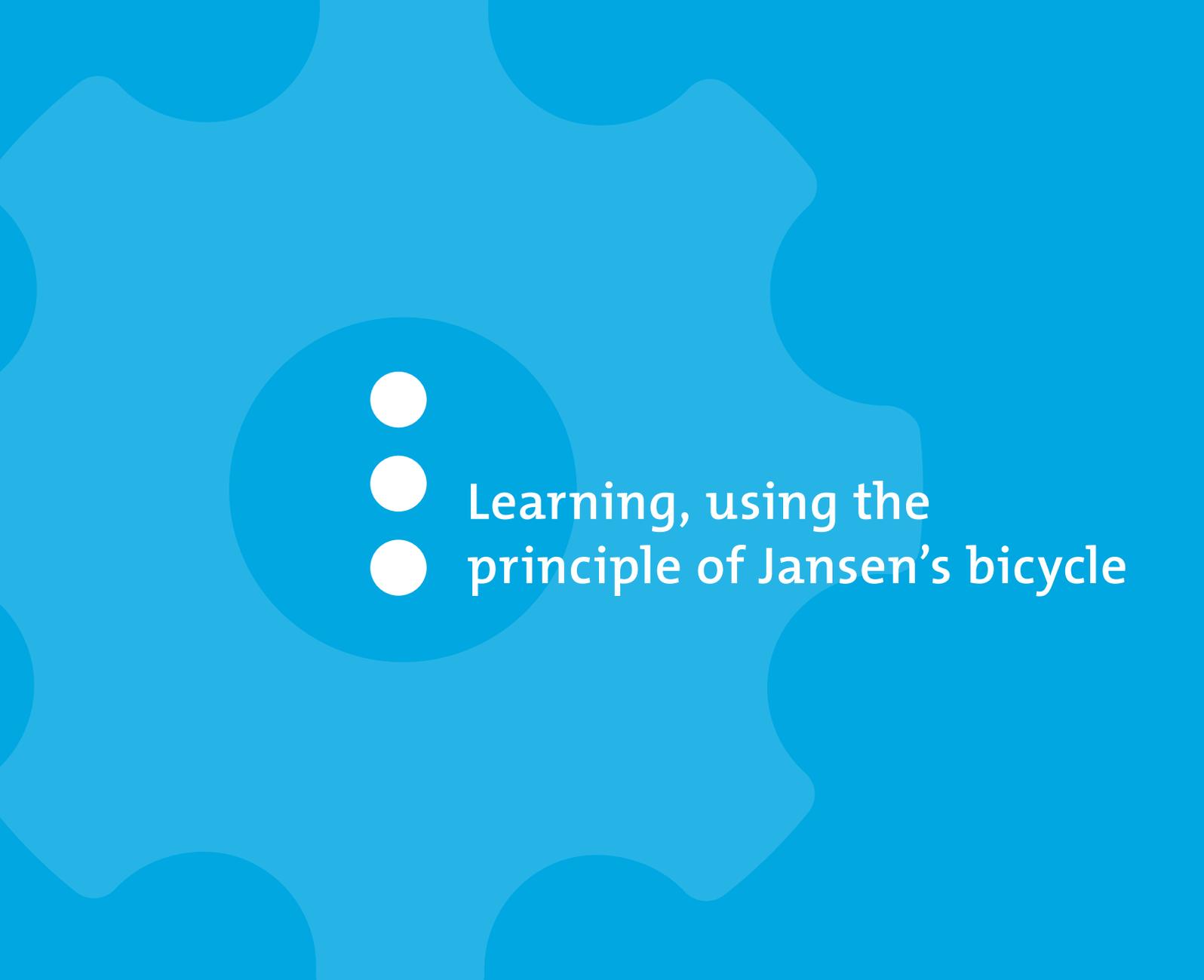


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- - Learning, using the
 - principle of Jansen's bicycle

Tool on Student Voice

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Colophon



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Student Voice
the BRIDGE to Learning

Tool	Learning, using the principles of Jansen's bicycle
Aim/Purpose	<ul style="list-style-type: none"> - To create awareness on the didactics of obtaining prior knowledge by learners. - To involve students in creating and shaping their own learning process.
Short instruction	The teacher introduces a new topic and guide the learners through all six steps/phases of Jansen`s bicycle.
Time duration	Several lessons
Needed materials	Worksheet 1
Role teacher	Guidance
Role student	Leader
References	Velthausz, F.D.M. & Winters, H.H.H.M. (2011). <i>Stamgroepwerk: wereldoriëntatie met de Fiets van Jansen</i> . Echten: Jenaplan Advies & Scholing.

Summary of the tool

'Jansens`s bicycle' is a didactic model, based on the principle that learners are curious and have prior knowledge on specific topics. Teachers collect this information and use it as a way of involving learners in the determination of the content of their own education. Jansen's bicycle consists of seven phases, each reflecting a certain step in the involvement of learners in the learning process.



The teacher starts the lesson by grouping the learners in a circle and obtain information on how much they already know about the subject, or to stimulate the learners in participation in the lesson (bicycle front wheel). During the lesson/project, the learners are guided by the teacher (bicycle chain), so that the learners are firmly in the saddle. The learners conclude / finish the project with a presentation (back wheel), where they present their findings, and reflect on their experiences. In the last stage of the project, the learners have packed their luggage carrier with all they have learned about the project.

The seventh phase allows teachers to ensure projects/ topics/activities meet (formal) curriculum requirements.

Explanation of the use of the bike

Front Wheel	1. Active learners	<ul style="list-style-type: none"> Introduce the theme and provide the learners with a stimulating environment that motivates them to start the activity. This can be done, through an observation circle, a storytelling circle, a story, a guest lecturer, a DVD, etc.
	2. Collect learning questions	<ul style="list-style-type: none"> Write the theme on the board and let the learners search as many words/concepts and learning questions as possible that relate to the subject. Make sure as a teacher that at least the important words of the theme are placed on the board.
Chain	3. Decide what is next	<ul style="list-style-type: none"> Let the learners work in subgroups. They write down the steps to be taken to start the project and divide the tasks and make a plan. As a teacher, also ensure that the learners are able to learn cooperatively: involve all learners, stimulate self-responsibility of the learners for the process and the product.
	4. Experience, discover and investigate	<ul style="list-style-type: none"> The subgroups keep a logbook and write down what they have done at each phase. This provides a clear overview of what they have already done and what they still have to do in their group. This phase implies a great involvement of learners and needs a variety of activities in order to enhance the learning process of each learner.
Back Wheel	5. Presentation (in class)	<ul style="list-style-type: none"> Learners report on their activities. Each group prepares a presentation about their own subtopic. Make sure that all learners are involved in the process. For example, a presentation can be done through a poem, story, demonstration, drawing, craftwork, wallpaper, etc.
Luggage carrier	6. Capture the learning results	<ul style="list-style-type: none"> The learners will individually reflect on the project. They write down what they have learned from this project, the collaboration and the presentations. The learners themselves also indicate what they think of the result and what they found difficult, easy or fun.
Steering wheel	7. Attainment goals / learning experiences	<ul style="list-style-type: none"> All the learning activities and experiences take place within the context of achieving broader long-term goals. Teachers have to make sure that these long-term goals are related to the day-to-day specific lesson goals and activities.

SLO is the Netherlands institute for curriculum development in primary, secondary and special education. We work with teachers, school leadership and other stakeholders in designing the national curriculum framework, enabling individual schools to implement their own curriculum.

As a national institute SLO is in a position to combine educational practices with policy guidelines, societal trends and academic research. We offer our expertise to educators and governments in the form of subject-based curricula, tools for teachers, sample teaching materials, conferences and reports.



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