



SCHOOL CASE STUDY

Lycée pilote Innovant International School

School name	Lycée pilote Innovant International
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City and country	Jaunay-Marigny, France
Website	https://www.lp2i-poitiers.fr/
Age of students	15-18
Number of staff	50
Area of focus	Project based learning, Autonomy, International, Digital technologies and citizenship.

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Background, Context and Drivers to change

The integration of digital technologies has been part of the school vision since its birth in 1987. However, a one-to-one device plan changed the game by introducing mobile learning possibilities. On a pedagogical point of view, the school develops expertise in group-based activities and innovative learning scenarios integrating technology. Often, teachers and students used to hack standard spaces of the school to fit with their activities.

Inspired by several innovative European educational projects, the school engaged in 2015 a transformation process focused on learning spaces to test and enhance new learning scenarios. An eclectic team of 24 stakeholders (teachers, parents, students, researchers, policy makers, school heads) gathered to design three learning environments based on three different scenarios with one goal: developing 21st century skills. The first French Future Classroom Lab was born. Today this learning lab disseminates across the school and the country to both inspire new teaching & learning methods and facilitate innovation in the classroom. The lab outcomes are of many kinds, from innovative furniture ideas to teachers' mindset for active learning.



Flexible/innovative learning environment

The LP2I Future Classroom Lab is a 200m² curved space located in the very center of the school. It connects with the library and break areas. Formerly hosting a training center for adults, it was full of heavy computers, printers, cables and plugs. The six variously sized rooms were emptied and refreshed. Some walls were covered with writable paint and displays of different types were installed: TV screens, projector (both interactive and not), videoconference system.

The main goal was to adapt each room inspired by a learning scenario. The videoconference room is created for a group of students meeting a distant expert. The collaborative room aims at facilitating group making and flash exchanges. The project room proposes a various range of seating for each step of a project but also each learning style.



After 6 years of having this lab in the school, many other spaces have been transformed to enhance active pedagogies. Partly due to the pandemic, the school has been generalizing outdoor learning.



Student-centered pedagogy

The LP21's Future Classroom Lab has been the starting point of a multidimensional transformation, from changing furniture settings to changing the role of both teachers and students in the « classroom » (« learning environment » is more appropriate to the school's diversity of learning spaces). Though it is just one space of the school and teachers have to book it, it's a space open to anyone both as an actor or a visitor. Thus, teachers are able to get inspired from colleagues and students develop skills in one subject which they can reuse in a different subject. Such skills are Communication, Collaboration, Creativity, Ownership of Learning, etc.

The setting of the lab acts as a multiplier for interactions between students. The teacher can no longer control every assertion made, every question asked, nor every answer given. He consequently has to adapt his posture and be sometimes in front, sometimes on the side, sometimes facilitating and organizing, sometimes supporting and giving small groups feedbacks. Of course, changing mindset is both difficult and incremental, teachers can start by watching a colleague teaching in the lab. But once the journey towards student ownership of learning has begun, one can hardly go back. Even if not teaching in conditions as good as what the lab can offer, the teacher can adapt his own space according to this new mindset. The lab helps increasing both students and teachers' creativity.



Use of technology

Every LP2I student has its own device, mostly a laptop they bought with the support of regional authority funds. Every room of the school is thus designed to host collaborative learning in a BYOD context.

Apart from specific technologies such as videoconference systems and Virtual Reality headsets, the technology in LP2I's Future Classroom Lab is not much different from what other classrooms can have. However, the Collaborative Room has 6 TV screens which allow groups of students to share what's on their computer. Though modern collaborative tools make it easier to share content without a common display, screens and projectors do facilitate oral communication situations and hybrid content presentations (e.g., both on a screen and a whiteboard). A local partnership has been established with an IT provider and the school received private fundings from nearby *Futuroscope* theme park in a *win-win* training agreement.



Impact

Benefits

- A learning lab is “an-object-to-think-with”: it’s a common place for teaching and learning innovation. School actors can test, observe, discuss, and apply changes to what they are familiar with. It embodies both practices sharing and innovation making them more visible. It encourages co-teaching and peer observations. It is thus a perfect place for teacher trainings.
- A learning lab is also an experimental room, meaning a place where you can take risks and sometimes fail. Pedagogical failure is often a taboo but analyzing what went wrong and why is a key for enhanced teaching.
- The experimental dimension has also a great effect budget wise. Indeed, smaller investment can be made to see if a new technology or a new furniture does or does not bring an added value to teaching and learning. Partnerships with IT and school furniture companies have proved to be beneficial for both parties.
- Flexible learning spaces of LP2I also has a pro-active impact toward active learning dissemination in the school. Indeed, the “affordance” of certain space settings left by creative teachers can inspire other teachers offering them new possibilities for innovative learning situations.

Challenges

- Flexible learning spaces embed new technologies at a cost. Not only do teachers have to learn how to use it but new technical support is needed. The frontier between technical and pedagogical issues are often blurred and the LP2I lab still faces a lack of technical maintenance to make the most out of the available resources.
- It has been easy to create a team of innovative teachers to launch the lab. Getting everyone on board is another matter. Today, approximately 60% of the teaching staff is using the lab for subject lessons or project works. More projects and co-teaching situations do help others making their first step in the lab.
- Active learning principles dissemination from the lab to other classrooms and across the school is a reality. However, it has been a challenge to convince observers such as policy makers that what can be done in a lab can also be adapted in more traditional classrooms. A lot of different exports have been made indeed: from furniture setting ideas to new learning scenarios and teacher / learners’ roles and postures.
- Capitalizing on experiences is both a challenge and the key to build an efficient *learning organization*: An organization which allows its members to learn from the mistakes of peers and build new capacities based on the collective knowledge which has been accumulated. It means taking users words into account - especially students’ - and documenting successes just like failures and their analysis.

Other impact

Having a learning lab in LP2I school helped integrating learning environments as a pedagogical variable. Today when planning a lesson, teachers may not only think of “what” the students will do but also “how” and “where” they will do it. Inspired by primary schools’ experiences, LP2I teachers have rediscovered the possibilities of outdoor teaching and all the

benefits that go with it: nature as a tool for concentration, a source of learning experiences, an unlimited space for group working, an infinitely flexible environment for active learning scenarios.



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