools will help you see **how students are thinking and feeling** throughout the learning process.  This builds directly on your previous work with **self-assessment and teaching evaluation tools**. |
| Activities | 1. Introduction and welcome (2 minutes)  * Greet participants and set context: “This lesson focuses on how to evaluate the **impact of authentic learning** in the classroom, particularly in terms of **student engagement and learning outcomes** by analysing two scenarios.“ * Quick warm-up question: “Think of a recent lesson where students seemed really engaged — how did you know they were engaged? What did you see, hear, or feel?” Collect 2–3 answers. |
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| **2. Group activity - scenario exercise (25 minutes)**  * Distribute [**Scenario A**](https://docs.google.com/document/d/1zBVu5gbsENBiBTcoMZF4iUhrol6n9kW6/edit?usp=drive_link&ouid=110976805246476538365&rtpof=true&sd=true) and [**Scenario B**](https://docs.google.com/document/d/1ucgu0v0B177CtQ7mVVM3rBx9CT7UU6eK/edit?usp=drive_link&ouid=110976805246476538365&rtpof=true&sd=true) handouts to small groups (2-3 participants). Each group works first on scenario A, then groups share their findings, then scenario B.   + Identify at least **4 missed opportunities or challenges** that limited student learning, inclusion, or authentic engagement.   + **Connect each** issue to **a principle of authentic learning or gender-inclusive teaching** from the THINKER Framework.   + Propose at least **3 strategies** that would **strengthen this lesson** using the THINKER framework (e.g., real-world connection, student voice, scaffolding, feedback tools).   + How could you have **measured** whether **students were engaged** during this task? |
| 3**. Reflection and conclusion (3 minutes)**  * Prompt **whole-group reflection**:   + “What was your biggest takeaway from comparing the two scenarios?”   + “What tool or strategy from today’s session would you like to try in your own teaching?” |
| Assessment | Formative Assessment (During the Lesson)  * The whole lesson is formed as a practical assessment of the content of the previous two lessons. Teachers are encouraged to critically anaylze and share their opinions on how to improve Scenario A and Scenario B - based on their knowledge acquired through the previous lessons or through their teaching experience. |

| KEY TAKEAWAYS | |
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| Reflection and Conclusion | This lesson is purely practical and focused on two examples of Informatics lessons not fully utilizing the potential of authentic and inclusive learning. The scenarios present opportunities to recognize and apply concepts introduced in this module and its lessons. They are also designed to encourage teachers to consider using the tools described in previous lessons in their own teaching. |
| Homework/ Additional Tasks | / |