



# SCHOOL CASE STUDY

## La Venise Verte High School

School name	High school La Venise Verte
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City and country	Niort, France
Website	<a href="http://etab.ac-poitiers.fr/lyc-venise-verte-niort/">http://etab.ac-poitiers.fr/lyc-venise-verte-niort/</a> <a href="https://fcl.eun.org/3c-fcl">https://fcl.eun.org/3c-fcl</a>
Age of students	1360 students from 14 to 21 years old
Number of staff	200 persons including 120 teachers
Area of focus	3C space (Centre de connaissance et de culture): Center of knowledge and culture

*This school case study is part of Output 4 by the Novigado project "Guidelines in Learning Space Innovations", available at the [project website](#).*



Co-funded by the  
Erasmus+ Programme  
of the European Union

*The Novigado project is funded with support from the European Commission's Erasmus+ Programme (Key Action 2: Strategic Partnerships). This publication reflects the views only of the authors, and the EC cannot be held responsible for any use which may be made of the information contained therein.*

# Background, Context and Drivers to change

The origin of the project was the will to think about learning spaces and the pedagogical methods that are associated with these spaces. There were two leaders: a former principal and a teacher. Students were also taking part in the process, long before construction work had started. Local and national education stakeholders were involved. Inspiration came from what was done in other schools in the region and other countries, especially in northern Europe. To raise questions about learning, inspiration came from places outside than educational labs, such as architecture, lighting, and furniture.

## Flexible/innovative learning environment

The 3C space was built to replace the former school library. It was a full-floor space on the ground floor of the building and small balcony. The project was to rethink the ground floor, change access to this space and construct a new floor to replace the former mezzanine and make direct access between the ground floor area and the new 1<sup>st</sup> floor. School librarians initially would have done a library on the 1<sup>st</sup> floor, but it was technically not possible.

On the ground floor, there is now a documentation part which is similar in some points to school libraries. There is an office area for librarians, but also often used by students. There are about 20m<sup>2</sup> a large box full of light (glass walls), for disabled people with mobile chairs, a table, and a computer. On this floor, there is a kind of living room space with two couches in the shape of half a circle. There are also collective and individual tables, normal and high level (like bar tables). All this furniture except bookshelves is mobile. The use of this floor is like a library.



On the 1<sup>st</sup> floor, there are different areas. The first part includes 3 boxes where 5 students can work in each box autonomously. They have glass walls so there is lot of natural light. In each box you have a whiteboard or a paper board and a computer. Next to this there is a pedagogical fablab with a 3D printer, a cutter, a chroma-key green screen, a video editing

station, a tactile screen and other tools. This is for teachers mainly, except for some projects. And on this floor, there are two bigger rooms: one for 18-20 students with a video conference system, a TV screen and 18 laptops; and the second room includes 36 mobile chairs, an interactive screen, 2 TV screens and some additional seating. Next to this, there is a balcony with plants where about 15 students can also work.



## Student-centred pedagogy

The two bigger rooms on the 1<sup>st</sup> floor are reserved beforehand and used for lessons. Teachers have agreed that making a reservation for these rooms means that a different type of pedagogy than in traditional classrooms will be used. The purpose is not having a more comfortable seat but using different and innovative pedagogical practices.

These rooms are also used for meetings, workshops and training for teachers, every kind of school staff and other educational actors, coming from inside and outside the school. Some cultural projects and visio conference meetings with professionals outside of the school are also held in these rooms.



These spaces support cooperation and collaboration-centered pedagogy. Group activities have made a noticeable change in many classes, even if they don't take place in the 3C rooms. Students are more involved because teachers rely on their ideas, and they are more autonomous. Thanks to all the tools available such as computers, screens, etc., the use of ICT provides students and teachers with a unique learning and teaching experience.

The 3C space use has been like a pedagogical laboratory. When, for example, teaching is held in traditional classrooms, pedagogical methods using collaboration are facilitated.

## Use of technology

There have clearly been changes in the use of ICT and it can be connected to Google for Education set up. It has made possible the use of collaborative tools: Google Doc, Google Classroom. Google for Education was implemented almost at the same time when 3C space became ready. This space and the ICT solution go towards the same goal which involves students' collaborative, agility and creativity skills. For example, using feedback tools such as Kahoot, Quizlet or Learning apps, has become very useful for teachers and students in the 3C space. Everybody is familiar with using all Google for Education tools.

The region where La Venise Verte high school is located has financed the purchase of ICT tools and the set up, but there was no training involved. Teachers learned by themselves, and this approach is very common not only in La Venise Verte high school but also in other schools with flexible learning environments.



## Impact

### Benefits

- While using 3C space students and teachers show greater motivation.
- There is more collaboration between students and between teachers: a learning community is set up.
- As 3C is in the former library and this part still exists, a new kind of documentary culture is developing.



- New digital competencies were developed thanks to both 3C space and Google for Education.
- Innovation because everybody is testing new things constantly.

## Challenges

- There were mainly technical challenges such as unknown technical functions, or functions that nobody knew how to use. In this high school there are 4 referent teachers for ICT use in teaching and learning with very complementary competencies. These teachers constantly check-up for digital novelties and do self-training. The use of the 3D printer is still complicated even after a twenty-hour training. Unfortunately, there is no referent teacher or staff.
- More sharing of pedagogical practices should be done. Due to COVID-19 pandemic, there were more pressing matters to deal with, therefore, improving the collaboration and sharing of pedagogical practices among teachers and schools was dropped.

## Other impact

During the COVID-19 pandemic our school was acting quickly because teachers and staff were used to make ICT trainings regularly and they knew that they could ask for help from the referent teachers. There was coordination to for similar use of ICT during the pandemic as for putting up common schedules or teaching methods.

This fluent use made possible for staff to prepare the new schoolyear and possible lock down situation. Thanks to this, when schools were closed again, staff was ready to take in charge remote teaching situations. For September 2021, the school has an action plan that considers all this experience.



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Images provided by the La Venise Verte High school

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