

STRATEGIC PARTNERSHIP ANGE

2017-1-FR01-KA201-037369 – duration of the agreement from 01/09/2017 au 31/12/2020

SCENARIO 1	Creation of a Learning Lab; innovative learning space for students and teachers
TESTING PLACE	Paul Claudel d'Hulst High School – Paris - France

SUBJECT OF THE STUDY	Creation of a "Digital Pedagogy" workshop; study of the impact of digital environments on the overall configuration of an establishment and recommendations for pedagogical management.
SUB-STUDY OBJECT	How to transform a multimedia room into a research space?

EMERGENCE OF THE SCENARIO	
External and internal context of the project	<p>The Paul Claudel d'Hulst high school is a recent school complex, born from the merger in 2016 of two establishments (both middle school and high school) located in two separate buildings a few hundred meters apart, one of which is partly classified as a "historical monument", which does not facilitate the arrangement of rooms and equipment. Today, the school has about 1,000 students, including 460 in the middle school and 550 in the high school. The teaching team is composed of 82 people.</p> <p>The two schools of origin had quite different professional cultures, marked by the audiences they catered for: students with very heterogeneous levels and a certain professional culture of academic support and peer exchanges, on the one hand; students who were rather successful, parents expecting academic excellence and a professional culture also marked by this academic excellence and rather tinged with individualism. The majority of parents come from rather well-off social classes but with great disparities. Digital equipment is rather limited, in premises that are difficult to adapt.</p> <p>On taking up her duties, in order to complete the merger, the new headteacher benefits from the construction of a new building. This is how the "learning lab" was created and set up to test new educational situations using digital technology, with the main aim of taking into account the heterogeneity of students through differentiated practices. Digital was already considered as a potentially common object for the teams and potentially federating within the framework of the new project to come. Small groups of teachers who are open to these uses meet from time to time, in middle schools: the "explorers' circle" and one in high schools, "the café at the end of the corridor", which also follows a day of activities on overturned classes and the first exchanges with the Institut Catholique de Paris, via teacher/students and researchers who accompany them.</p> <p>In 2016-2017, a European Erasmus project, "reporters without frontiers", has enabled several teachers to exchange with European partners, to open up to new educational situations using digital technology, which has fed into several work sessions in the "learning lab", which is now</p>

	<p>experiencing its first steps as an "innovative bubble", to the benefit of the training of the first teachers who wish to share their practices and discover new tools.</p> <p>The arrival of Paul Claudel d'Hulst among the partners of the European project accelerates the creation of a digital steering committee that associates the director and a few volunteer teachers, one of whom takes responsibility for porting the Ange project within the establishment. The questioning linked to digital technology and its pedagogical potential thus emerges at PCH among a few people, in a very significant institutional context:</p> <ul style="list-style-type: none"> - Implementation of the high school reform - Strong incentive from the Ministry of Education to deploy digital education - Strong incentive also from the regional authority in this area <p>Its recent creation imposes on the establishment a work on its image, its specificities, which distinguishes it from other establishments, particularly in its basin. This is part of the backdrop to the entire process of designing the new school project, which is centered on opening up to the world and considering the heterogeneity of the students. Digital technology will be one of the elements of this broader reflection, as will the questioning of what can be the governance of a team within which we want to promote pedagogical innovation.</p>
	INTENTIONS OF THE SCENARIO
Target audience Quick presentation of the project	<p>The target audience is volunteer teachers who wish to test new pedagogical situations with their students.</p> <p>The "learning lab", the first in the school, is therefore a space set up in a classroom that allows teachers to imagine situations in which their students use digital tools, but doing so in a different space from that of the usual classroom with its rows of tables and chairs; a flexible, mobile space, well equipped with digital tools, which facilitates cooperation and activities of different kinds. This space of "pedagogical creativity" is also intended to be a lever for shared reflection between "pioneering" teachers on the contributions of digital technology with regard to their primary pedagogical intentions.</p> <p>The pedagogical question shared by the teachers participating in this approach is that of the pedagogical differentiation to be implemented in the face of the heterogeneity of the students, their school level and their commitment.</p> <p>The project also aims to design a second space of the same type in the "middle school" part of the school complex, even though the premises, classified as part of the historical heritage, or too cramped, do not lend themselves to this.</p>
Objectives	<ul style="list-style-type: none"> - Create new pedagogical situations, learning situations, activities, in connection with a different school space. - Facilitate different pedagogical situations that put students in activity to learn - Questioning the added value of digital technology in the service of its pedagogical intentions.

	<ul style="list-style-type: none"> - To identify, evaluate and value the skills that students must acquire, mainly transversal skills. - To live times of sharing pedagogical experiences - Master the added value of certain digital tools for the benefit of student learning. - Mobilize its expertise to take initiatives and engage in the shared educational governance of the institution <p>On the management side, the objective is to facilitate exchanges and cooperation between "innovative" teachers, to bring out new pedagogical practices that could be adopted by other teachers, to develop a professional culture linked to the use of digital technology.</p>
Expected impact Impacts	<ul style="list-style-type: none"> ● More effective consideration of the heterogeneous profiles of students: more targeted formative evaluations (quizzes, quizzes, etc.), better individual follow-up (thus responding to strong demand from parents), better differentiation according to the pace and skills of each student, proposal of low-cost complementary exercises (software such as Quick, Projet Voltaire): strong expectations expressed in the school project. ● Development of innovative pedagogical proposals, in the context of face-to-face teaching or in the form of a reverse class. ● Development of transversal competences in students that will usefully complement the more "academic" competences and help them to better integrate into higher education and more generally into the professional world and society of tomorrow (see expected competences) ● Development of teamwork among teachers, e.g. for the design of new pedagogical situations including the use of digital technology ● Identification and recognition of the skills of "pioneer" teachers so that they can become trainers for their peers: the school thus becomes a training ground for its staff. ● Development of the questioning around the issue of the ethics of digital uses (both by teachers and students)
Needs to carry out the project	<ul style="list-style-type: none"> - A space with a mobile and facilitating layout for various educational situations (individual work, pair work, small groups), with digital tools and network connection. - Adequate digital equipment and a person to ensure the proper functioning of the infrastructure, even small equipment - Time for teachers to prepare new learning situations in a new space - Time for training in the use of digital tools - Time to exchange and share experiences - Training - A stimulating and reassuring management environment
Available resources	<ul style="list-style-type: none"> - A very promising ministerial context for the deployment of digital technology for the benefit of teaching and learning. - The merger is a moment of transformation and meetings between new players, this particular inter-relational context has enabled the emergence of innovative projects.

	<ul style="list-style-type: none"> - A room being fitted out in a new building of the school complex - Pioneering" teachers who are embarking on the adventure of educational innovation and testing space and its possibilities. - The beginnings of a common culture among a few teachers who meet on an occasional basis (see above). - An initial support of a few teacher-researchers from the Institut Catholique de Paris, in the context of a master's thesis by one of the "pioneer" teachers: observations, co-analysis of proposed pedagogical situations. - The ANGE project for : <ul style="list-style-type: none"> ● To promote openness to other contexts, the discovery of other practices, new pedagogical proposals, new tools, other uses of digital tools ● To promote exchanges and meetings with other colleagues and researchers ● To propose an accompaniment of the experimentation by a small pan-European and international team within the framework of a classlab approach (exchanges and resources made available, Think Tank, webinars, training workshops)
Planned evaluation procedures	<p><u>Qualitative criteria :</u></p> <ul style="list-style-type: none"> -nature, scope of the proposed sequence analyses, exchange of experiences -analysis of feedback (students and teachers) -analysis of posture changes (students and teachers) <p><u>Quantitative criteria :</u></p> <ul style="list-style-type: none"> number of "pioneer" teachers number of new pedagogical test situations implemented rate of use of space by teachers number of student groups involved
EVOLUTION OF THE SCENARIO	
Evaluation conducted	<p>The space made available allowed some teachers to implement new pedagogical situations for their students by testing scenarios and tools; the exchanges with the ICP team made it possible to become aware of the specific contributions of such a space and its components, of the new learning situations proposed to the students, of the behavior of the latter through their involvement in the activities, for example, of the skills they were working on.</p> <p>However, the number of pioneering teachers remained limited, especially since the space chosen could not accommodate more than half a class, and the design of new pedagogical scenarios, without prior training, was time-consuming and slowed down the investment of several other teachers. The observation was quickly shared that beyond experimentation with groups of students, it is really necessary to give priority to the training of teachers who wish to innovate.</p>
Planned developments	<p>The Ange project provides the management and the small team of "pioneers" grouped in the institution's ANGE steering committee (which also acts as the digital steering committee) with the opportunity for a new dynamic that leads them to answer this training question: transforming the</p>

	<p>"innovative bubble", a place for pedagogical experimentation, into a space and time for peer training. This innovative proposal was born in the context of exchanges with the pan-European and international coaching team and particularly with the example of the Quebec colleagues. Moreover, the experience gained from the first "learning lab" has nourished the reflection on the design of the second space in another building of the school complex, a larger space whose layout was also worked on by the collective of partners of the ANGE project within the framework of a training workshop. Funding is being actively sought to allow the development of a large and complex meeting room, thus creating a second space for pedagogical experimentation that is also a laboratory for new ideas to be shared.</p> <p>At the same time, the management is integrating these initiatives into a broader framework of reflection on a digital plan for the establishment (based on the model of the Quebec Digital Action Plan), which aims to share much more widely the reflection on digital technology at the service of teaching and learning, to make each classroom a place for potential experimentation, while maintaining the "learning labs" as privileged places, demonstrators in a way.</p>
<p>Supporting documents</p>	<ul style="list-style-type: none"> - Supporting documents - Interview of the teacher project leader ANGE - Interview with one of the other "pioneer" teachers - Interview with the head of the school - Analysis conducted by accompanying researchers (output 3) - Plan du Numérique Québécois