



JYU. Since 1863.



INNOVATIVE LEARNING ENVIRONMENTS

ILE is a research and education group that focuses on the advancements of teaching and learning 21st-century skills. The field includes co-design, implementation, and evaluation of technologies, spaces and approaches fostering learning and wellbeing in all educational levels and contexts. ILE group's current projects, funded by European and national agencies, deal with transversal and digital competencies, computational thinking, STEAM learning, and technology-enhanced physical learning environments. The ILE group has an extensive national and international network of research institutes, the public sector, and companies.



JYU Learn concept (2019-)

- Involving the community in the development of pedagogically and digitally relevant teaching practices
- Creating new kinds of learning opportunities and structures to support multi-sited or hybrid learning environments

EDUCATIONAL LEVEL: Higher education

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The Central Finland Education Commercialization Model (KS-KK Model, 2021-2023)

- Creating solutions for how education actors in the region would be better able to produce, commercialize and scale online the education they traditionally offer to an ever-wider area

EDUCATIONAL LEVEL: All

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3D STEAM (2023-2026)

- Creating a MOOC, "learning by doing" tasks for creative 3D model production, and promoting STEAM in curricula and teacher training to enhance pre-service teachers' ability integrating 3D modeling into STEAM education

EDUCATIONAL LEVEL: Higher Education

CONTRIBUTORS: Ostrava University, U. of Jyväskylä, Johannes Kepler University, University of Luxembourg, Comenius University in Bratislava

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Positive Learn (2022-2025)

- Addressing the key emotional challenges of the COVID-19 Pandemic applying a positive psychology approach beyond technological and digital solutions and creating a unique open exchange platform to allow competency development and collaboration across Europe

EDUCATIONAL LEVEL: Primary and secondary education

CONTRIBUTORS: Hochschule Ruhr West (Germany), U. of Jyväskylä (Finland), NCSR (Greece), Ellinogermaniki Agogi (Greece)

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Learning from the Extremes (2022-2024)

- Addressing the inequalities of access to digital education
- Supporting teachers and students when integrating modern, connected and constructive learning spaces to schools

EDUCATIONAL LEVEL: Primary and secondary education

CONTRIBUTORS: U. of Jyväskylä; (Finland), Institute of Educational Policy, EA; (Greece), NUCLEO, DGE; (Portugal), Cyprus Pedagogical Institute, U. of Cyprus; (Cyprus), CARNET (Croatia), Trinity College Dublin, Dublin West Education Centre; (Ireland), INTRASOFT, ATIT; (Belgium), Science View, NRNA; (Bulgaria), CONTACT: kati.clements@jyu.fi, maria.e.korhonen@jyu.fi

WEB: https://learningfromtheextremes.eu/



Co-designing learning environments conducive to learning and wellbeing (2020-)

- Developing tools for involving teachers and learners in the learning environment design
- Evaluating how different environments influence teaching-learning processes, transversal competence development and wellbeing

EDUCATIONAL LEVEL: Early childhood, primary and secondary education

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SCRAPPIES (2022-2025)

- Enhancing Creativity and Sustainable Attitudes of Children through Play and Recycled Materials
- Developing handbook, toolkits and launching webinars

EDUCATIONAL LEVEL: Primary and secondary schools.

CONTRIBUTORS: Gratosfera Foundation (Poland) / Rogers Foundation (Hungary) / U. of Jyväskylä (Finland)

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STExperiMents (2023-2026)

- Building competencies and skills among students, with activities tested by pre- and in-service teachers
- Producing a toolkit of tested activities, a methodology for assessing student learning, and will disseminate results and methodologies through publications, conferences, and social networks

EDUCATIONAL LEVEL: Higher Education

CONTRIBUTORS: Charles University / Johannes Kepler University Linz / U. of Jyväskylä / Bahçeşehir University

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STE(PA)M (2023-2026)

- Addressing the need for physical activity in schools while maintaining scientific and creative standards
- Creating a handbook with 36 model examples, publish a policy paper, and establish an e-learning platform for sustainable and broad impact.

EDUCATIONAL LEVEL: Higher Education

CONTRIBUTORS: U. Kragujevac / U. of Jyväskylä / Johannes Kepler University Linz

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Joyful Schools (2023-2026)

- Developing a MOOC, conducting certification training in Finland, and hosting "Joyful School Fairs"

EDUCATIONAL LEVEL: Higher Education

CONTRIBUTORS: U. of Luxembourg / U. of Jyväskylä / Johannes Kepler University Linz / Apáczai Csere János Teacher Training Center / Spectrum Educational Center

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The World at Play: Sustainable Futures in Children's Artworks (2023-2024)

- The exhibition at the Jyväskylä Art Museum, featuring South African and Finnish children's art inspired by a mathematics challenge, emphasizing sustainability

- Inspiring Finnish youth through STEAM learning

EDUCATIONAL LEVEL: Basic Education

CONTRIBUTORS: Jyväskylä Art Museum / U. of Jyväskylä / Experience Workshop STEAM Network

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REIMAGINED (2022-2024)

- Reimagining Social and Emotional Education in Secondary Schools through Arts-integrated Practices in the Post-Covid-19 Era
- Developing a research and intervention framework, pedagogic methodology, training material, outdoor artistic school projects
- Making policy recommendations

EDUCATIONAL LEVEL: teachers, students, and schools in secondary education.

CONTRIBUTORS: ActionAid (Greece) / Institutout Ekpedefitikis Politikis (Greece) / U. of Jyväskylä (Finland) / Oxfam Italia Onlus (Italy) / Rogers Foundation (Hungary)

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DIRNA (2023-2025)

- Identifying the needs within the Azerbaijani higher education institutions for digital asset management services, and a deployment strategy to satisfy these needs
- Investigating the needs of academic schools which a digital repository could meet and identifying cultural issues that may act as a barrier for populating such a repository
- Improving the management, visibility, and accessibility of scientific research outputs in Azerbaijani higher education institutions

EDUCATIONAL LEVEL: Secondary education

CONTRIBUTORS: Khazar University, Baku State University, Azerbaijan Technical University, Academy of the State Customs Committee of the Republic of Azerbaijan, Ganja State University, Nakhchivan State University, Lankaran State University, Mingachavir State University (Azerbaijan), Università degli Studi dell'Aquila (Italy); U. of Jyväskylä (Finland); Izmir Institute of Technology (Türkiye)

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Multidisciplinary Perspectives on Learning Environment Design (2023-2025)

- Facilitating a multidisciplinary and international perspective on learning environment design through staff mobility and joint teaching activities involving the development of hybrid seminars and open online course materials

EDUCATIONAL LEVEL: All levels

CONTRIBUTORS: Aalto University, U. of Jyväskylä, Universidad ORT (Uruguay)

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FINN-URU STEAM (2023-2025)

- The Finnish-Uruguayan partnership for fostering STEAM approach in teacher education focusing on integrating science, technology, engineering, arts, and mathematics into teacher education, fostering critical thinking, creativity, and innovation
- Curriculum co-development, intensive faculty training, and the establishment of a Finnish-Uruguayan network for ongoing collaboration and sharing of pedagogical resources

EDUCATIONAL LEVEL: Higher Education

CONTRIBUTORS: U. of Eastern-Finland, Facultad de Ciencias Agrarias de la Universidad de la Empresa, U. of Jyväskylä

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COGNI-TEaCH (2023-2025)

- The 'Cognitive coaching for needs-based pedagogies in teacher training'
- Developing a multilingual open-access course, a supportive web portal, and a broadened representation of pedagogical approaches, leading to better academic performance in young learners

EDUCATIONAL LEVEL: Higher Education

CONTRIBUTORS: Apor Vilmos Catholic College / Johannes Kepler University Linz / U. of Jyväskylä / Spectrum Educational Center Foundation

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SCISSORS (2022-2024)

- Science and Social Studies Rethought in Schools
- Developing a generic framework, creating an E-book about Story-based learning

EDUCATIONAL LEVEL: Primary and secondary schools.

CONTRIBUTORS: Rogers Foundation (Hungary) / Gedania 1922 Association (Poland) / U. of Jyväskylä (Finland)

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Teacher Digital Content Creation Competencies (2023-2025)

- Identifying the competencies which enable teachers to create digital content
- Producing teacher education materials to support the realisation of the identified competencies
- Participating teachers in the project to scale the outcomes of the project. Outcomes

EDUCATIONAL LEVEL: Secondary education

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AIWARE (2023-2026)

- Competencies for using artificial intelligence in the classrooms

EDUCATIONAL LEVEL: Secondary education

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