

LEARNING PROGRAMME

New Learning for Classrooms, Schools and Systems: A Closer Look at the New Educational Era (Knowledge, Pedagogy, Leadership, Evaluation)

10-DAY COURSE

50 learning hours | Course programme

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Introduction and Description

This ten-day programme offers a comprehensive, research-rich and critically engaged exploration of *New Learning* as a transformative educational paradigm emerging in response to accelerated societal, technological and epistemic change. By integrating perspectives from the learning sciences, sociocultural theory, systems thinking, educational leadership and contemporary policy discourse, the course provides participants with a sophisticated analytical framework for understanding how the nature of knowledge, learning and educational purpose is shifting in the early twenty-first century. Building on a deep historical analysis of educational paradigms—from the transmissive models of the industrial era to constructivist, humanistic and sociocultural approaches—the programme interrogates the complex interplay between social change, school design, teaching practice and learner development.

The course positions *New Learning* not merely as a pedagogical trend but as an overarching cultural and epistemological shift characterised by networked learning ecologies, expanding digital and AI-mediated knowledge practices, increasing demands for learner agency and self-regulation, and heightened attention to diversity, inclusion and wellbeing. Detailed attention is given to the multidimensional structure of New Learning, including its implications for knowledge construction, curriculum organisation, interdisciplinary learning, pedagogical design, assessment cultures, leadership models, and the emergence of schools as dynamic learning organisations capable of sustained professional inquiry and innovation.

Across ten days, participants engage in a sequenced learning journey that moves from conceptual foundations to applied design, organisational change and practitioner research. In-depth examination of international case studies enables participants to critically analyse how diverse systems operationalise New Learning principles through structural redesign, collaborative professionalism, flexible learning environments and evidence-informed decision making. The course also foregrounds the role of digital transformation—especially AI-enhanced tools and hybrid learning ecosystems—in shaping epistemic practices and expanding the possibilities for personalisation, authentic inquiry and competence development.

A central component of the programme is the cultivation of participants' capacity to conduct practitioner research and engage with reflective, inquiry-oriented professional learning. Teachers are supported to design micro-research projects and pedagogical

prototypes that link theoretical insight with the realities of their own classrooms and institutional contexts. Through structured peer dialogue, iterative design processes and individualised coaching, participants examine how school cultures, leadership structures and organisational routines either support or inhibit the aspirations of New Learning.

By the conclusion of the ten days, participants will have developed a robust theoretical understanding of New Learning, a critical awareness of its implications for teaching, curriculum and assessment, and a practical repertoire for initiating and sustaining change within their schools. They will be positioned to act as informed facilitators of educational innovation and contributors to the development of more equitable, future-ready and resilient learning environments aligned with emerging European and global educational priorities.

Methodology and Assessment

The course employs a blend of interactive lectures, collaborative workshops, case studies, practitioner inquiry and reflective dialogue. Participants engage in design tasks, peer feedback sessions and micro-research activities that link theory with classroom realities. Learning is supported through structured protocols, digital tools, and guided analysis of international examples. Assessment is formative and continuous, based on participation in collaborative tasks, reflective journals, design outputs, and the development of a small-scale action or research plan. The final presentation synthesises individual learning, professional insights and plans for future implementation.

Learning Objectives

By the end of the course, participants will be able to:

Understanding Paradigms, Theory & Educational Change

• Analyse key educational paradigms and their social, historical and epistemological foundations.
• Critically compare traditional, progressive and transformative models of schooling and their relevance to contemporary systems.
• Interpret the concept of New Learning within broader debates on knowledge, complexity, equity and global educational reform.

Pedagogy, Curriculum & Learning Design in the New Era

• Evaluate how learner agency, inquiry, interdisciplinarity and authentic learning redefine classroom practice.
• Apply principles from New Learning frameworks (e.g., UDL, digital pedagogies, knowledge-building, competence-based education) to redesign learning experiences.
• Integrate inclusive, evidence-informed and future-oriented strategies into everyday teaching.

Leadership, Culture & School Improvement

• Examine how New Learning reshapes leadership, organisational learning, professional capital and school culture.
• Identify structures that support collaborative professionalism, reflective inquiry and pedagogical innovation.
• Formulate actionable plans to strengthen their school's capacity as a learning organisation.

Evaluation, Assessment & Practitioner Research

• Critically assess the shift from summative traditions toward formative, dialogic and developmental assessment cultures.
• Design small-scale practitioner research projects to inquire into classroom or school-level challenges.
• Use evidence and collaborative inquiry to inform professional learning and school-level decision making.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the

trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	INTRODUCTION & FOUNDATIONS OF EDUCATIONAL CHANGE
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Historical Evolution of Educational Thought
11.15 - 11.30	Break
11.30 - 12.15	Systems Thinking: Education as a Complex Social System
12.15 - 13.00	Reflective Dialogue
Day 2	EDUCATIONAL THEORY: PAST AND PRESENT
09.00 - 09.45	Paradigm Shifts in Education
09.45 - 10.30	Social Paradigms & Their Educational Mirrors
10.30 - 11.15	Schooling in the Age of Acceleration
11.15 - 11.30	Break
11.30 - 12.15	Mapping Paradigms on Real Classroom Scenarios
12.15 - 13.00	Group Reflection & Synthesis
Day 3	UNDERSTANDING EDUCATIONAL PARADIGMS
09.00 - 09.45	Dimensions of Educational Paradigms
09.45 - 10.30	Paradigm Analysis: Traditional vs. Progressive vs. Transformative Education
10.30 - 11.15	Equity & Inclusion Across Paradigms
11.15 - 11.30	Break
11.30 - 12.15	Micro-Case Studies
12.15 - 13.00	Paradigm Footprints
Day 4	WHAT IS THE NEW LEARNING?
09.00 - 09.45	Conceptualising New Learning
09.45 - 10.30	Key Theorists & Frameworks
10.30 - 11.15	The Shift from Instruction to Co-Creation
11.15 - 11.30	Break

11.30 - 12.15	Dialogic Pedagogy & Knowledge-Building Communities
12.15 - 13.00	Video Examples & Discussion
Day 5	DIMENSIONS OF THE NEW LEARNING (Part I)
09.00 - 09.45	Knowledge & Curriculum
09.45 - 10.30	Pedagogy & Learning Design
10.30 - 11.15	Digital Pedagogies & AI-Supported Learning
11.15 - 11.30	Break
11.30 - 12.15	Redesigning a Traditional Lesson Through New Learning
12.15 - 13.00	Feedback & Reflection Circle
Day 6	DIMENSIONS OF THE NEW LEARNING (Part II)
09.00 - 09.45	Leadership for New Learning
09.45 - 10.30	Evaluation & Assessment
10.30 - 11.15	School-Wide Implications
11.15 - 11.30	Break
11.30 - 12.15	Quality Assurance & Policy Directions in Europe
12.15 - 13.00	Peer Dialogue: Implications for Our Own Schools
Day 7	FROM THEORY TO PRACTICE: CLASSROOM APPLICATIONS
09.00 - 09.45	New Learning in Daily Practice
09.45 - 10.30	Differentiation, UDL & Inclusive Teaching
10.30 - 11.15	Collaborative Problem-Solving
11.15 - 11.30	Break
11.30 - 12.15	Study of Examples: Cases from Europe & Beyond
12.15 - 13.00	Designing Learning Experiences for Competence Development
Day 8	RESEARCHING NEW LEARNING
09.00 - 09.45	Introduction to Practitioner Research
09.45 - 10.30	How to Frame an Inquiry Question
10.30 - 11.15	Data Collection in Schools
11.15 - 11.30	Break

11.30 - 12.15	Mini-Research Project Planning
12.15 - 13.00	Peer Feedback Round
Day 9	DIGITAL COLLABORATION & PROFESSIONAL NETWORKS
09.00 - 09.45	Online Tools for Collaboration on Projects
09.45 - 10.30	ESEP, eTwining and digital communities of practice
10.30 - 11.15	Designing Cross-Border Projects Through the New Learning Lens (part I)
11.15 - 11.30	Break
11.30 - 12.15	Designing Cross-Border Projects Through the New Learning Lens (part II)
12.15 - 13.00	Showcase of Exemplary Digital Collaboration Practices
Day 10	INDIVIDUAL SUPPORT, PRESENTATIONS & CLOSING
09.00 - 09.45	Action Planning for School Implementation
09.45 - 10.30	Preparing the final presentations and individual support
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.