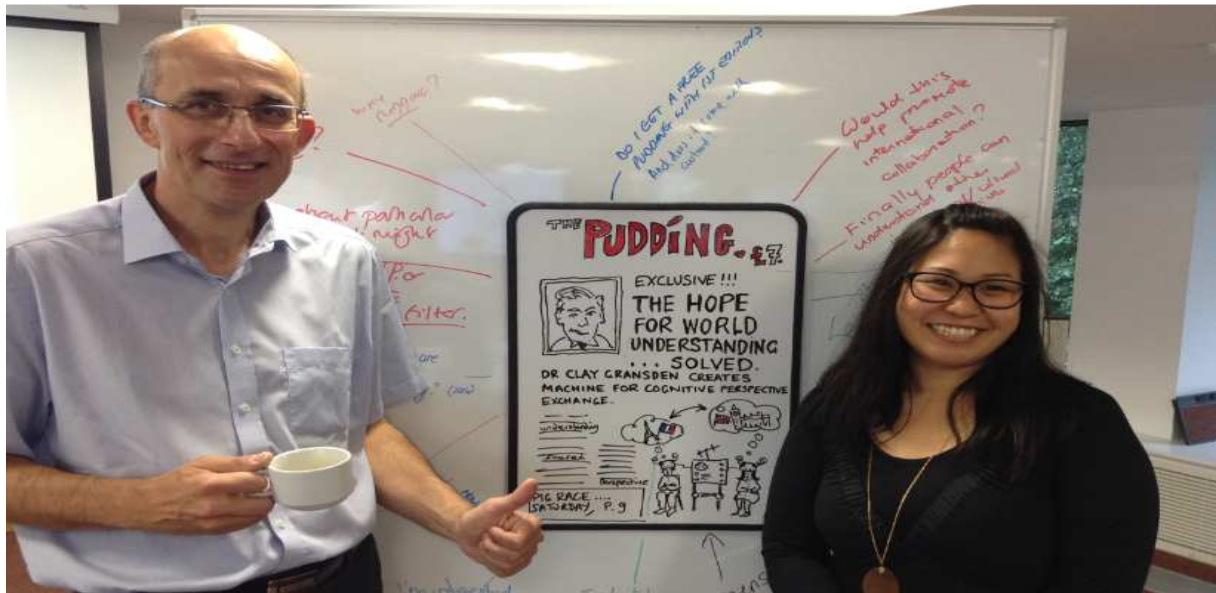


# Creative week in Liverpool Hope University

Une semaine créative à LHU en innovation pédagogique (27th June - 1st July 2016)

Le Laboratoire d'Innovation Pédagogique (LIP) de l'Université Catholique de Lille a organisé fin juin 2016 dans les locaux de [Liverpool Hope University](#) (LHU) une semaine de formation au codesign et à l'innovation pédagogique, un programme conçu et animé par [Jean-Charles CAILLIEZ](#) (directeur du LIP), June SRICHINDA (Doctorante en Innovation Pédagogique, FLSH-CLARIFE) et Thierry SOBANSKI (Responsable de la Cellule SUN ou « Service des Usages du Numérique »). Cette session était destinée aux enseignants de l'université anglaise utilisateurs du Learning Lab., nouvel espace de coworking inauguré en début d'année universitaire avec une délégation de l'Université Catholique de Lille. Au programme, se sont succédés des séminaires de présentation d'expériences d'innovation pédagogique et d'échange de bonnes pratiques, ainsi que des ateliers portant sur les thèmes : *What is codesign and how it can be used to build lessons ? Innovation in the classroom : exchange of success and failures. Creating activities to build a learning community. How to transform creativity into innovation: prototyping the classroom.* Lors de cette semaine, il a aussi été organisé une visite guidée du « [Creative Campus](#) » de LHU par son directeur [Simon PIASECKI](#)



*At the end of June 2016, the Laboratoire d'Innovation Pédagogique (LIP) from the Université Catholique de Lille organized a week of co-design workshops centered around innovative pedagogy at Liverpool Hope University in England. The workshops was created and facilitated by Jean-Charles CAILLIEZ (Director of the LIP), June SRICHINDA (Doctoral Student in innovative pedagogy, FLSH-CLARIFE) and Thierry SOBANSKI (Supervisor of the Cellule SUN, also known as the Digital Services Department) and were designed for the LHU staff who were chosen to use the Learning Lab, a new co-working space that was opened at the beginning of the year with the guidance of The Université Catholique de Lille. The program consisted of seminars (a presentation of our experiences in innovative pedagogy and exchanges of best practices) and themed workshops: *What is co-design and how it can be used to build lessons? Innovation in the classroom: exchange of success and failures. Creating activities to build a learning community. How to transform creativity into innovation: prototyping the classroom.* Also included during the week was a guided tour of the Creative Campus of LHU by it's director Simon PIASECKI.*

## The participants in only 6 words

En guise d'échauffement, les participants à l'atelier de codesign des 29 et 30 juin 2016 n'ont disposé que de quelques minutes pour se définir en une seule phrase d'exactly 6 mots. Pas évident pour des universitaires plutôt habitués aux « longues phrases » ! Et pourtant, certains d'entre eux ont su relever le défi. Jugez-en par vous-mêmes.

*As a warm up exercise for the participants of the co-design workshop on June 29 and 30, 2016, participants had only a few minutes to define who they are in a 6 words sentence, not easy for academics accustomed to long sentences! However, a few were up to the challenge. Judge yourself.*



**DANIELA** Research Methods Drama & Learning : *I am an expert of adult innovative pedagogies* ; **LYNN** Visual Culture L&T : *I am a frustrated researcher in art history* ; **DERRICK** Administration : *I am a hub for university governance-regulation* ; **ELAINE** Administration : *I am a quality manager and problem-solver* ; **NAMRATA** Education Studies (Comparative Education Radiation Biology) : *I am an educationist, zoologist, mother, perfectionist, and...* ; **FRANCK** Education Studies Research Method Sociology of Education : *I love learning and teaching in higher education* ; **LINDA** English Language Yoga : *I teach and research in language* ; **MARIE** Disabilim and education : *I am a mother, wife and caring teacher* ; **KATHERINE** Leadership Governance Quality (NHS / Education) : *I am passionate about providing the best experience* ; **DENISE** Curriculum Administration : *I am an administrer in Student Administration Team* ; **LINZI** Key Information Sets : *I am a wife, mother, daughter and sister* ; **FIONA** Library Information Literacy : *I am mother, wife, sister, friend, colleague, woman* ;



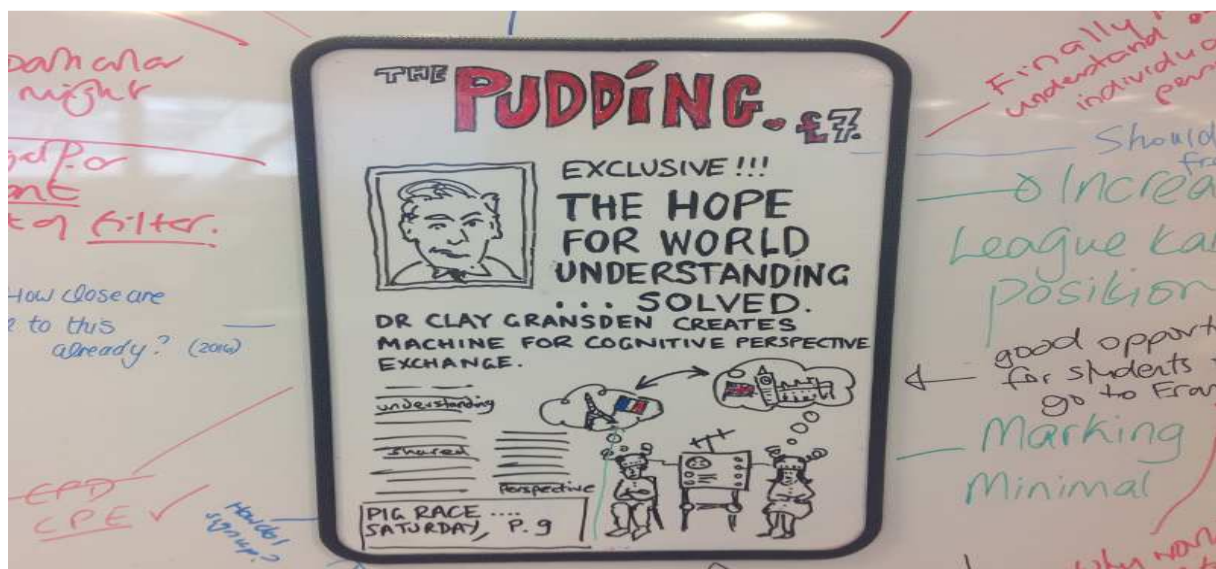
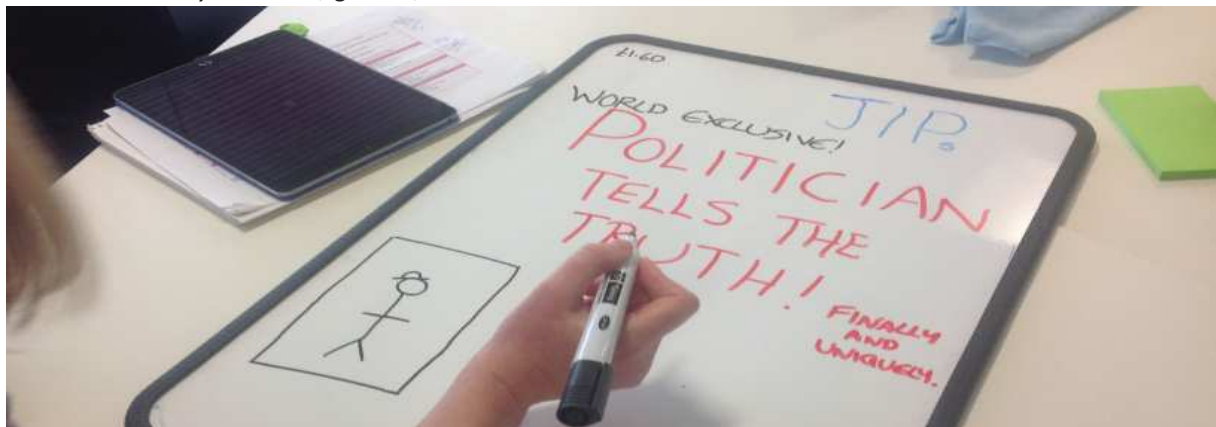
**DAVID** Educational Technologist : *I am dedicated to supporting learning and teaching* ; **JOHN** Drama : *I am an experienced teacher and inexperienced* ; **IAN** Law : *I am an experienced property lawyer and*

tutor ; **ANDREW** Theology : *I am a husband, father, son, and academic* ; **CATHY** Cell Biology : *I am a scientist both teacher and researcher* ; **KYRIAKOS** Early Childhood : *I am a primary school teacher from Cyprus* ; **IRENE** Disability Studies and education inclusion : *I am happy, a woman learner and educator* ; **KEVIN** Physical Geography : *I am interested in understanding the environment/world* ; **CLAY** Marketing : *I am interested in the way people think* ; **PENNY** Administration : *I am responsible for a good student experience* ; **COLETTE** Administration : *I work in Arts and Humanities Dean's office* ; **SIMON** Theatre & Performance Studies : *I am an interdisciplinary artist who loves philosophy*

## Back to 2020,... Imagine an innovation Awards for LHU !

Répartis en équipes de 6 à 7 personnes, les participants ont répondu au premier challenge, celui de dessiner la une d'un journal datée de 2020, mettant à l'honneur l'université de Liverpool (LHU) pour l'une de ses meilleures innovations pédagogiques. Seulement 20 minutes pour dessiner cette première page et la coller au centre d'un grand tableau blanc. A vos marques, prêts,... *let's draw !*

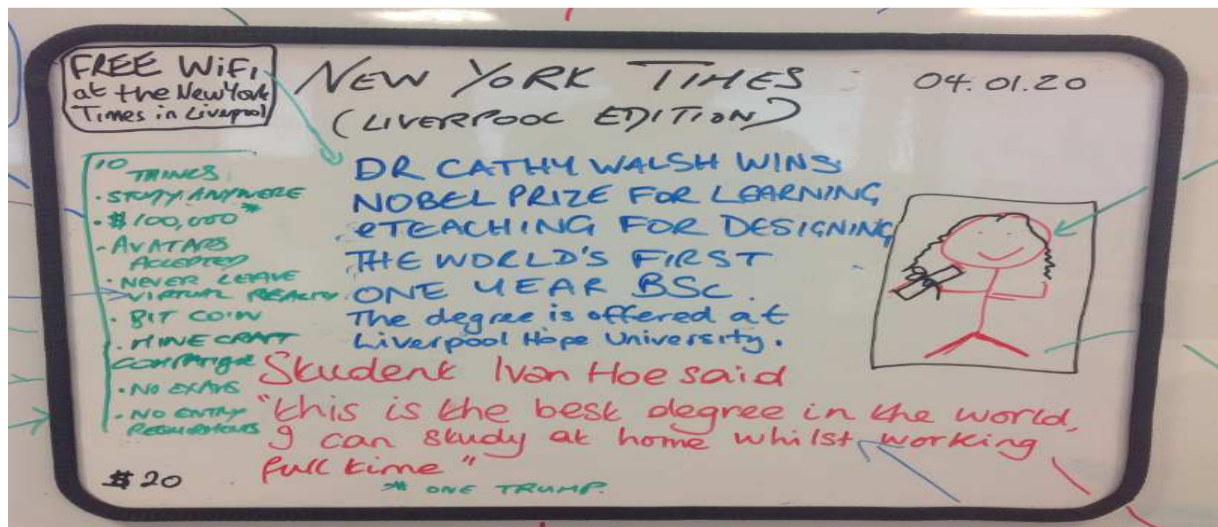
*For the first challenge, groups of 6 to 7 participants had to draw the front cover of a newspaper dated 2020 on white boards within 20 minutes, that shows LHU honoring one of its best educational innovations. On your mark, get set, .... let's draw!*



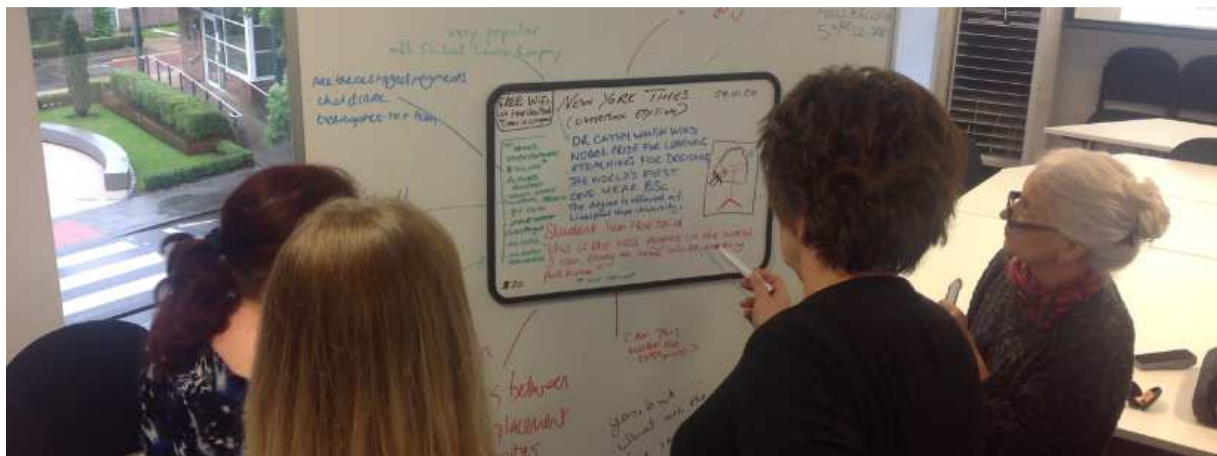
Une fois les unes des journaux construites, chaque équipe a tourné d'un tableau à l'autre (3 rotations pour 4 équipes) pour les commenter à la manière d'une carte mentale. Pour chaque information sur cette production visuelle, les commentaires devaient souligner en quoi l'idée pouvaient être inspirante pour la suite de l'atelier ? Il s'agissait de réagir individuellement à chacune d'entre elles. Au terme de



la dernière rotation, les équipes se retrouvaient devant leur production initiale de manière à intégrer l'ensemble des commentaires qu'elles avaient pu susciter.



After the participants finished their front page, the teams rotated from table to table (3 rotations to see all 4 groups) utilizing mind-maps to give feedback. For each feedback given, the groups highlighted how their idea could inspire the rest of the workshop. They simply needed to respond individually to each comment. After the last rotation, the teams went back to their initial production to incorporate the feedback they had received.



## A school in a village without teacher or a company without internet !

Dans l'exercice qui a suivi, les équipes ont dû résoudre un problème qui leur a été posé sous la forme d'une mise en situation. Il s'agissait de 2 situations distinctes pour 4 équipes, donc à résoudre 2 par 2 et en seulement 20 minutes pour comparer les solutions qui seraient trouvées.

*In the following exercise, the groups had to solve a problem that was given to them in the form of a scenario. There were 2 specific scenarios that were given to the 4 groups, which meant 2 groups were given the same topic. In 20 minutes, they had to compare the results of what they had found.*

Dans la première situation, il fallait imaginer qu'un petit village soit capable d'organiser la vie de son école sans qu'il y ait de professeur. Une école sans enseignant, comment rendre cela possible ? Dans la seconde situation, il fallait imaginer qu'une entreprise puisse se passer d'internet et de tout mode

de liaison numérique pour continuer à assurer ses communications internes et externes. Une entreprise sans mail, ni même le moindre ordinateur connecté,... est-ce possible ?



*In the first scenario, they had to imagine how a small village would organize their school without having any teachers. Is it possible to have a school without any teachers? In the second scenario, the groups had to imagine how a company can communicate, internally and externally, without the use of the internet or any digital means of communication. Is it possible to have a successful company without the use of email or anything digital ?*

**Team 1 : School in village without teacher - how to organise/what to do?** *What is the role of a teacher (in a primary school) ? Co-ordinating steering group able to oversee and manage the learning experience. Need experts in range of fields to ensure positive and happy learning experiences (in the words of one headteacher, 'Children should feel safe / happy / loved') : Undertake some form of review to determine where children are at in terms of learning. Organise learning NOT by age alone - Village : audit what skills and knowledge the village as to offer in terms of professions / learning. Activities which are located in the industries locally. Structure hands on experiences - Look at the older (retired) generation to undertake early years / foundational elements. Provide some collaborative events about how children learn to support those who are volunteering their time - Use technology to provide some core sessions to children - partner with leading Universities and Schools / MOOCs / other resources - Virtual classrooms - lecture capture equivalent with face to face support in the classroom - Look at opportunities for networking with other villages - Undertake fundraising events in the village to support innovations / fund projects - If long term issue (? why) look at how to train key members of the community in innovative roles - develop a capacity in the community - Learning creatively / project focus / research based learning*

**Team 2 : School in village without teacher - how to organise/what to do?** *Skype to another school, or transport outside the village - Each villager to deliver a session from their skills, parents and villagers managing more project-based sessions - Nominate or recruit a leader or committee - Ask the children, more student-led, older ones help the younger ones (exploratory learning) - Develop a fundraising plan - More practical-based curriculum (ask the elders) - Confirm how to organise, feed, administer the school (ie, no wider staff) - Have teaching and learning take place at home, different times, different media - Contact Bill Gates and invest in our IT infrastructure in our school - Build knowledge and skills through mixed-ages and abilities via project-sessions - Evaluation and assessment planning - e.g. invite external school to visit (LHU Education Department to hold placements and conduct research) - Incentivise adults to participate. Develop volunteering scheme/programme - Analyse and try to understand why there is no teacher (reflection may inform the plan) - Develop alternative ways of schooling e.g forest or nature schools*

**Team 3 : A company without internet - how to organise/what to do?** *A regular meeting day/point every day to share ideas and raise problems/find solutions. One meeting for all with smaller networking groups - Noticeboard and idea box in a central location - Restructure how people work/working practice - Runners required for regular communication between departments. Memo delivery - Storage of idea/paperwork - filing cabinets, handwritten cataloguing system (index cards) - Meetings with external bodies/suppliers in person. Reps, finding business, stock manager - Posters/flyers to advertise services/products - Use of cash books / petty cash box for finance - Tea person to provide hot / cold beverages - Training - people need to know their roles (no hot desking) - Good management/employee relations (more Union representation or collective responsibilities/employee stake in business) - Innovation bonus for innovative individuals - Increased socialising for workers - Full stock of stationery, carbon paper, tipex, blu tac, drawing pins - Envelopes/stamps for external communication - Training in inter-person communication - Would need a Personnel office rather than HR (HR as a development) - More company cars/increased transportation costs for employees - the top point : Better communication and party atmosphere = increased productivity & better retention of staff !*



**Groupe 4 : A company without internet - how to organise/what to do?** *Arrange a pre-meeting to plan the meeting - Telegraph lines for squirrels - Vacuum messaging - Log flume collection points - Post rooms in each building - Message boards - Daily company apiary meeting - Sound system (bells) - Audio typists - Telecom system - Every morning, full team meeting to plan the day and note in diaries - Bi-weekly collaboration meetings - Full company assembly weekly – Snoozery - Communal social area – Runners - Key aspect - Avenues for personal & interpersonal communication: social spaces, time, playful, collaborative, innovative and restful, face to face, understanding.*

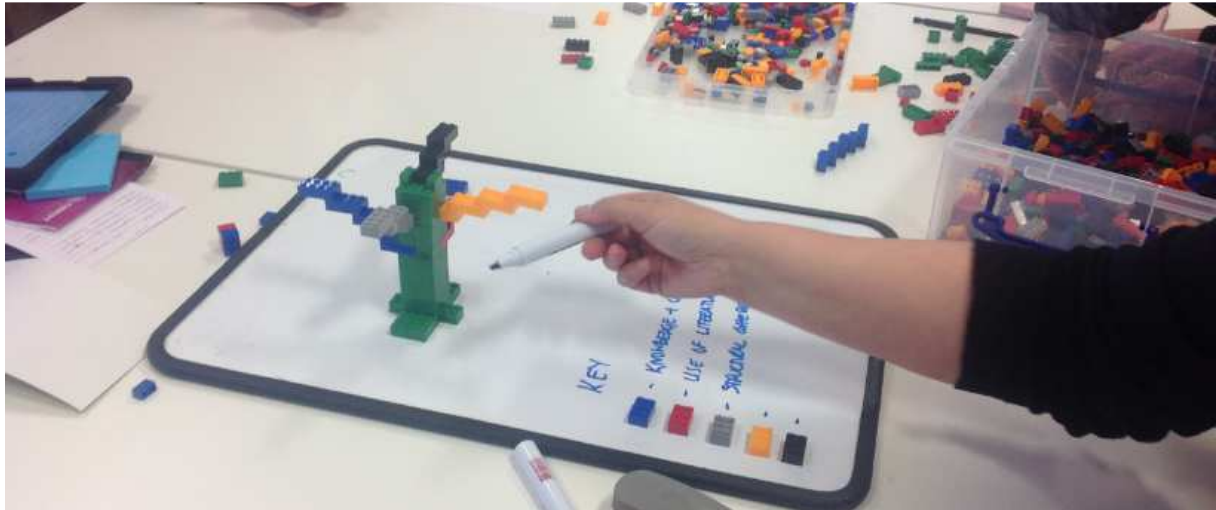
### A gradebook without marks,... Why not in Lego ?

L'exercice qui a suivi a consisté à construire, toujours en équipe, une maquette en 3D en utilisant des Legos à disposer sur un plateau. La commande était la suivante : « Comment visualiser le bulletin de notes d'un étudiant de l'université sans utiliser la moindre note (chiffres ou lettres) tout en permettant de se rendre compte de son niveau en termes d'acquisition de connaissances et de développement de compétences ? ».

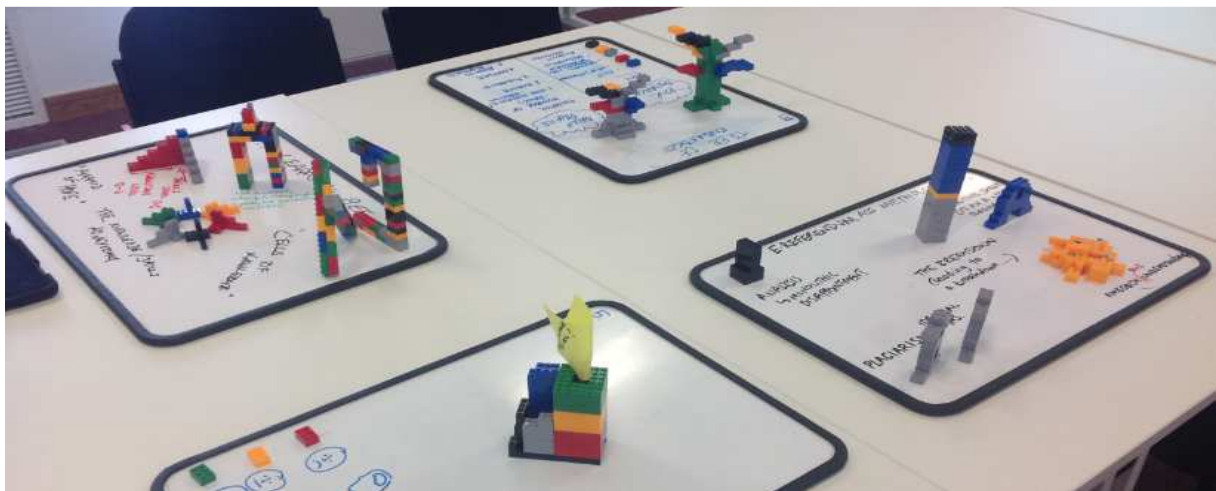
*In the next exercise, the teams had to build a 3D model, using Legos. The task was the following: "how to show a university student's report card without using any grades (numbers or letters) while displaying the student's level of knowledge acquisition and their skills development?"*



Parmi les idées les plus intéressantes imaginées lors de l'exercice, on notera celle d'organiser un « referendum » pour évaluer certains niveaux de connaissances ou de compétences de l'étudiant, celle d'utiliser les 3 couleurs (vert, orange, rouge) des feux de circulation associées à la hauteur des Legos empilés pour visualiser le niveau d'apprentissage et enfin, peut-être la plus originale, celle de symboliser l'évaluation globale de l'étudiant par un « arbre » dont les couleurs et longueurs de branches seraient fonction des niveaux de connaissances et de compétences acquises par l'élève.

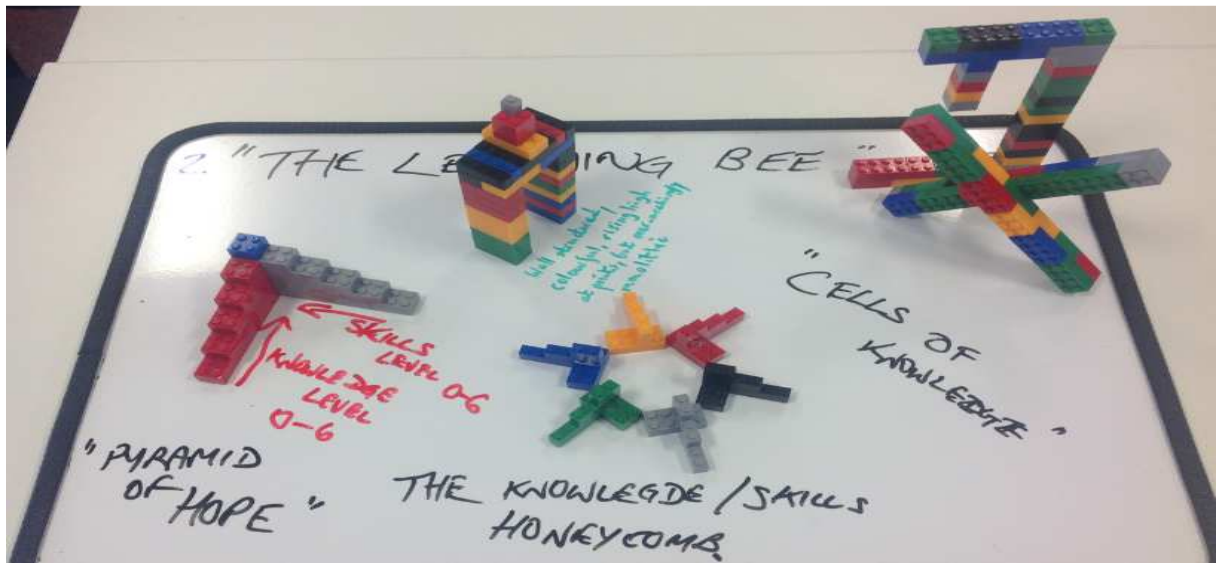


Dans cette dernière proposition, chaque arbre symbolise un étudiant, l'ensemble de la promotion pouvant ainsi apparaître comme une « forêt » au milieu de laquelle un arbre central représentant la moyenne. Avec cette figuration, il est possible pour chaque étudiant de comparer la forme et la taille de son arbre à celui de ses camarades, ainsi qu'à la moyenne. Une variante de cette proposition serait de construire un arbre correspondant à ce qui est attendu pour valider l'année et non plus seulement la moyenne de la promotion.



*Among the interesting ideas conceived during the exercise, the notable ideas were: organizing a referendum to evaluate the different levels of knowledge, utilizing the height of the stacked Legos to visualize the level of knowledge using 3 colors (green, orange, red), and finally, maybe the most original, to evaluate students by using a tree where the colors and length of the branches represent the level of the knowledge acquired. In the latter, each tree symbolizes a student, together appearing as a forest in which the center represents the average of the group. With this layout, it is possible for each student to compare the shape and height of their tree to those of their peers, as well as the average. A variation*

of this idea would be to construct a tree corresponding to what is expected of them to validate their year and not just the average of the group.



## The final question !

La question finale, dont la solution constituait le véritable livrable de l'atelier, a ensuite été posée : «Comment l'université LHU pouvait-elle faire, en matière d'innovation pédagogique, pour attirer davantage de lycéens une fois qu'ils l'avaient placée parmi leur choix de poursuite d'études ? ». Les équipes ont alors disposé de 45 minutes pour préparer leurs propositions sous la forme d'un Powerpoint de 2 à 3 diapos à « pitcher » en 3 minutes.



The final question, whose solution was the overall goal of the workshop, is now exposed: How can LHU attract more high school students using innovative pedagogy once they have chosen their academic path? The teams had 45 minutes to prepare their 3 minute pitch on to 2 to 3 PowerPoint slides.

## Four different approaches by 4 teams !

### Team 1 : INNOVATIVE THINKERS & STUDENT ENGAGEMENT

1. Students' engagement in Politics - Engaging with the world;
2. Development of truth as an expected universal standard - Big ideas, dare to be different!
3. Socialising / social spaces;



4. Restructuring teaching practices and learning environments.

#### **BE INVOLVED IN THE “BIGGER PICTURE”**

##### **Emphasis upon becoming global citizens by gaining international experience through:**

1. Learning & debating the great questions confronting the world - How you can make a difference ?
2. A view to international application of knowledge;
3. Involvement with SALA & Global Hope;
4. Participating in international study tours.

##### **Open and Applicant Days emphases:**

1. Opportunities for work experience with our global partners;
2. Personal engagement with International staff;
3. Innovative learning, teaching and assessment practices in high-tech learning spaces;
4. Empowering students & developing interpersonal & social skills to meet the needs of employers.

#### **Team 2 : STUDENT MANAGED INNOVATIVE LEARNING EXPERIENCES (Your learning experience)**

##### **Significant amount of your course delivered via project work and collaborative learning exercises**

1. Students across levels collaborating together on specific projects
2. Alumni & wider network of local industry partners facilitate key projects
3. Programme includes core lectures and small group tutorials delivered by leading academics and professional experts
4. High levels of flexibility in how you will be assessed (you agree with your tutor team the nature and type of assessment)
5. Feedback highly focused, along with access to a personal tutor to nurture your development

##### **Placements - Every student guaranteed a placement linked to their subject / career aspirations.**

1. Opportunities to engage in work based projects and innovation projects / awards with local industry
2. Opportunities to support local communities (developing capacity/social capital)
3. Opportunities to apply your learning within professional contexts

##### **Student led, institution supported innovation activities which are used to reduce the costs to students of studying at University.**

#### **Team 3 : CO-CONSTRUCTION OF SHARED PERSPECTIVES (PERSPECTIVES OF HOPE)**

##### **What do the prospective students need, want and demand?**

1. Want to achieve - Exemplars
2. Don't want to be bored
3. Part of something exciting and moving - Co-collaborators
4. Happiness, belonging, friendship

##### **SPACES AND PLACES (for shared perspectives)**

Spaces to

1. Play - Formal and informal

2. Relax - Communal and solo
3. Reflect - Technology
4. Collaborate - Co-design, safe pitching, peer driven design, external and internal ,
5. Perform - Sports field, stage, court rooms, classrooms, industrial visits,

#### **Team 4 : BACHELOR OF VICISSITUDE (VIC = *Very Inspirational Course*)**

##### ***A New Hope Journey to Graduation***

**This degree has:**

##### **No Specific Entry Requirements**

1. Any students can enter course for first year
2. Highly Selective
3. Mix of Students
4. End-of-1<sup>st</sup> Year selective process; some student re-routed onto traditional awards

##### **No fees but is student-funded**

1. Funded through 2-years internship (internal and/or external)
2. Funds returned to University by student
3. Students retain some funds via IP

##### **Student-led Curriculum**

1. Grows out of selection process
2. Students identify own needs for employability skills
3. Scaffolding intro – exploration – advanced
4. Bring many disciplines together

##### **Each Department/Employer Contributes Sessions**

1. Depending on need of current cohort
2. Bespoke

## Conclusions

Cette semaine de créativité au service de l'innovation pédagogique s'est achevée par un dernier atelier dont le but était d'apprendre aux enseignants de LHU à construire un atelier de codesign (méthode de travail co-élaborative). La liste des thèmes d'intérêt retenus par les enseignants pour construire leurs premiers protocoles d'ateliers a été :

*The aim of the week's final workshop, which was centered around educational innovation, was to have to the LHU staff build their own co-design workshop (co-elaborative methods). A list of relevant topics when building the first workshop protocols were:*

- *How do we engage students in learning and teaching innovations ?*
- *What is teaching excellence ?*
- *What is the usefulness of blended learning ?*
- *How we do improve student attendance ?*

- *How do we shift a student perspective from paying for a product back to scholarship ?*
- *How do we help student to understand feedback + use it effectively ?*
- *How do we innovate in assessment to reduce marking load whilst increasing student effort ?*
- *How do we get students to do the pre-reading/tasks between taught sessions ?*
- *How do we innovate in a sea of administration, emails and evidence ?*
- *Get off the BXXXXXX phone !... student focus !*
- *How do counter work anxiety in staff and student a like ?*

Les premières expérimentations devraient voir le jour lors de l'année universitaire 2016-2017. Une rencontre à Lille est en préparation pour les enseignants de LHU de manière à poursuivre ces démarches d'apprentissage collective en matière d'innovation pédagogique. A suivre...

*The first experiments should be made this university year (2016-2017). A new creative week is already planned for the LHU teachers in Lille in order to continue this collaborative approach focused on innovation. To be continued...*

*Notes de Jean-Charles Cailliez et June Srichinda, juillet 2016*