LEARNING PROGRAMME

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

5-DAY COURSE

25 learning hours | Course programme

New Learning for Classrooms, Schools and Systems: A Closer Look at the New Educational Era (Knowledge, Pedagogy, Leadership, Evaluation) – 5-Day Course

Introduction and Description

This five-day professional development programme provides an intellectually rigorous and research-informed exploration of *New Learning* as a transformative paradigm for contemporary education. Drawing on the learning sciences, sociocultural theory, systems thinking and interdisciplinary reform literature, the course critically interrogates how evolving conceptions of knowledge, human development and social complexity are reshaping the purposes and practices of teaching, schooling and educational leadership. Participants are invited to examine the historical trajectories of educational theory—ranging from transmissive, discipline-centred models of instruction to constructivist, inquiry-driven and transformative approaches—to better understand how past paradigms continue to shape current educational structures and classroom routines.

At the centre of the course lies a detailed investigation of New Learning as a multidimensional framework that responds to the challenges of post-digital societies, characterised by rapid technological change, increasing diversity, shifting labour expectations and heightened demands for learner agency, creativity and resilience. The programme situates New Learning within a broader epistemological shift toward competence development, collaborative knowledge building, authentic and situated learning, and inclusive pedagogical architectures grounded in equity and accessibility. Special attention is devoted to the pedagogical, curricular and organisational implications of these shifts, enabling participants to critique traditional assumptions and envision more dynamic, adaptive and learner-centred educational environments.

Through inquiry-based workshops, case study analyses and design-oriented activities, participants deepen their capacity to translate theoretical insights into pedagogical innovation. They engage with real-world examples of schools and systems that have operationalised elements of the New Learning paradigm, analysing the mechanisms, leadership practices and cultural conditions that support sustainable change. Facilitated reflection, peer dialogue and individualised coaching help educators articulate context-specific strategies for redesigning classroom practices, strengthening professional cultures and initiating small-scale innovation projects within their own institutions.

By the end of the programme, participants will not only have gained a sophisticated understanding of the conceptual architecture of New Learning, but also developed the

practical and reflective tools required to act as change agents within their schools. The course positions educators as active contributors to a broader movement toward more equitable, engaging and future-oriented education systems, emphasising the importance of practitioner inquiry, collective learning and long-term capacity building.

Methodology and Assessment

The course employs interactive lectures, structured discussions, case study analysis, collaborative design workshops and reflective dialogue. Participants engage in redesign tasks, peer feedback activities and guided inquiry to connect theory with practical classroom realities. Digital tools support collaborative knowledge building and documentation. Assessment is formative and continuous, focusing on engagement in professional dialogue, quality of design outputs, reflective contributions and the development of an actionable plan for implementing elements of New Learning. The final presentation serves as a synthesis of learning and forward planning.

Learning Objectives

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

Theoretical and Paradigmatic Understanding

• Analyse major educational paradigms and interpret how historical developments continue to shape present-day schooling.
• Explain the conceptual underpinnings of *New Learning* and its relationship to broader societal, cognitive and technological transformations.
• Distinguish between traditional, progressive and emerging learning frameworks in terms of their epistemological and pedagogical assumptions.

Knowledge & Pedagogical Application

• Evaluate the core dimensions of New Learning—knowledge, pedagogy, learner agency, digital integration, leadership and assessment—and their implications for professional practice.
• Redesign learning activities, routines or classroom scenarios using principles derived from the New Learning paradigm.
• Apply inclusive, inquiry-oriented and collaborative approaches consistent with current evidence from the learning sciences and educational research.

Professional Reflection, Innovation & School-Level Impact

• Critically examine the organisational and cultural conditions necessary for implementing New Learning at school level.
• Use case study analysis to draw insights from innovative schools and translate these into context-sensitive improvement strategies.
• Develop a personal or team-based action plan outlining concrete steps for further experimentation, practitioner inquiry and sustained pedagogical innovation.

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: 400 €

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 (25 didactic hours - 5*45min per day) Monday to Friday	
Day 1	INTRODUCTION & FOUNDATIONS OF EDUCATIONAL THEORY
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Educational Theory: Past and Present
11.15 - 11.30	Break
11.30 - 12.15	Paradigm Reflection Workshop
12.15 - 13.00	Dialogue Circle & Synthesis
Day 2	DEFINING THE NEW LEARNING
09.00 - 09.45	What is the New Learning? Key Concepts & Rationale

09.45 - 10.30	Frameworks & Theoretical Anchors
10.30 - 11.15	The Role of Learner Agency & Knowledge Building
11.15 - 11.30	Break
11.30 - 12.15	Video Illustrations & Case Fragments
12.15 - 13.00	Structured Reflection & Group Discussion
Day 3	DETAILED DIMENSIONS OF THE NEW LEARNING
09.00 - 09.45	Knowledge, Curriculum & Interdisciplinarity
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	Leadership, Professional Culture & School as Learning Organisation
12.15 - 13.00	Application Workshop
Day 4	FROM THEORY TO PRACTICE: APPLICATION & CASE STUDIES
09.00 - 09.45	Implications of New Learning for Everyday Practice
09.45 - 10.30	Study of Examples: International Case Studies
10.30 - 11.15	Designing New Learning Scenarios (part I)
11.15 - 11.30	Break
11.30 - 12.15	Designing New Learning Scenarios (part II)
12.15 - 13.00	Peer Review Round
Day 5	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.