



When learners design their own story

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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



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Our Context, Our Community





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Student Voices



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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)

INSPIRATION



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“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)

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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



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Share in the Chat:

My School



To what extent does my learning community reflect the 'school of the past' and / or embody the "school of the future"?



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Louisenlund Pedagogy: Key Principles



You are the principal actor in your learning process.



Your learning is personalized: individual programme, individual timetable.



You learn to work independently and develop good self-management skills.



You learn holistically, including CAS and SA (co-curricular) experiences.



You are supported each day by mentors and houseparents. Additional coaching is available.



You learn ATL skills, including 21st century skills.



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Louisenlund Pedagogy: Key Principles



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.



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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.



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Design Cycle



EMPATHIZE



DEFINE



TEST



PROTOTYPE



IDEATE



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STUDENTS FEEDBACK & IDEAS

Problem Statements

- 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



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**STUDENTS
FEEDBACK &
IDEAS**

Problem
Statements





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STUDENTS FEEDBACK & IDEAS

Statements of Aims

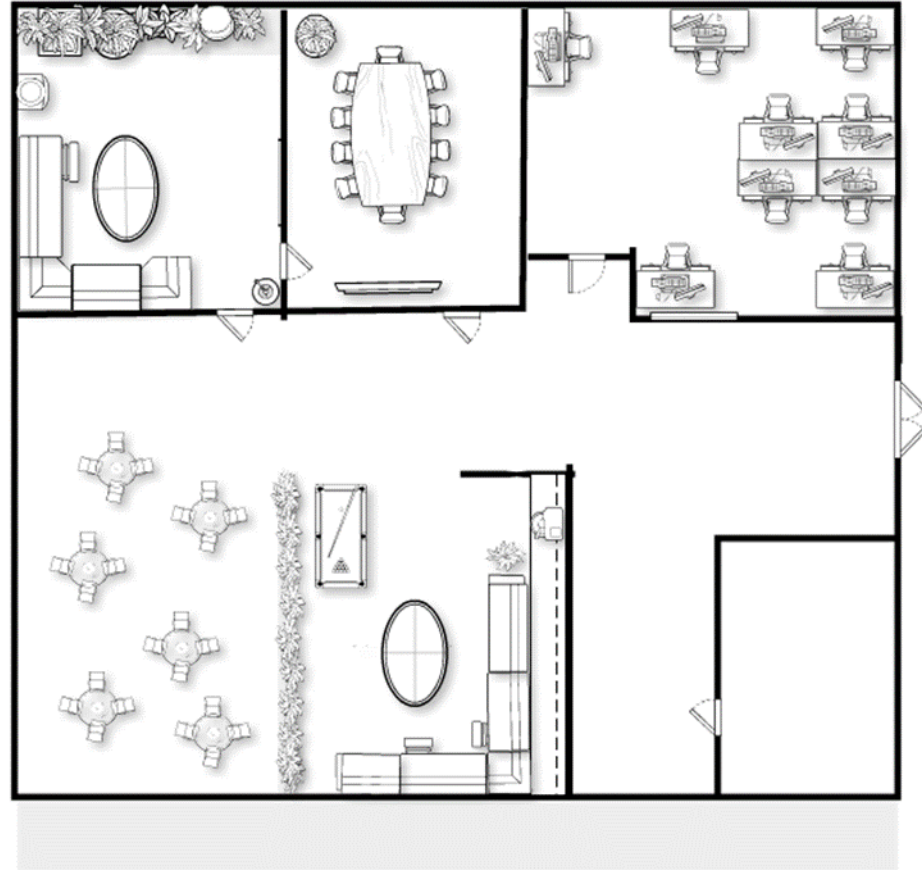
- Redesign the area to be an intriguing place for students to openly find their most productive space by creating a studio divided into zones dedicated to the different needs of the students and by using furniture that is functional and aesthetically soothing
- To create a comfortable, yet encouraging 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



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STUDENTS DESIGN PROPOSALS

Floor Plans





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STUDENTS DESIGN PROPOSALS

Floor Plans

OneNote Maya Grohmann Hernandez

Home Insert Draw View Help

Wednesday, February 26, 2020 9:16 AM

WC

TEACHER LOUNGE

- bookshelves
- lights
- shelves for stuff
- existing furniture
- sitting
- Tables
- Smart boards
- Water coolers
- Nutrition Station

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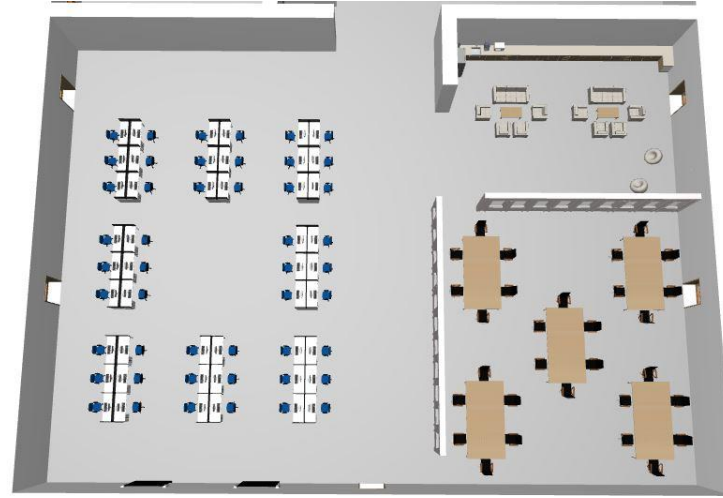
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STUDENTS DESIGN PROPOSALS

Floor Plans





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STUDENTS DESIGN PROPOSALS

Floor Plans





STUDENTS DESIGN PROPOSALS

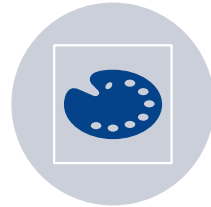
Colours



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





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STUDENT WORKSHOP RESULTS

Learning Zones



Individual Study:

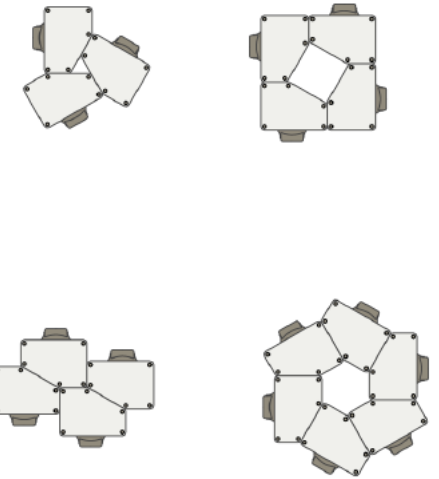
- The zone will focus on comfort and individual space with chairs, armchairs, desks and tables.
- Small library in the individual study area.
- The bookshelves will be incorporated into the furniture to function as dividers or walls.



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STUDENT WORKSHOP RESULTS

Learning Zones



Group Work:

- A space of inclusion; where everyone faces each other.
- Circles which allow space for a medium sized team



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STUDENT WORKSHOP RESULTS

Learning Zones



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.



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STUDENT WORKSHOP RESULTS

Learning Zones



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



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STUDENT WORKSHOP RESULTS

Winning Teams

Overall ranking, based on presentation and design ideas





Product:

Our Learning Studio
„Kutterschuppen“





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Product:

Our Learning Studio
„Kutterschuppen“





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Taking it to the
next level:
Our future
learning space





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Taking it to the next level:
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Taking it to the next level:
Our future
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Learning Time

Studio Time and Seminar Model



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Seminar v. Studio Time

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)



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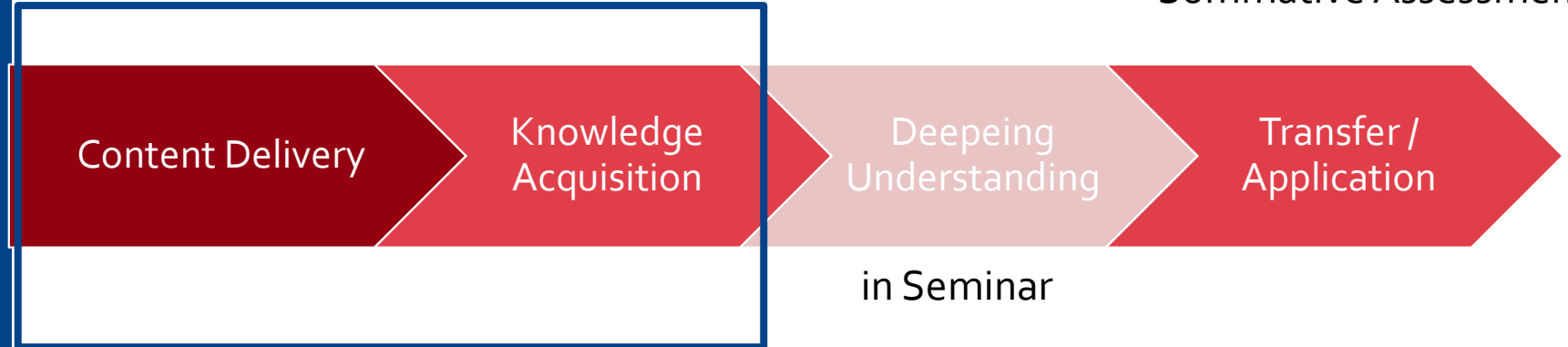


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Learning Process / Phases

Digital on ManageBac / Studio Time

Studio Time /
Summative Assessment





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Studio Time





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Studio Time



Inquiry



Reflection



Action



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Inquiry
Learning
Cycle



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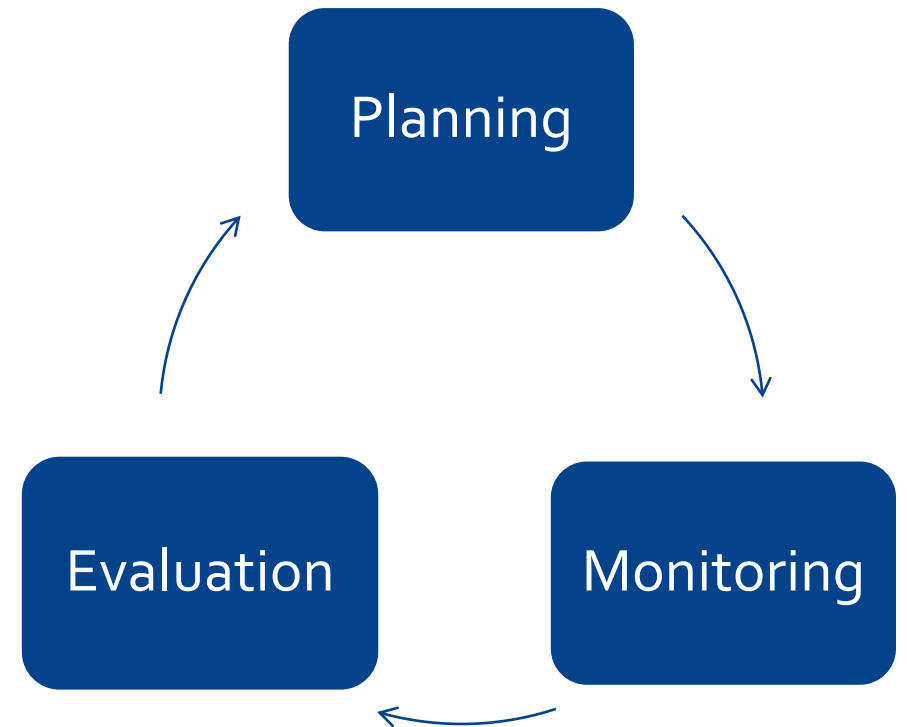
Role of your Mentor



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“)

Benefits of Portfolios



Document your own Louisenlund story.



Stay organized (self-management).



Reflect on your learning.



Learn strategically; focus on process.



Celebrate your achievements.



Improve your learning outcomes.



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Collaborative Brainstorming



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?



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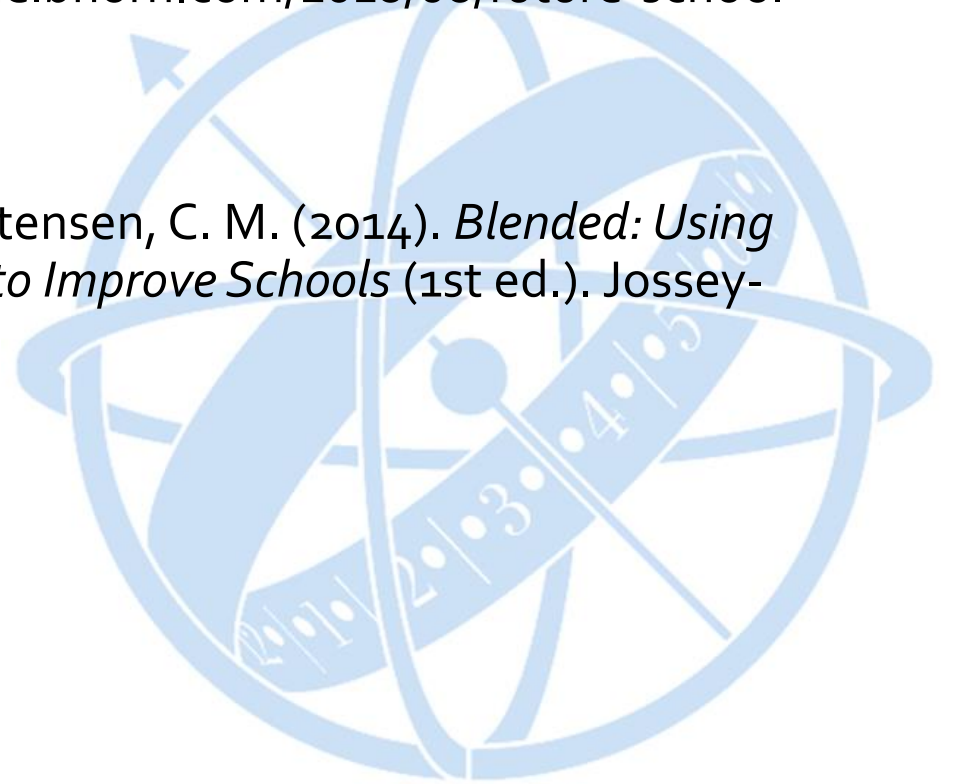


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Horn, M. B., Staker, H., & Christensen, C. M. (2014). *Blended: Using Disruptive Innovation to Improve Schools* (1st ed.). Jossey-Bass.





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