

Impactful staff development for educational transformation

Exploring the what, why and how of educational transformation

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**With the contribution of my colleagues from
Louvain Learning Lab**



I'm not the driver

This is not a map

I don't have THE answer



ChatGpt



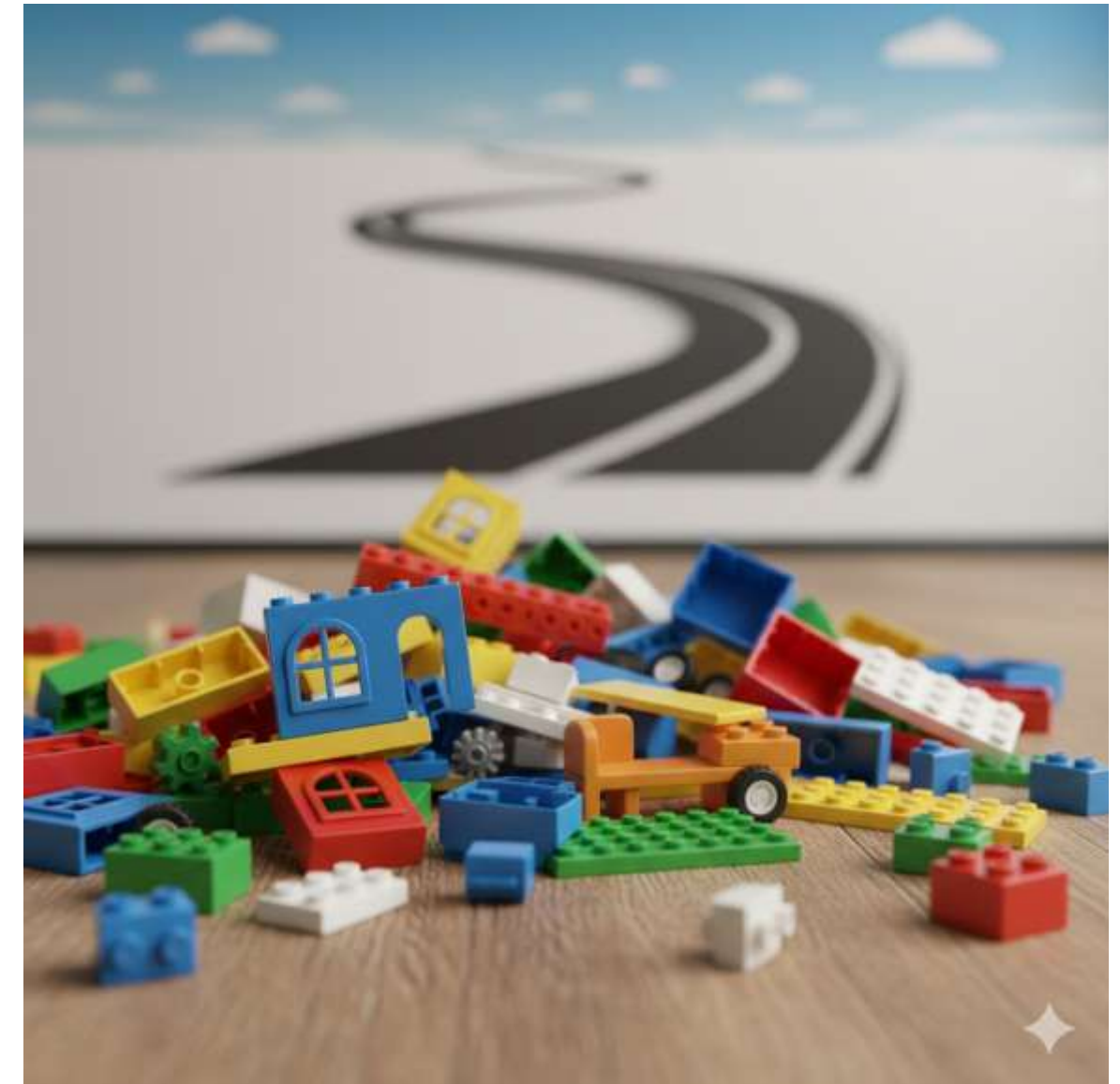
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TRANSFORMATION(S)

Why do we need transformation?

- Artificial intelligence
- Urgency of ecological and social transitions
- Diversity of students' profiles and needs
- Uncertain and complex future



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Transformation of our system



- Teacher & students
- Institution & Teachers



Teacher – students

Should we prioritize the transmission of knowledge, or the mobilization of knowledge through competencies?

Given that our mission is to empower students to tackle problems that have not even been imagined yet - to think critically - ask the right questions

Shall we transform our responsibility - towards supporting diverse trajectories rather than trying to reach a defined destination ?

Teacher – students



« AI is challenging my assessment – but I don't want to become a bad-cop »

« How do I motivate students? How do I make them play an active role in their learning pathway? »

« What posture should I adopt, what activities should I organize so that class-time truly adds value? »

« I'm an expert in my discipline, but transitions require systemic-thinking...How can I teach what I don't fully master myself? »

Teacher – students (step 1)



ChatGpt

When the academic year begins and you open that van door... do you engage with your students, or are you just checking the passenger list?

Do you *really* know who is sitting in those seats? »

Do you know why they follow your course? Is it a mandatory course? Why is this course important in their curriculum?

Teacher-students (a step further)

What if we re-design your course **WITH** students?



ChatGpt

Boo(S)tcamp

2-days of co-
construction between
the teacher and his/her
former students to
transform the course,
activities, assessment

Teacher – students (a step further)

Based on **students as co-creators** (Bovill & al., 2014, 2016) and **design-thinking approaches for course design** (Fila & al., 2018; McKilligan et al., 2017).

- We initiate the **feeling of being in the same team** (why are we here? What are our needs?)

Solutions are forbidden until end of day 1

- **Who are you working for** and what do we have to know about them? (persona)
- What are we **actually doing** during the semester?
- What **works well** – what are the remaining **challenges**?

→ It helps to detect the real issues of the learning designs.

Teacher – students (a step further)

- **How could I transform** my course design, or my activities knowing that
- *My students consider that a 2-credits course means « no hard work »*
- *My students don't have the same professional goals*
- *Some students didn't need to attend the course to succeed*



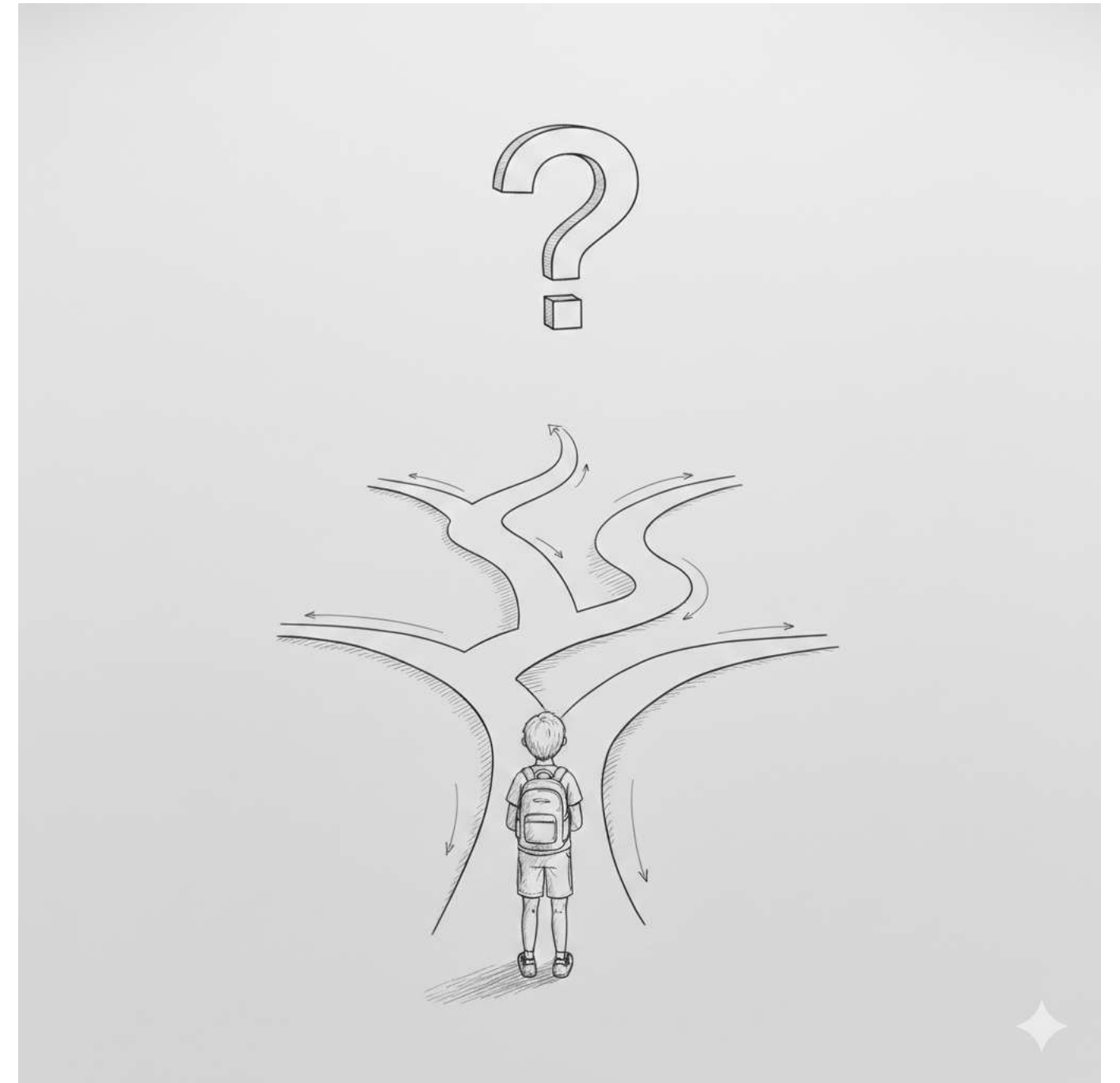
Nano banana

They **generate ideas** (a lot) – brainwriting
They **sort and prioritize ideas**
They start to **prototype** a solution

Teacher – students (a step further)

ONE common variable

Giving students choice



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Teacher – students (a step further)

Practical examples coming from the boo(s)camp

Two-level choice
for extracurricular
activities



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Choice of
assignment format



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Teacher – students (a step further)

Choice cannot be improvised

- It can paralyze the students
- It can push them to focus on what is interesting rather than what is relevant
- It can let them stay in their comfort zone

Choice is not a long-term contract

Teachers accept some transformations

- Reduce content transmission
- Reopen space and time for dialogue and feedback
- Change their posture from the driver to the mentor

Teacher – students (a step further)



Institution – teachers



ChatGpt

So how do we reach the other teachers who don't attend boo(s)tcamps ?

- a. Money?
- b. Mandatory training?
- c. Selective hiring – find only early adopters ?
- d. The “d” answer 😊 ?

Institution – teachers



ChatGpt

So how do we reach the other teachers who don't attend boo(s)tcamps ?

- a. Money?
- b. Mandatory training?
- c. Selective hiring – find only early adopters ?
- d. **Permission**

Transformation of our system



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- Institution & Teachers



Institution – teachers (isomorphism)

Transition Assemblies



- Stakeholders randomly picked for representativity
- Brainstorm

Debate on pedagogical issues

- No formal output
- Spaces to share and imagine new ways of navigating



Robustness for transformations

- Collaboration
- Practice sharing and co-construction
- Stakeholders involvement

In this ever-shifting world – performance is no longer fit for purpose. We must prepare citizens to be ready to create new paths

Seeking robustness through cooperation

Seeking knowledge construction (or co-construction)



BUT

Transformation = addition ?

When we face change or transformation we naturally **add** things

More tools.

More features.

More layers.

More resources

More activities

In today's saturated world... adding stuff may not be the answer. Yet, people overlook subtractive changes....

**Could it be that innovation
is no longer sufficient ?**

**Are we so saturated with newness
that innovation becomes an
obstacle?**

**What if we exnovate instead of
innovate?**



What would you remove?

Dismantle?

Downgrade ?

To stay fit-for-purpose

What would you remove?

Dismantle?

Downgrade ?

To stay fit-for-purpose

Starting now....



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