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UNIVERSITY OF APPLIED SCIENCES



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# *LbD4All Guidebook Series*

## *Authenticity*



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# AUTHENTICITY

This guidebook is a part of a series of guidebooks concentrating on the LbD4All action model. The series of guidebooks consists of eight guidebooks that introduce the five dimensions of the LbD4All action model. The dimensions are authenticity, research-oriented approach, partnership, experiential nature and creativity. Furthermore, assessment, project and teamwork, as well as e-learning are introduced. In addition, the series of guidebooks includes five videos on the five dimensions.

The guidebook describes the LbD4All action model. The LbD4All action model is based on the action model Learning by Developing (LbD) that has been developed by Laurea University of Applied Sciences. LbD4All is an action

model developed in the LeTeEm (Learners, Teachers and Employers) project by Laurea University of Applied Sciences for comprehensive schools and secondary education. The guidebooks and videos have been created as part of the LeTeEm project.

This guidebook concentrates on **authenticity**. Authenticity is one of the dimensions of LbD4All (Learning by Developing for All). The dimension is defined on a general level and also from the perspective of a possible practical example of a food project. The aim of this guidebook is to describe the nature of the dimension in practice and give concrete examples of how to implement the LbD4All methodology in secondary education.

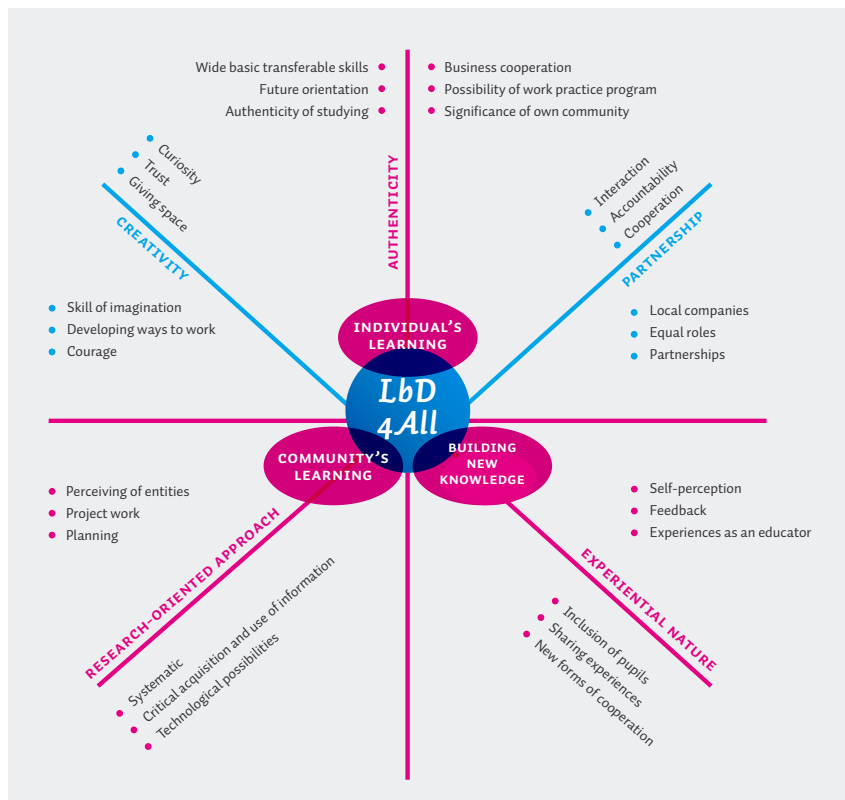


Figure 1. The LbD4All model adapted for comprehensive schools.

## Description:

Authenticity refers to a genuine approach and connection to working life in the projects carried out at school. A genuine, working life-related research and development project forms the learning environment for its participants. Projects enable the learners' participation in the researching and development of their local community and environment. The learning results, for their part, influence the development of the environment and local community. Pupils want teaching to be relevant and genuine.

## How is it visible?

- Motivation
- Enthusiasm
- Concrete aspects

## Whom does it influence?

- Pupils
- Teachers
- School
- Working life
- Community

## Who does what, when, where, why?

- Together
- In advance: there should be a real need
- Planning according to the need
- Teacher's role emphasizes planning and tutoring
- Teachers need to accept the insecurity of not knowing all the answers
- In real life and online
- Ensures that teachers also learn

## What does it generate/produce?

- Real solutions
- Encouragement to communicate with companies in society
- New ideas, innovations, products, and knowledge
- The attainment of real working life experience

## Realization:

- The project of making the school a comfortable learning environment
- Visits to enterprises and working on company premises
- The local environment as the best teacher
- Exploiting the work practice program more widely and sharing of the experiences received
- Organizing of the school camp

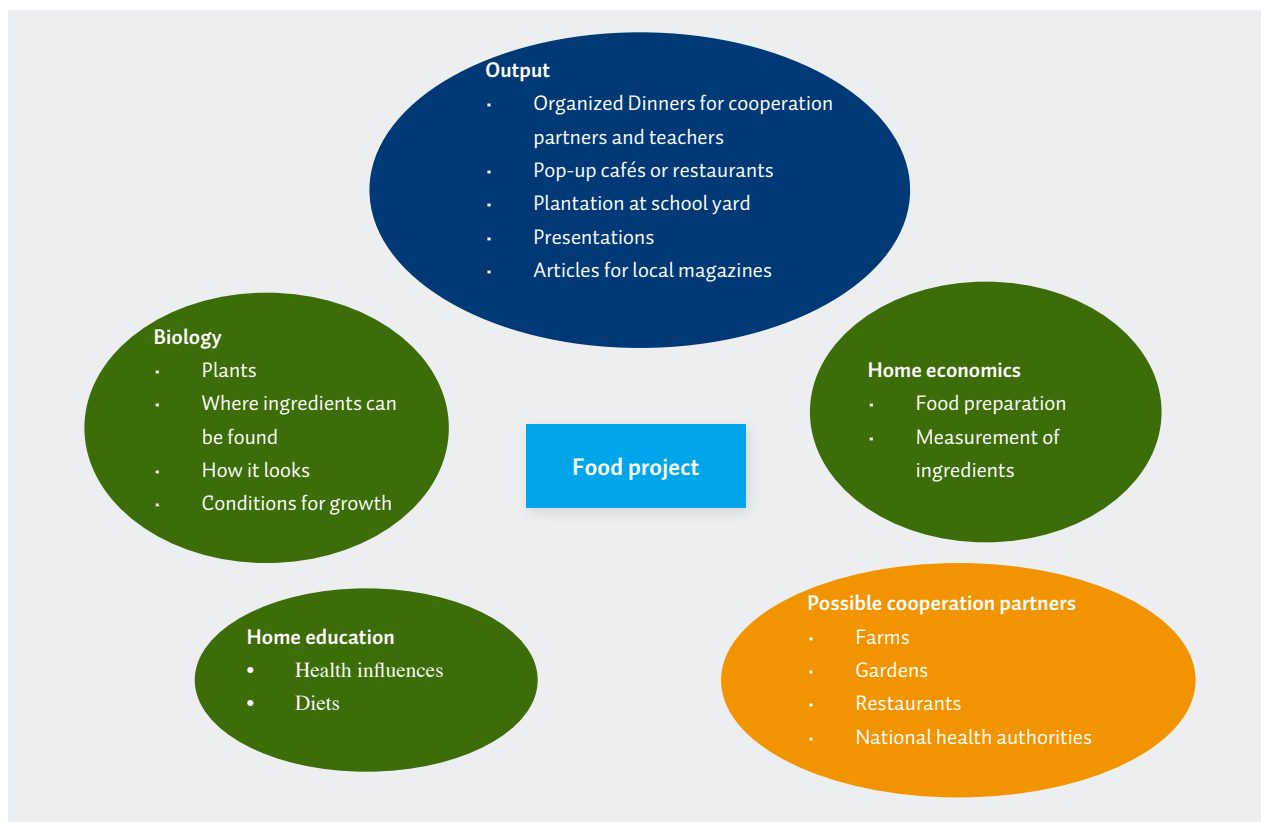


Figure 2. Example of a practical implementation, Food Project

The study subjects biology, home economics and health education are combined in this project. The partners in the project are a farm, a garden, a restaurant and the National Institute for Health and Welfare.

In the subject biology, the main focus points are plants, where ingredients can be found, how different plants look and growing conditions. In home economics, food preparation and measurement of ingredients are studied. In the subject health education, health influences and different diets are focused upon.

The project runs throughout the spring term, and the teachers plan in advance how to launch the project after Christmas vacation. The project is a cooperation between two classes, each with 20 pupils aged 12 years old. In the preparation phase, the teachers work closely with the cooperation partners to find a current topic to ensure authenticity and build a framework for the project. Teachers plan who the partners will be, the working schedule and the content needed to meet the learning requirements. They contact the organizations and agree on certain principles for carrying out the project with the pupils. Furthermore, the teachers make sure that the organizational partners are committed to the project.

The project begins with an introduction held by the teachers, where they explain the main content and aims of the project. The first task for the pupils is to create a project plan. For these purposes, the pupils are divided into four teams, each with ten members. Together they create a schedule and a project plan. The teachers then approve the plan.

Each team focuses on a particular responsibility of the project idea, which include planting, health influences, event planning, and food preparation. With the help and guidance of the teachers, each team contacts a cooperation partner to agree on a time for a meeting to learn more about the team's own area of responsibility. The team responsible for the planting approach visits a garden to receive instructions for planting and learns about growing conditions, which they then utilize by building a plantation in the schoolyard. The team that focuses on health influences has a meeting with the National Institute for Health and Welfare to learn

about the effects of different diets on health. The team that has event planning as their focus cooperates with a farm to learn about the work that lies behind a finished product. The fourth team, which is responsible for the preparation of the food, visits a restaurant to learn cooking methods and recipes. With the help of the teachers, each team plans and executes an educational workshop for the other pupils concerning their own areas of responsibility.

The pupils decide together on what the main output of the project is, whether it is a pop-up café or a restaurant, or an organized dinner alongside teachers, with cooperation partners or parents as customers. The pupils conduct presentations concerning their own areas of responsibility and the project for other classes. They also write short articles to local newspapers. In addition, the plantation will remain in the schoolyard to be utilized by other pupils and teachers. The cooperation partners act as sponsors and all receive advertisement when the pupils write their articles. The partners have the opportunity to educate the younger generation, who might be working for them in the future. They also receive new ideas and fresh viewpoints from the pupils, who familiarize themselves with the business area.

The teacher's responsibility is to ensure that all the pupils get hands-on experience cooperating with working life, and that all pupils communicate with the partners. They also need to ensure that the partners involved in the project are committed and willing to teach the pupils about working life practices. It is also the teacher's responsibility to prepare the pupils for meeting the representatives of working life.

The pupils gain experience when cooperating with real working life partners. They learn how to work and communicate in an authentic environment with actors that are experts in their own field. They also have a chance to provide experience to authentic customers when executing a pop-up café or an organized dinner. Furthermore, the pupils gain knowledge and skills, such as generic working life skills that they can utilize outside of the classroom.

*The project described above is an example that can be adapted to fit different needs and contents.*

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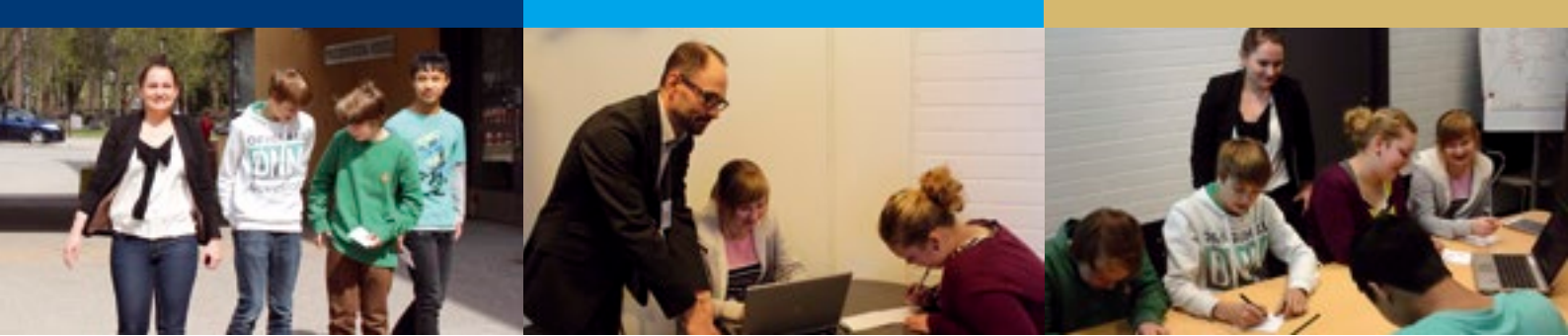
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