When learners design their own story

Damien Vassallo & Petra Hau, Stiftung Louisenlund
NEASC Webinar February 6, 2023
Our Context, Our Community

Louisenlund is an independent boarding school in northern Germany. Our learning community consists of 450 students in the following programs:

- primary day school
- secondary day and boarding school (grades 5-12) following the state (German) curriculum.
- +MINT (STEM) branch (grades 9-12)
- IB World School – NEASC CIE accredited: boarding and day school (grades 10-12)
- Round Square & GEBG member school
Our Context, Our Community
Student Voices
Design your own story!
“For students to feel successful and make progress every day, one essential element is empowering them to set individual learning goals for their own personal learning plans and then providing them with enough time and the right processes each day to make progress toward those individualized goals.” (Horn et al., 2014, p. 148)
“It is introducing new learning designs — powered by blended-learning models, which mix brick-and-mortar schools with online learning where each student has some control over the time, place, path, and pace of their learning — to upend the traditional classroom.” (Horn, 2018, para. 2)
Transforming how we see school

**School of the past**
- Direct instruction
- Knowledge acquisition
- Reproduction of knowledge
- Little differentiation
- Learning experiences determined by the teacher
- Traditional summative assessment (formal examinations)

**School of the future**
- Active learning
- Applying knowledge and understanding
- Developing skills and competences
- 21st century skills (collaboration, problem-solving, creativity, etc.)
- Conceptual understanding
- Personalization
- Agency: ‘Voice and Choice’
- Meaningful, authentic assessment
To what extent does my learning community reflect the ‘school of the past’ and / or embody the “school of the future”?
### Louisenlund Pedagogy: Key Principles

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>You are the principal actor in your learning process.</td>
</tr>
<tr>
<td>2.</td>
<td>Your learning is personalized: individual programme, individual timetable.</td>
</tr>
<tr>
<td>3.</td>
<td>You learn to work independently and develop good self-management skills.</td>
</tr>
<tr>
<td>4.</td>
<td>You learn holistically, including CAS and SA (co-curricular) experiences.</td>
</tr>
<tr>
<td>5.</td>
<td>You are supported each day by mentors and houseparents. Additional coaching is available.</td>
</tr>
<tr>
<td>6.</td>
<td>You learn ATL skills, including 21st century skills.</td>
</tr>
</tbody>
</table>
You use digital media sensibly to support your learning.

You deepen understanding of content and concepts through guided inquiry (Deeper Learning).

You learn strategically through regular reflection and metacognitive strategy (including with your mentor).

You document your own development (Lundportfolio / CAS Portfolio).

You design your own story.
Design Our Learning Spaces

Inspired by “Designed for Learning” NEASC Annual Conference 2019
IB World School Students Workshop, 26th February 2020
CHALLENGE

Using the Design Thinking Model, redesign our IB learning spaces to meet both the academic and social-emotional needs of the IB students.
Design Cycle

EMPATHIZE
TEST
DEFINE
PROTOTYPE
IDEATE
• Currently the „Kutterschuppen“ is chaotic and ineffective in motivating the students to be productive
• Stress; cold, empty learning spaces; no motivation; stuffy air
• Lack of possible options to meet and study outside of lessons
• Classroom configuration hinders individual studies, lowers productivity
• Class is too bland and it is difficult to maintain focus throughout the long days and lessons; there is not enough room in the traditional schooling system/classroom for individuality and creativity
STUDENTS
FEEDBACK &
IDEAS

Problem
Statements
• Redesign the area to be an intriguing place for students to openly find their most productive space by creating a studio divided into zones dedicated to the different needs of the students and by using furniture that is functional and aesthetically soothing.

• To create a comfortable, yet encouraging area to study, recover and meet up.

• We want to take student work ethic, relaxation and student efficiency to a new level.

• To create a more open and comfortable studying environment and we aim to create a more diverse choice in study settings.

• Our mission is to help reduce stress, bring more motivation in the learning process, make the study areas more comfortable and effective and to create whole new learning spaces.

• We want separated learning spaces, colorful chairs, bean bags, pillows, more colors which are calming.
STUDENTS
DESIGN
PROPOSALS

Floor Plans
STUDENTS DESIGN PROPOSALS

Floor Plans
STUDENTS
DESIGN
PROPOSALS

Floor Plans
STUDENTS DESIGN PROPOSALS

Floor Plans
**STUDENTS DESIGN PROPOSALS**

**Colours**

**Collaborative study area:** orange/yellow tones that promote energy, attention and enthusiasm.

**Individual studying area:** calm atmosphere, but similarly warm and energetic (turquoise light blue, or green)

The color scheme should be inspired by the nature around the Kutterschuppen

The entrance area has a blue theme, matching with the fjord

The rest of the building is green and earth themed matching with the land outside
Learning Zones

- The zone will focus on comfort and individual space with chairs, armchairs, desks and tables.
- Small library in the individual study area.
- The bookshelves will be incorporated into the furniture to function as dividers or walls.

Individual Study:
Group Work:
- A space of inclusion; where everyone faces each other.
- Circles which allow space for a medium sized team
Outside Area:

- New and pleasant learning space for the warmer seasons of the year to study in the fresh air
- Areas are equipped with outdoor furniture to make it a comfortable and pleasant place.
Lounge:
- Couches, beanbags, armchairs, coffee tables to spend the break and hang out with friends
- Fruit basket, tea, coffee machine, snacks
- "Kutterschuppen-Gilde" responsible for lounge
Overall ranking, based on presentation and design ideas

1. Team 1: Yu Che, Anton L., Mus’ab, Lukas, Ben
   - 3.8

2. Team 2: Neva, Josi, Philipp H, Hao Yu, Eddie
   - 5.7

3. Team 3: Elissa, Valerie, Max C., Maya, Kornelia
   - 7

4. Team 4: Yann, John, Jeremy, Philipp B., Max K.
   - 4.8

5. Team 5: JAnne, Mieke, Marisha, Lydie
   - 3.9

6. Team 6: Lusitana, Geeske, Gioia, Karlotta, Trinity
   - 4.7

7. Team 7: José, Anton H., Oscar, Max C., Philipp R.
   - 7
Product:

Our Learning Studio „Kutterschuppen“
Product:
Our Learning Studio „Kutterschuppen“
Taking it to the next level: Our future learning space
Taking it to the next level: Our future learning space
Taking it to the next level: Our future learning space
Learning Time

Studio Time and Seminar Model
**Seminar**

- Cooperative learning
- Student-centered
- Teacher-driven
- Fixed learning group
- Co-construction phase: deepening conceptual understanding
- Developing competencies
- Fixed in students’ schedules
- Classroom, art studio, or labs

**Studio Time**

- Self-directed learning
- Teacher-supported
- Student-driven; learner autonomy
- Variable learning group / independent work
- Knowledge and basic skills acquisition
- Transfer and application phase (formative and summative assessment)
- Flexible in a students time-table
- Integration of co-curricular experiences
- Learning studio, art studio, labs, or co-curricular learning spaces
Learning Phases in Louisenlund’s “Flipped Classroom”

- **Unit Introduction** (Face-to-face / Seminar)
- **Knowledge Acquisition** (Studio Time)
- **Mastery Test** (Studio Time)
- **Summative Assessment** (Exam / Authentic Assessment)
- **Transfer & Application** (Studio Time)
- **Deepening Understanding / Developing Skills** (Seminar)
Learning Process / Phases

- Content Delivery
- Knowledge Acquisition
- Deepeing Understanding
- Transfer / Application in Seminar

Digital on ManageBac / Studio Time

Studio Time / Summative Assessment
Studio Time
Studio Time
Inquiry Learning Cycle

- Inquiry
- Reflection
- Action

LOUISENLUND
LERNEN LEISTEN LEBEN

Inquiry Learning Cycle
Role of your Mentor

Your mentor...

• guides and supports your learning.
• is your first contact regarding your learning goals and program.
• helps you formulate SMART learning goals and achieve them.
• helps you personalize your schedule.
• helps you to reflect on your learning and learn strategically.
• supports you in finding learning resources.
• looks after your wellbeing.

Weekly mentor meetings on Monday morning!
‘Lundportfolio’: Collect, Select, Reflect!

- Documentation of a student’s personal learning story
- ePortfolio on ManageBac
- Documents both process & products
- Sample artifacts:
  - Photo journal of a tennis tournament
  - Vlog on a sailing tour
  - Language certificate
  - Reflection on learning goals
  - Draft of an art exhibition piece
  - Debate speech
- Presented to mentors & houseparents in grade 12 / exit interview
- Input for mastery certificate („Louisenlund Certificate“)
<table>
<thead>
<tr>
<th>Benefits of Portfolios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document your own Louisenlund story.</td>
</tr>
<tr>
<td>Stay organized (self-management).</td>
</tr>
<tr>
<td>Reflect on your learning.</td>
</tr>
<tr>
<td>Learn strategically; focus on process.</td>
</tr>
<tr>
<td>Celebrate your achievements.</td>
</tr>
<tr>
<td>Improve your learning outcomes.</td>
</tr>
</tbody>
</table>
Help us design the school of the future!

Choose one of the following areas

- Innovative Learning Spaces
- Learning Time Structure
- Instructional Design: Creating Meaningful Learning Experiences
- Authentic Assessment

and share your ideas for innovating school within your context in the chat.
Questions?

Contact

Damien Vassallo  damien.vassallo@louisenlund.de

Petra Hau  petra.hau@louisenlund.de

www.louisenlund.de