Webinar #3: Co-designing experiences and artifacts with teachers and students in a transdisciplinary world

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Co-designing experiences and artifacts with teachers and students in a transdisciplinary world.
Luis Galindo
Réseau Canopé
Introduction

First observation

Top

Bottom

VS
QUESTION

What are the advantages and disadvantages of each?
Introduction

First observation
Introduction

Second observation

VS

Top

Bottom

Inventiveness
Introduction

Second observation

Top

Bottom

VS

Inventiveness

Of the group
In 1969, Herbert Simon defined the term "design" by saying that whenever we intentionally shape our world to adapt to it, we are designing, and whenever we don't, the world comes to us.
At different levels, we have always been designers, changing existing situations into preferred situations.
How do we work together?


The flow of ideas in a group

How do we work together?

What is the difference between collaboration and cooperation?
An experimentation

Collaboration and cooperation

Inventiveness

Encouraging the construction of ideas from the ideas of others
When we have to design the solution to a problem, do you think collaboration or cooperation is better?
Collaboration  Cooperation

Diagram:
- Idea
  - Idea
  - Action
  - Question
- Action
- Question

Process:
1. Discover
2. Appropriate
3. Make
Perceptions and representations of the solution
Examples

Imagining new pedagogical support resources

1. A chatbot to refine and customize the search for resources.
2. A network for sharing and exchange between teachers.
3. Personalized widgets (spaces) with several accompanying educational resources.
4. The "rapid learning" complement to the longer pedagogical support resources.

Ministry of Education

Understand Inspiration Ideation Production
Examples

Digital data useful for the success of K12 students

1. **Data-mining** use to make predictions about the **appropriateness** of the student's **professional path** (orientation).

2. The application that accompanies the student in the construction of his **professional path/orientation** in a **playful way**.

3. Predict and prevent **dropping out of school**.

4. The application that collects students' **feelings** about **educational activities**.

**Teachers**

**Top**

**Bottom**

**Inspiration**  **Ideation**  **Production**
Examples

Ministry of Education  Teachers  University Students  K12 Students  Community

The idea accelerator
The idea accelerator

Day 1
Welcome
Understand
Imagine

Day 2
Decide
Storyboard
Prototype

Day 3
Refine
Validate

Collaborative
Cooperative
Actual projects

From the classroom to AI

Artificial Intelligence (AI)

From AI to the classroom

Game Design

From games to the classroom

From the classroom to games
About Novigado project
Key information

• Funding: Erasmus+ Programme Key Action 2 – Strategic Partnership (School Education – Cooperation for innovation and the exchange of good practices)
• Start time: 01-12-2019
• Duration: 30 months
• Website: http://fcl.eun.org/novigado
• Newsletter: http://eepurl.com/BnsQP
Project partners

- Fundacja Rozwoju Spoleczenstwa Wiedzy Think!, Poland (coordinator)
- European Schoolnet (EUN Partnership AISBL), Belgium
- Agrupamento de Escolas Fernando Casimiro Pereira da Silva, Portugal
- DG of Innovation and Educational Technologies, Ministry of National Education, Turkey
- Reseau CANOPE, France
- Lycee Pilote Innovant International, France
Background

- Schools and teachers are in a critical transition phase where the increasingly technology-rich learning environments and student-centric pedagogy are gaining ground in current practices.
- The focus of teaching is shifting from content to developing key competences.
- Schools and teachers are also directly impacted by developments about modernising or transforming physical learning environments.
To support schools and related stakeholders in the transition from a conventional and teacher-centred classroom into teaching practices that promote active learning with the support of innovative learning environments and use of relevant ICT.

Main objective
Objectives

• To provide evidence-based insight into active learning helping to understand the principles of active learning in innovative learning environment settings.

• To develop a training programme that will help schools to apply the principles of active learning in different learning space settings.

• To guide schools and teachers to audit their current learning spaces and guide them adapting them (e.g. at classroom level, at school level, using the 'learning lab' approach) also in a resource-effective way.

• To establish and animate a participative network (a community) of practitioners who engage in exchanges and professional development around teaching in innovative learning environments.

• To inquire into the effects, and perceived benefits and challenges of active learning approach.

• To provide policy-makers with recommendations on how to support schools or local authorities to adapt and design innovative learning environments.
How to take part?
Join the Novigado online community!

• **Repository of resources** including pedagogical videos, lesson plans, practices, etc.

• **Publications and case studies** to deepen your knowledge on active learning and innovative learning environments.

• **Live events** for professional development such as webinars, Teachmeets and live conversations.

• **Blog** with first-hand inspiring stories on implementing active learning and adapting learning spaces in schools.

• **An interactive map of innovative learning spaces** across Europe to get inspired.

**Targeted for:** Teachers and school staff across Europe, but also researchers, initial teacher educators, EdTech companies and policy-makers

**Find out more at:** http://fcl.eun.org/novigado
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Thank you for attention

Email fcl@eun.org
Web http://fcl.eun.org/novigado
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