

LearnSpace



# Training catalogue

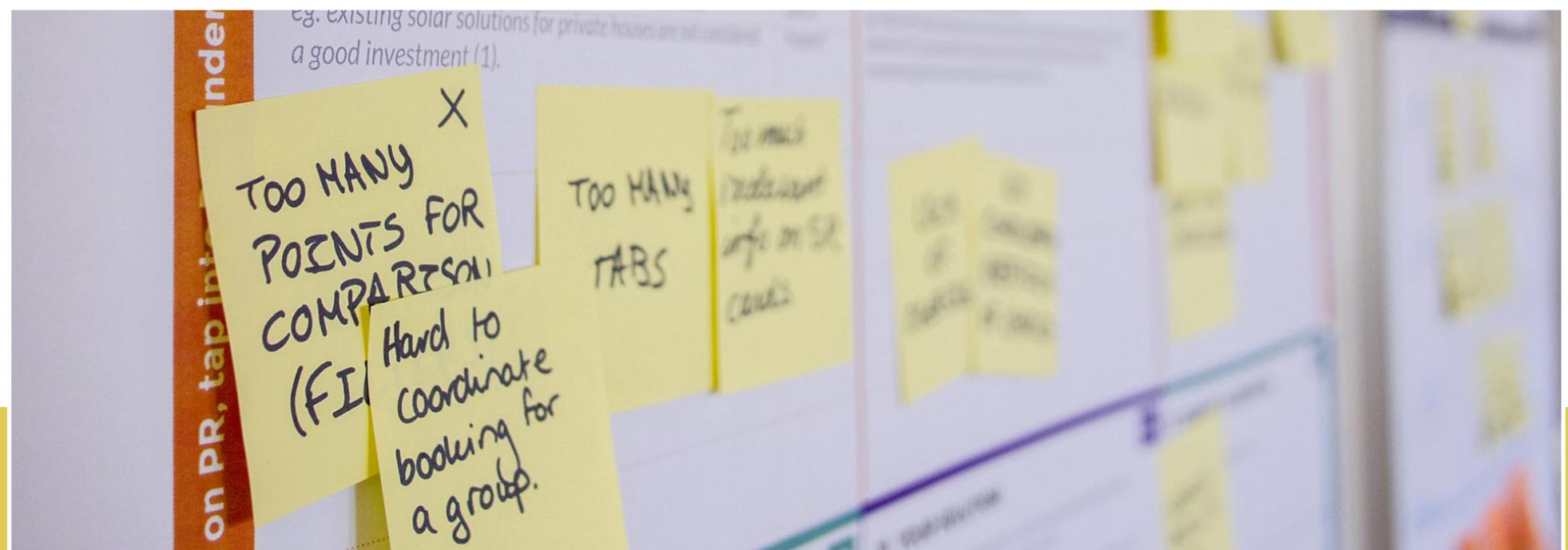
For innovative pedagogy in higher education

# INTRODUCTION

As the demands of our world and the workplace continuously evolve, so does the higher education landscape and approach to learning. Professors' and students' roles in universities need to evolve to develop skills required for the 21st century. Professors need to focus on becoming facilitators and activators of learning, teaching students 'learning how to learn' through learner-centered, active learning approaches. The role of professors is more important than ever in preparing students to changing demands of life.

University professors need to be supported during this transformation on learner-centered pedagogical approaches, the tools and technologies that enable it and how they can apply them in their classes. They also need to be provided with time, support systems and opportunity to experiment and exchange.

At LearnSpace, we have used our experience and knowledge on innovative pedagogy to design this training catalogue for higher education professors/teachers to support them in their journey.



# OVERVIEW

We have developed 11 modules that can all be delivered standalone as well as combined together to develop a comprehensive pedagogical program for professors.

All of the modules can be delivered online as well as in-person. While the content doesn't change, the program is adapted to the specific delivery method to ensure engagement, active participation and strong learning outcomes.

We focus on practical applications that professors can use in their courses to improve their teaching - at the end of each module, they will have learnt about and identified practical tools and approaches that they can apply in their classes.

At the end of each module, we will evaluate them through an online survey and share the results with you. We will also share with the participants a list of resources they can refer to for going deeper on the topics covered in the module.



# WHY CHOOSE TO TRAIN WITH US?

## Recognized expertise

We have traveled around the world several times to identify and map innovative schools, practices, tools and experts in pedagogy and learning. Our speakers are specialized experts and educators capable of delivering clear messages and facilitating.



## Engaging formats.

We apply what we teach - it is not because training takes place online that it should not be made as engaging and activating as possible. Our modules can be delivered online or in-person and we apply the same principles of active, experiential learning to online as we do to our in-person trainings.

## Practical learnings.

We focus on practical applications that professors can immediately use to improve their teaching - after each module they will have learnt about and identified practical tools and approaches that they can apply in their classes.



# OUR TRAINING MODULES

## Fundamentals

- 01** Cognitive neuroscience: Understanding the learning brain and its applications in the classroom

## Student-centered innovative pedagogies

- 02** Peer learning (including best practice sharing)
- 03** Flipped classroom (classe inversée ou renversée)
- 04** Project based learning
- 05** Problem based learning
- 06** Serious games / game based learning

## Blended and online learning

- 07** Active learning for synchronous and asynchronous setting
- 08** Blended learning – engagement from distance
- 09** Designing, planning and evaluating an online course
- 10** Blended learning – Digital tools for engagement in the classroom
- 11** Keeping the learning going outside the online sessions
- 12** Engagement through play - Being playful in online learning

A photograph of three people in an office setting. A man in the center, wearing a striped shirt, is gesturing with his hands while speaking. Two women are smiling and listening attentively. They are seated at a desk with a computer monitor, keyboard, and some papers. The scene is well-lit and conveys a positive, collaborative atmosphere.

# FUNDAMENTALS

**01**

# Cognitive neuroscience: Understanding the learning brain and its applications in the classroom

**Duration:** 2 x 3h = 6h

**Pedagogy:** 80% practical 20% theoretical

**Group size:** 15 - 30

**Language options:** French, English

**Description:** This module will lead to the discovery of the learning brain and cognitive neuroscience, in order to better understand the cognitive mechanisms linked to learning and their application in running and designing of courses.

**Objective:**

- ➡ Discovery / reminder on cognitive science
- ➡ Developing knowledge of the cognitive mechanisms underlying learning
- ➡ Prototyping of educational innovations based on cognitive science

## Program:

### Session 1:

We will explore the incredible learning potential of our brain but also its limits of functioning. We will understand that under certain conditions, we are not aware of our automatisms and drifts (biases) of our brain which can alter the quality of our collaborations, our performance and that of our students. Different levers for improving learning will be presented in the context of experimental studies in cognitive science.

### Session 2:

Discovery of how cognitive sciences can help to teach better. Professors will mobilize this new knowledge to prototype new postures, practices or teaching methods to be implemented as of the next day in their classrooms.



# STUDENT-CENTERED INNOVATIVE PEDAGOGIES

**02**

## Peer learning & sharing best practices in teaching

Duration: 3 x 2h = 6h

Pedagogy: 80% practical 20% theoretical

Group size: 15 - 30

Language options: French, English

Description: Peer learning is an active and social learning methodology based on valuing and sharing of experiences among peers in a structured way that maximizes learning. Professors experiencing peer learning with other professors will both learn best practices in teaching from each other while also learning how to use peer learning in their own classes.

Objective:

- ➔ Discovery / reminder of the power of peer / social learning
- ➔ Learning how to animate a peer learning session
- ➔ Sharing of best practices in teaching between teachers
- ➔ Development of a more in-depth collaboration between teachers by reflecting together on teaching practices

### Program:

#### Session 1

We will discover the power of social learning and peer learning with a first session with the “We Are Peers” tool in order to capitalize on the knowledge and teaching experience of the professors. They will get to know each other and share their past teaching knowledge and experiences in small groups of 5. Time in plenary will be provided so that each can share the major themes of their group, which will be captured in a written output that will be visible for all participants.

#### Session 2

The 2nd session will focus on learning about the key elements of peer learning methodology

#### Session 3

The 3rd session will focus on practicing facilitating peer learning sessions with the ‘We are Peers’ tool and each professor will identify how they could integrate this approach to their courses

**03**

## Flipped classroom

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Duration: 2 x 3h = 6h

Pedagogy: 80% practical 20% theoretical

Group size: 15 - 30

Language options: French, English

Description: Flipped (or reversed) classroom is a method in which the professor leads students to seek the resources necessary to build the course themselves. It is a kind of DIY (Do It Yourself) training - a demanding yet rewarding teaching method, both for the professor and for the students. Collaborative pedagogies will be discovered through illustrating different practices of the flipped classroom.

Objective:

- ➡ Discovery of collaborative methods and reversed classroom methodology
- ➡ Understanding the link between innovation and academic teaching
- ➡ Understanding what is meant by multi-modality and flipped blended methodologies
- ➡ Experience through the practice and immersion in collaborative teaching

## Program:

### Session 1

The session will start with a brief icebreaker to create links between teachers and then make them discover collaborative pedagogies by illustrating the flipped/reversed class. We will discover the the pedagogical practices, tools and methods used in flipped classroom and collaborative pedagogies.

### Session 2

This session will help professors prepare for the incorporation of these innovations into their classes so that they can already experiment the practices during the semester. To do that, they will first start with designing of a face-to-face course with educational innovation in a subject that none of teachers teach. Then, in the next step they will work on their own courses and in groups discuss what elements of collaborative pedagogies they can implement.

**04**

# Project based learning

Duration: 2h preparation + 2 x 3h modules = 8h

Pedagogy: 80% practical 20% theoretical

Group size: 15 - 30

Language options: French, English

Description: Project based learning (PBL) is a well known active learning pedagogy that integrates ‘knowing and doing’ and develops essential 21st century skills such as problem-solving, critical thinking, and collaboration through active exploration of real-world challenges and problems. However, getting PBL right in the classroom isn’t necessarily easy. In this module, we will look at the methodology of developing an effective project-based-learning course and good practices in PBL.

Objective:

- ➔ Understand the educational benefits of project based learning
- ➔ Know the different types of project based learning
- ➔ Identify the key success / failure factors of project based learning

## Program:

### Preparation (2h):

2-3 weeks before the beginning of session 1, participating professors will be assigned a group and asked to prepare a brief presentation on a topic related to project based learning that they will be asked to present in Session 1.

### Session 1

This session will start with the professors presenting the different (implementing flipped classroom approach) aspects of PBL. It will then continue with the key elements of project based learning and discussion of different types of projects.

### Session 2

This session will help professors prepare for the incorporation of project based learning into their classes so that they can already experiment the practices during this semester. They will work with their peers on their own courses and define a project based learning activity they can implement.

## 05

# Problem based learning

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Duration: 2 x 3h = 6h

Pedagogy: 80% practical 20% theoretical

Group size: 15 - 30

Language options: English

Description: Problem-based learning is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning. Knowing about the key elements of how to setup the problem and the learning activity

Objective:

- ➔ Learn about the key elements of problem based learning and how to set them up well
- ➔ Build awareness about potential pitfalls and how they can be addressed
- ➔ Develop a problem based learning activity for your course

## Program:

### Session 1

This session will cover how to successfully set up the key elements for a problem based learning activity or course, such as articulating learning outcome, creating the problem and establishing ground rules. We will also discuss what are potential pitfalls and how they can be addressed.

### Session 2

In groups, professors will work on defining a problem that they can use in their own course and how they will integrate it in their course. They will then present it within their groups to get feedback on their problem based learning activity.

**06**

## Game based learning - serious games

Duration: 2 x 3h = 6h

Pedagogy: 80% practical 20% theoretical

Group size: 15 - 30

Language options: French, English

Description: « Serious play » combines a “serious” pedagogical intention with playful energy and is particularly well suited to work on the behavior and attitude of students. When a student is playing, he becomes an active actor and receives individual feedback, which is a big challenge in classes with high number of students. The games provide room to students to make mistakes and learn from them.

Objective:

- ➡ Learn the key considerations in setting up a serious game
- ➡ Get to know different types of games used in different settings
- ➡ Work on integrating game-based learning into your existing or upcoming course

### Program:

#### Session 1

We will explore the key benefits of game based learning, the type and example of ‘serious’ games that can be used in class and key elements to consider for integrating games into teaching practice. The expert will share experience of games used during her courses.

#### Session 2

Professors will work in groups, supported by the expert, to prepare for the incorporation of serious games into their classes. They will work with and get feedback from their peers and the expert.

A photograph of a young woman with dark hair and glasses, wearing a teal t-shirt and black headphones with a microphone. She is smiling and looking down at an open book or notebook on a wooden desk. In front of her is a white laptop keyboard. To the left, there is a colorful pencil holder filled with various writing instruments. The background shows a classroom setting with chalkboards and educational posters.

# BLENDED AND ONLINE LEARNING

**07**

# Active learning for synchronous and asynchronous setting

**Duration:** 2h

**Pedagogy:** 50% practical, 50% theoretical

**Group size:** 15 - 20

**Language options:** English

**Description:** This workshop has two parts. The first part reviews the nature of active learning and explains why it is so effective. We focus on five fundamental principles drawn from the science of learning. We not only explain and illustrate the principles with many examples and demonstrations, but we also see how to apply them to teaching—particularly when teaching online, both in synchronous settings (i.e., live, as occurs on Teams or Zoom) and in asynchronous settings (i.e., when the student and instructor are not present at the same time, as often occurs on Canvas, Blackboard, or Moodle). The second part of the workshop focuses on why active learning is particularly important in a hybrid classroom.

**Objective:**

- ➔ Better understand when to use the synchronous vs. asynchronous modes
- ➔ Understanding the strengths of each modality (hybrid learning, in class digitization and full online)
- ➔ Getting keys to best combine these modalities in order to promote active learning

## Programme:

### Part 1

Presentation of active learning principles and why it matters to activate students in an hybrid, blended or online setting

### Session 2

To see this clearly, we initially consider the various ways to organize a hybrid classroom, beginning with a 2 x 2 Table where the columns are Synchronous vs. Asynchronous modes and the rows are In-Person and Online settings—which produces four instructional modalities. There are a total of 11 different combinations of the four modalities (as pairs, sets of three, or all of them), and each of these combinations represents a different hybrid learning environment. Four of these combinations can involve blended learning, where some students are in person at the same time that other students are online. We consider the strengths of each modality, and how best to combine them to promote active learning.

**08**

## Blended learning – engagement from distance

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**Duration:** 2 x 3h = 6h

**Pedagogy:** 80% practical 20% theoretical

**Group size:** 15 - 30

**Language options:** English

**Description:** Online classrooms create unique challenges and opportunities in creating engagement with the students. Using the right tools and approaches in synchronous online settings can generate active participation and engagement levels that are at times superior to in person classrooms.

**Objective:**

- ➔ Learn about the key elements to consider for generating engagement in online classes
- ➔ Discover and experiment with tools and methods for higher engagement
- ➔ Integrate some of these tools into your existing/upcoming course

### Programme:

#### Session 1

Learn about the key elements to consider in blended learning for higher engagement and learning outcomes in the online classroom and experiment with concrete tools and approaches that can help.

#### Session 2

Professors will experiment with using the tools introduced to work on the integrating the techniques and tools covered in the first session to their own courses.

**09**

# Designing, planning and evaluating an online course

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Duration: 2 x 2h = 4h

Pedagogy: 80% practical 20% theoretical

Group size: 15 - 30

Language options: English

Description: The basic principles of curriculum preparation and development used in in-person classes are still applicable to online classes. However, it is very important to understand the key contextual differences between online and offline learning and design the class for an online setting and not just translate the offline content into an online medium.

Objective:

- ➡ Learn about the key elements to consider in designing an online course
- ➡ Discover the key differences and advantages of delivering an online course vs in-person and how they can be used to your advantage
- ➡ Identify different evaluation approaches that can be used for your online course

## Programme:

### Session 1

We will look into how to approach an online course design, explore the key similarities and differences with in-person classes, cover the key questions that need to be asked for planning an online course and practice with concrete tools and approaches.

### Session 2

We explore the different approaches to online assessment (both formative and summative) and evaluation and Lucian will share his experience and tips from his experience at EDU and Minerva Schools. We will also look at different tools and practices that can easily be used by professors.

## 10

# Blended learning – Digital tools for engagement in the classroom

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**Duration:** Pre-module resources list + 2h online module

**Group size:** Up to 20

**Language options:** French, English

**Description:** The session proposed will allow participants to discover the why and the how to use audience-response systems (digital tools that allow to create synchronous interactions between professors and students), such as Wooclap or Kahoot, for creating engaging learning activities.

**Objective:**

- ➡ Discover the why and how to use audience-response systems (ARS) to create engagement
- ➡ Experience the different pedagogical uses of ARS systems
- ➡ Use collaboration tools, such as Miro, as a synchronous interaction tool for online and mixed environments

## Programme:

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Audience-Response Systems (ARS) are artifacts that allow to create synchronous interactions between professors and students. Designed to allow some cooperative interactions in large classes where, they can be used in any synchronous context – on-site, online or in concurrent learning modes with a mixed audience, on-site and online. They provide an instant image of the collective understanding allowing professors to propose an agile remediation or to promote an autonomous learning by organizing collaborative peer discussions when students' answers are diverging.

The 2-hour session proposed will allow participants to discover the why and the how to use Audience-response systems for creating engaging learning activities. To combine form and content, during the session participants will answer questionnaires created ARS tools, have the possibility to ask textual questions on the message wall, upvoting the most relevant questions which become collective. They will also interact with each other, using another synchronous interaction tool, such as Miro's whiteboard, which will introduce them to other forms of synchronous interaction online or in a mixed environment with online and on-site participants. (note: possible to introduce other tools such as Google Suite, Teams, others according to Neoma needs)

## 11

# Keeping the learning going outside the online sessions

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Duration: 2h

Pedagogy: 80% practical 20% theoretical

Group size: 15 - 30

Language options: English

Description: One of the major challenges of online teaching is keeping students engaged outside the synchronous virtual classroom. There are a range of activities, tools and methods that can be used for generating active participation by students and continuing the learning outside classroom.

Objective:

- ➡ Learn about the different asynchronous activities you can setup for your course
- ➡ Explore ways in which to increase participation and engagement for the asynchronous activities
- ➡ Identify how they can be implemented in your course

## Programme:

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In this module, we will explore the approaches, tools and tips to promote participation and engagement for the students in an asynchronous learning environment and how to effectively keep the learning continuing outside the online sessions. May that be through video, audio and other forms digital content, we will explore the easiest tools to create content and use it with your students.

## 12

# Engagement through play - Being playful in Online learning

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Duration: 2h

Pedagogy: 80% practical 20% theoretical

Group size: 15 - 30

Language options: English

Description: Virtual learning are now part of everyday life. The medium often prevents spontaneity, impulsivity and emotions. A good bit of pleasure in personal interaction is lost. Does that have to be the case? Play is an everyday part of our lives and so it can be in virtual contexts too. Virtual improvisation can be used to improve the quality of the experience in learning.

Objective:

- ➡ Experience first hand the impact of virtual improvisation
- ➡ Be introduced to a host of improv games and exercises
- ➡ Understand how to facilitate these exercises in your own classes

## Programme

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We will experience first hand the energy and spontaneity that improv inspired exercises and games can bring in the class. Participants will experience a range of improv inspired exercises.

We will then look into some of these exercises to discuss the key elements and approaches that make facilitation of these exercises a roaring success in your classes. This 'improv' method works online as well as offline and is a very efficient method to boost student engagement.

# THE TOOLS THAT WE USE

Virtual classroom



**newrow\_**

Collaborative tools for group work

G Suite



Animation and interaction tools



**wooclap**



**Kahoot!**

We can use and adapt to the tools that you use if they are not in this list

# CLIENT TESTIMONIALS

“ An extremely rich and inspiring session on flipped classroom - I learned to use tools and methods that were directly applicable ”

A participating professor, KEDGE Business School

“ We were delighted to be able to offer these very qualitative webinars to our staff, the feedback was excellent ”

L&D Director, HEP Higher Education Group

“ I loved this session on Edtech trends and best practices in higher education, Svenia is a dynamic speaker ”

A participating professor, ESCP Business School

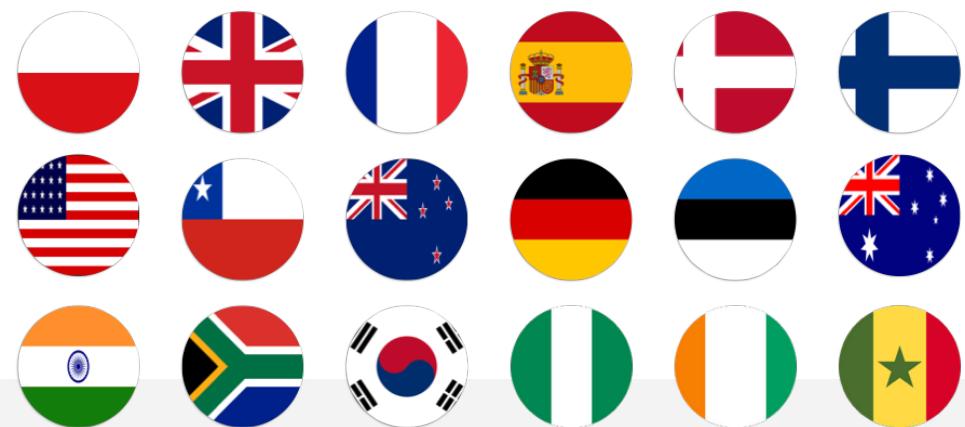
# WHO ARE WE?

**LearnSpace**

LearnSpace is a Learning Innovation Hub.

We support education startups and advise our clients (schools, universities, large companies, public stakeholders) in their learning transformation & education innovation strategy.

LearnSpace has developed a unique, international expertise in education & learning innovations. We are the only French advisory firm to have 360° expertise: both geographical & thematic.



# OUR CLIENTS

## Public actors



CITÉ DE LA MUSIQUE  
PHILHARMONIE  
DE PARIS



MINISTRY OF EDUCATION  
TE TĀHUHU O TE MĀTAURANGA



Implemented by



## Private actors



L'ORÉAL  
LUXE

CHANEL

LVMH  
MOËT HENNESSY • LOUIS VUITTON

NEOMA  
BUSINESS SCHOOL

REIMS • ROUEN • PARIS

KEDGE  
BUSINESS SCHOOL

HEP EDUCATION

Humanisme Entrepreneuriat Professionnalisme

Audencia  
BUSINESS SCHOOL

ESCP  
EUROPE | X

# TEAM

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The team that would work with you on this project:



**Svenia Bussion**

Co-founder at LearnSpace

Explorer of educational innovations with an international profile. Founder of the largest network of digital learning startups in France Author of the book 'Exploring the Future of Education'



**Kivanc Cubukcu**

Co-founder at LearnSpace

Ex-manager at McKinsey & Company, expert on subjects of innovation, management and engagement.

# CONTACT US



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