

Programme

Online Workshop Learning Spaces 2-4 March

#eTwinning



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Sport
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School education

PROGRAMME

Click on the titles of keynotes and workshops to jump to their descriptions.

DAY 1

March 02 | Plenary

- 15:00 – 15:15** **Opening**
- 15.15 – 15.45** **Introduction** | *eTwinning learning spaces*
CSS
- 15.45 – 16.15** **Keynote 1** | *Trends and drivers: Why talk about learning spaces now?*
Stephen Heppell
- 16:15 – 16:45** **Short break**
- 16:45 – 17:15** **Keynote 2** | *Plurilingual spaces*
Melinda Dooly
- 17:30 – 18:00** **Networking**

DAY 2

March 03 | Keynote and Workshops

- 15:00 – 15:30** **Keynote 3** | *Sustainable learning spaces*
Isabel Montiel Vaquer
- 15:30 – 15:45** **Short break**
- 15.45 – 17:00** **Workshop slot 1** (4 in parallel)
- 01 *Design learner-led learning spaces*
 - 02 *Inclusive learning spaces for multilingual learners*
 - 03 *Co-creating learning spaces*
 - 04 *Collaborative learning environments*
- 17:00 - 17:15** **Short break**
- 17.15 – 18.30** **Workshop slot 2** (4 in parallel)
- 05 *Learning Spaces that promote active learning*
 - 06 *Creating learning spaces that support project management*
 - 07 *Creating effective blended learning spaces*
 - 08 *Virtual learning spaces*

DAY 3

March 04 | Keynote and Workshops

15:00 – 15:30

Keynote 4 | Hybrid learning spaces
Annelies Raes

15:30 – 15:45

Short break

15.45 – 17:00

Workshop slot 3 (4 in parallel)

09 *Design thinking methodology: Reconsidering learning spaces & practices*

10 *Making learning better*

11 *Design blended learning spaces for inclusive education*

12 *Makerspaces for children*

17:00 - 17:15

Short break

17.15 – 18.30

Practices sharing
Closing



KEYNOTES

KN 1

Trends and drivers: Why talk about learning spaces now?

Stephen Heppell | Wednesday, 02/03/2022, 15:45-16:15

The places where we learn are complex and changing. So many small details matter, and, around the world, those new learning places are producing some remarkable results, sometimes for the most unexpected learners. This keynote explores those learning places today, and perhaps tomorrows too.

Professor Stephen Heppell is CEO of Heppell.net and holds the The Felipe Segovia Chair of Learning Innovation at Universidad Camilo José Cela (UCJC), Madrid. Stephen's "eyes on the horizon, feet on the ground" approach, coupled with a vast portfolio of effective large-scale projects over three decades, have established him internationally as a widely and fondly recognised leader in the fields of learning, new media and technology. He helps to make learning better for everyone from schools, universities and parents to the Team GB Olympians, the England Rugby team, BAFTA, national governments, and many others.

A school teacher for more than a decade, and a professor since 1989, Stephen has worked on some huge projects (Tesco SchoolNet 2000 was the Guinness Record holder for World's Biggest Internet learning project), to the remarkable little Learnometer boxes at the heart of the IOT Big Data project Learnometer.net, which has now moved on to prototyping smart school furniture.



KN 2

Prurilingual spaces

Melinda Dooly | Wednesday, 02/03/2022, 16:45-17:15

Melinda Dooly is a Serra Húnter Full Professor, Chair in Technology-Enhanced Language & Intercultural Education in the Department of Language & Literature Education and Social Science Education at the Universitat Autònoma de Barcelona. Her principal research addresses technology-enhanced project-based language learning, intercultural communication and 21st century competences in teacher education. She

has published widely in international journals and authored chapters and books in this area of study. She is the former (and founding) editor of Bellaterra Journal of Teaching & Learning Language & Literature and co-editor of the book series Telecollaboration in Education (Peter Lang). She is lead researcher of GREIP: Grup de Recerca en Ensenyament i Interacció Plurilingües (Research Centre for Teaching & Plurilingual Interaction).

KN 3

Sustainable learning spaces

Isabel Montiel Vaquer | Thursday, 03/03/2022, 15:00-15:30

The educational transformation that we are experiencing nowadays brings along new ways of learning and working which also affect the settings where we develop, teach and learn. In the last decade transforming learning spaces has become a fact not only in private but also in public schools and in all levels of education. It is no longer questioned that space facilitates pedagogical change, influences academic outcomes, and is related to health and wellbeing (even more so after COVID-19). It is agreed that the design of the learning space (school building, classrooms, playgrounds, access areas, toilets, etc.) plays an important role in transmitting the “hidden curricula” that reaches beyond written programs and educates in energy efficiency, climate change, financial responsibility, care for nature, etc. Nevertheless, there is still a great deal to be done in order to bridge the gap between the reality of school design/spaces and new sustainable approaches present in the

guidelines for Agenda 2030. Solutions must come from all sides and always bear in mind that not all changes require a high financial cost. Viable solutions are possible for all different types of budgets.

Isabel Montiel Vaquer is completing her PhD on Educational spaces and Sustainability, which will be defended in April 2022 at Miguel Hernandez University in Elche (UMH), Spain. She has worked as a Secondary Education Teacher for more than 30 years, she has been principal of a Secondary School for 10 years and also has collaborated as associate professor in the Master for training Secondary Teachers at the UMH for 12 years. She initiated scientific research four years ago, and has several publications in international journals, promoting the importance of educational spaces as tools for transformation and improvement of Education and Sustainability.



KN 4

Rethinking learning spaces in an uncertain world: Student and teacher experiences in hybrid learning environments

Annelies Raes | Friday, 04/03/2022, 15:00-15:30

The global pandemic forced many of us to rethink education to fight Covid-19 and apply social distancing during education. Luckily, we could rely on earlier research into distance education in general, and more specifically, into synchronous hybrid learning. During synchronous hybrid learning both on-site and remote students are connected and taught synchronously. In order to further substantiate this potential 'new normal', research is needed to investigate the influencing factors of engagement and learning in these new environments from a student and teacher perspective. In her presentation Dr Raes will reveal the student and teacher experiences with different hybrid learning designs, which are explored and analysed through the lens of the Activity-Centred Analysis and Design (ACAD) framework. In line with the ACAD framework, her research found that successful learning and teaching activities are interrelated with set, epistemic, and social design decisions.

As Master in Educational Sciences, **Annelies Raes** finished her PhD at Ghent University in 2015. Her dissertation focused on Computer-Supported Collaborative Learning (CSCL) in secondary science education. Dr. Annelies Raes is currently working as senior researcher within itec, an imec research group at KU Leuven and she is also affiliated with the Centre for Instructional Psychology and Technology (CIP&T). Within itec, she is one of the co-Principal Investigators within imec's Smart Education Program. Dr. Raes is currently leading different research projects, including the STREAMS project on Supporting Teamwork in Ambient Learning Spaces and she is involved within the European DigiTelPro project on Professional Development in Higher Education. Since November 2020, Dr. Annelies Raes is also Chair on Technology-Enhanced Learning Spaces (TELS) at Université de Lille. Her current research focuses on hybrid synchronous teaching and learning which has been being awarded by AERA Learning Environments SIG as 'Best Learning Environments Article of 2021' and by EUNIS as "Best AV-Enabled Education Space".



WORKSHOPS



WS 1

Design learner-led learning spaces

Büşra Söylemez | Thursday, 03/03/2022, 15:45-17:00

Beyond building their knowledge, learners of today need to acquire the skills necessary for utilising information and knowledge on creating new outputs and products based on what they learn. This need requires a shift from a traditional classroom with teacher-led practices to a more learner-centred one with a flexible design and the use of technology. Transforming learning environments and going beyond the limitations of a physical classroom is crucial and the flexible learning spaces may be an agent for such a change towards active learning. This session focuses on providing some guidelines on how to design such spaces and also disseminate some good examples and practices of well-designed spaces with interactive and hands-on activities for teachers.

Büşra Söylemez works for the Ministry of National Education, the Directorate General for Innovation and Educational Technologies in Turkey. As a staff member of the unit for the R&D and International Projects, she is involved in a number of projects at the European level on integrating digital technologies in education and designing future innovative learning environments. She is the responsible key staff for the CPD programs and developing teacher capacity building activities. As a local Future Classroom Lab Ambassador, she takes part in teacher training and dissemination activities for inspiring the idea of transforming learning environments and supporting teachers with more learner-centred pedagogical practices. She is also a Ph.D. candidate in the Department of Educational Sciences at Ankara University.

WS 2

Inclusive learning spaces for multilingual students

Elizabeth Erling | Thursday, 03/03/2022, 15:45-17:00

Classrooms across Europe are increasingly linguistically diverse. Research shows that these students are more likely to achieve at grade-level when their teachers a) hold positive beliefs about multilingualism and b) support them in using their whole language repertoire as a resource for learning. In this workshop, we will therefore a) familiarise ourselves with the most recent research findings about multilingualism and achievement and b) cultivate ideas about how to use linguistic diversity as a resource for learning in the classroom. Practical examples will be included, including those that can be incorporated in eTwinning initiatives.

Elizabeth J. Erling, PhD is Interim Professor of English Linguistics and

Language Teaching at Karlsruhe University of Education in Germany and teaches in the Institute of English and American Studies at the University of Vienna, Austria. She was formerly professor of English language teaching research and methodology at the University of Graz, Austria, and Senior Lecturer in English language teaching and teacher education at the Open University, UK. With a PhD in Theoretical and Applied Linguistics from the University of Edinburgh, she has been involved in language teaching and teacher education for over 20 years. Her research explores issues of equity in language education, particularly with regard to multilingual students from a migration background, and their access to the language of education and further language learning. She has published widely on this and other topics in journals such as *Languages*, the *International Journal of Multilingualism and World Englishes*.



WS 3

Co-creating learning spaces

Isabel Montiel Vaquer | Thursday, 03/03/2022, 15:45-17:00

During the workshop, we will first familiarize ourselves with a brief background of the reasons/needs for learning spaces transforming as well as the importance of Design Thinking Methodology (participative action). During the workshop, you will have chances to explore your needs in large group, share your ideas in small groups, and present your final thoughts to all participants. The workshop will be concluded by some conclusions and recommendations for practical implementations.

If possible, participants could consider sharing pictures of spaces you would like to transform and/or a list of needs that would facilitate your job as teachers regarding the space in which you work.

Isabel Montiel Vaquer is completing her PhD on Educational spaces and Sustainability, which will be defended in April 2022 at Miguel Hernandez University in Elche (UMH), Spain. She has worked as a Secondary Education Teacher for more than 30 years, she has been principal of a Secondary School for 10 years and also has collaborated as associate professor in the Master for training Secondary Teachers at the UMH for 12 years. She initiated scientific research four years ago, and has several publications in international journals, promoting the importance of educational spaces as tools for transformation and improvement of Education and Sustainability.



WS 4

Collaborative learning environments

Bodil Hovaldt Bøjer & Mie Guldbæk Brøns | Thursday, 03/03/2022, 15:45-17:00

The workshop addresses the concept of collaborative learning environments and how to continuously and collaboratively 'design' these as part of everyday teaching and learning practices. During the workshop we will work with themes such as what is collaboration, what constitutes a (collaborative) learning environment and why should we work with and in collaborative learning environments? The workshop mixes introductory lectures with participant interaction in smaller groups.

Bodil Hovaldt Bøjer, PhD, works as an Assistant Professor at The Royal Danish Academy. Her research examines the relationship between learning space design and pedagogical practices from a design perspective with a particular focus on participatory design processes, methods and tools. Bodil completed her Industrial PhD, 'Unlocking Learning Spaces – an examination of the interplay between the design of learning spaces and pedagogical practices' in 2019, where she used a Research through Design approach in several design experiments in collaboration with the Danish design agency Rune Fjord Studio and The Royal Danish Academy of Fine Arts, School of Design. She is a member of the European research network Drapes (Design, Research and Practice in Educational Spaces) and currently

involved in the European research project, CoReD (Collaborative Redesign with Schools). Moreover, Bodil holds an MA in Art History and Aesthetics and Culture and has 10+ years of practical experience working with spatial design.

Mie Guldbæk Brøns has been studying physical spaces and social behaviour in educational environments for the last 10+ years. In 2016 she finalised a M.ED. in Educational anthropology and expanded her methodology to include anthropologic theory and ethnographic methods. She has done in depth research on teachers' collaboration and the relationship with the physical space and in acoustic and 21st Century learning. Furthermore, Mie visits schools all over the world looking at spaces and pedagogical approaches, studying schools and their cultures on a more general level. As managing partner of a research-based consultancy Mie shares her knowledge with the wider community through speaking at conferences, conducting workshops, writing articles and arranging Professional Development study tours for international groups. She also aids groups or individuals in visiting and understanding schools in Europe, mainly Denmark, Sweden and The Netherlands.



WS 5

Learning spaces that promote active learning

Paolo H. Scarbocci & Eirik Midtbøe Lunde | Thursday, 03/03/2022, 17:15-18:30

How do we prepare the new generation of students for the skills of tomorrow? We will present our Future Classroom Lab and share an overview on different projects we have been involved in that promote Active Learning. Today we can learn within many different places, locations, and spaces, but also by moving and crossing between them, across a multiple of places and organized for a deeper learning process. The emergence of new immersive technologies has given us a variety of learning spaces within all kinds of virtual worlds. These spaces can invite us all to participate, communicate, interact, explore, create, share, experience and learn in more active ways than ever before! But we also believe strongly in the makerspace movement and combining the best from two worlds, both the physical and the virtual learning spaces. And we need to be alert and think critically when all that is solid melts into air. We hope you will join us for discussions and exchange of views!

Paolo H. Scarbocci is an Assistant Professor in digital media and project manager for Didaktisk digitalt verksted (DDV) / Didactic digital educational lab in the teacher education, at the University of Stavanger (UiS). Also Lead Ambassador for Future Classroom Lab in Norway. He has worked for the Norwegian Reading Centre and had a lead role in the production of the website for The National Strategy for Language, Reading and Writing, 2016-2019. The main research interest is within immersive technologies for educational purposes and exploring the pedagogical possibilities in the use of VR and AR in primary education.

Eirik Midtbøe Lunde (TBD)



WS 6

Creating learning spaces that support project management

Rui Lima | Thursday, 03/03/2022, 17:15-18:30

Master of Science in Education – Administration and School Organization, **Rui Lima** is a teacher at Colégio Monte Flor since 2001, where he is currently Head Teacher. He has collaborated with European Schoolnet in ASPECT and EQNet projects focusing on evaluation of digital educational resources and since 2007 he is involved in partnership projects under programs such as eTwinning, Challenge 20/20, Comenius and Erasmus +. In 2011, in Washington, he was considered by Microsoft one of the 18 most innovative teachers in the world, and since then collaborates

with Microsoft in several training initiatives and as an adviser.

Between 2013 and 2015 Lima was Lead Teacher in Creative Classrooms Lab Project, related to the implementation of Tablets in the classroom, being simultaneously involved in the iTEC project, in collaboration with Promethean. He was involved in the initiative of the Ministry of Education "Introduction to Programming in Primary Schools" as teacher trainer in the use of Kodu in learning. He is the author of the book "The School we have and the School we want and co-author of Kodu and Scratch: introduction to Coding in Primary".



WS 7

Creating effective blended learning classrooms

Damien Lonergan | Thursday, 03/03/2022, 17:15-18:30

The intention of this workshop is to support teachers in creating effective blended learning environments in their own classroom context using a Universal Design for Learning (UDL) approach.

Participants will explore the why, what, and how of Universal Design for Learning: why it is needed, how it can optimise teaching, learning and assessment and what can be considered by teachers to support its use.

An investigation of eTwinning through the lens of UDL will also be included.

Damien Lonergan is an Irish Post-primary teacher of French, German and Digital Media Literacy who is currently on secondment as an Advisor with Junior Cycle for Teachers . He is a Regional Advisor with the Junior Cycle Implementation Support team.

Junior Cycle for Teachers is a dedicated Continuing Professional Development support service of the Department of Education in Ireland.



WS 8

Virtual learning spaces

Sampo Forsstrom | Thursday, 3/3/2022, 17.15-18.30

TBC

WS 9

Design thinking methodology: Reconsidering learning spaces and practices

Efi Saltidou | Friday, 04/03/2022, 15:45-17:00

Covid-19 pandemic and the disruption it caused in education made students feel worried, unmotivated and disconnected from school. In this workshop, participants will explore and practice the design thinking methodology to spark the engagement of students and ignite a passion for learning. In addition, participants will discuss about how the learning space can facilitate their learning objectives.

Efi Saltidou is a pedagogical coordinator at [European Schoolnet](#), where she has worked since 2017. She is an instructional designer and course coordinator for Teacher Academy, and

she supports the pedagogical and professional development activities in [Future Classroom Lab](#) and other projects. Efi was first a classroom teacher, specialising in educational technology and special education.



WS 10

Making learning better

Stephen Heppell | Friday, 04/03/2022, 15:45-17:00

This workshop explores all the little details in the learning environment that contribute to better learning - giving better engagement, recall, concentration, behaviour, performance, and delight. Some of those details include looking at the impact of CO2, TVOCs, PM2.5, light, sound, humidity, temperature, visual stimulus, nutrition, movement and more.

The workshop looks at practical solutions, that can be student led as exciting and collaborative projects, and looks at some of the data from other spaces and places of learning. Participants should go away with a clear idea of: what things make a difference (and why); some activities to try right away with students; some potential collaborations between schools and students and a real sense of optimism that together we can make things (a lot) better!

Professor Stephen Heppell is CEO of Heppell.net and holds the The Felipe Segovia Chair of Learning Innovation at Universidad Camilo José Cela (UCJC), Madrid. Stephen's "eyes on the horizon, feet on the ground" approach, coupled with a vast portfolio of effective large-scale projects over three decades, have established him internationally as a widely and fondly recognised leader in the fields of learning, new media and technology. He helps to make learning better for everyone from schools, universities and parents to the Team GB Olympians, the England Rugby team, BAFTA, national governments, and many others.

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WS 11

Design blended learning spaces for inclusive education

Nayia Stylianidou & Laia Albó | Friday, 04/03/2022, 15:45-17:00

This workshop focuses on students' inclusion in online and offline contexts. More specifically, it will explore how students and teachers can collaborate in blended learning environments for designing lesson plans and how this process can enhance students' engagement and participation. It will provide practical ways for considering students' voices and present examples and ideas from current work on these topics. During the workshop, educators will use an open online platform and toolkit for facilitating the process of co-designing with students.

Nayia Stylianidou is a Scientific Collaborator at the Department of Education, European University Cyprus and a Research Associate at The Center of Excellence in Research & Innovation in Social Sciences, the Arts and the Humanities (SoScieAtH) – Research Unit Assistive Technology, Disability and Inclusive Education, European University Cyprus. She holds a PhD in the area of Inclusive Education and Disability Studies (European University Cyprus), MA in Special Needs (University of Nottingham) and a BA in History and Archaeology (Aristotle University of Thessaloniki). Her research interests focus on Inclusive Education, Disability Studies, Disability Studies in Education, Universal Design for Learning, Blended Learning, Augmented Reality, Alternate Reality Games, Teachers' professional development, Media Literacy, Creative Writing. She has participated in projects involving teachers, and students from disadvantaged backgrounds with regards to education, digital technologies and immersive technologies (eg. Living Book: Augmenting Reading for Life). Currently, she is participating in projects related to blended learning

and inclusive education (BLENDI – Blended learning for inclusion), inclusive assessment and augmented reality (Augmented Assessment), to media literacy (European SafeOnline Initiative – ESOI) and to a project focusing on effective strategies and tools to promote love for reading among young people (ReadTwinning-Connecting students through shared interests to develop a love for reading).

Laia Albó is a postdoctoral researcher in the TIDE research group within the Department of Information and Communications Technologies (DTIC) at the University Pompeu Fabra. She is an Audiovisual Systems Engineer from the Universitat Pompeu Fabra (UPF) and she has a master's degree in Education and ICT (e-learning) from the Universitat Oberta de Catalunya (UOC). She received her PhD in Information and Communication Technologies in 2019 at UPF. She was a visiting Pre-doctoral Research Fellow at the University of Pittsburgh – USA (2019) and a YERUN visiting scholar at Maastricht University – the Netherlands (2019). One of the outputs of her doctoral thesis has been the design and development of the tool ed Crumble, a social lesson planning tool for educators. The tool is framed in a community platform which allows teachers to explore, create, co-create and share lessons with other teachers – facilitating communication among teachers in the community and contributing in the improvement of their teaching practices. Her research interests focus on Technology Enhanced Learning, Learning Design, MOOCs, Blended Learning, Human Computer Interaction and Artificial Intelligence in Education.



WS 12

Makerspaces for children

Alison Buxton | Friday, 04/03/2022, 15:45 – 17:00

A growing movement internationally, maker education provides children and young people with the skills, knowledge and habits of mind to make projects in relation to real world problems using both high- and low-tech tools, materials and technologies. In this workshop, we will look at ways teachers can develop their own makerspace practice by drawing on research and examples from Maker{Futures} and the MakeY project. It will include practical guidance on getting started and activity ideas.

Dr. Alison Buxton is a university teacher in Makerspace Education in the School of Education. She has over 20 years of experience in developing and delivering STEAM and maker education through non-profit organisations, universities, schools and libraries. She has written several practical maker books and sits on international advisory boards for FIRST LEGO League and Vedanya International School, India.

