

Best Practice examples



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About the project

CDTMOOC is a project funded with support from the European Commission under Erasmus+ Programme - Key action 2 – Strategic Partnerships for Higher Education.

BACKGROUND

Effective education and training are the foundations to support growth and employment. The nature of jobs is also invariably changing towards the use of digital technology, requiring for people' skills and aptitudes to be entrepreneurial, manage complex information, think autonomously and creatively, use resources, including digital ones, smartly, communicate effectively and be resilient. Higher Education system in Europe is facing those challenges. The skilled force of Europe does not necessarily meet the skills Europe needs. There is a certain mismatch as many graduates lack good basic skills and highly skilled positions are facing a shortage. The innovation gap between higher education institutions and their community is growing. Cooperation with schools, vocational providers and adult learning often remains limited.

REASON FOR THE PROPOSAL

The elements the proposal is based on are:

- Develop, test, adapt and implement innovative practices, creative and disruptive approaches and methodologies in the educational system thanks to alternative and successful methodologies and approaches such as Creative Problem Solving, Design Thinking and Human-Centered Design, in order to create a novel system aimed at entrepreneurship-oriented learning: the partners are aware of the lack of an effective system to transfer knowledge and provide learners of skills necessary for self-employment as start-upper or employment
- The strong design of products, services and value are essential to successful enterprises

The PROJECT PROPOSAL is about:

- the building up of a MOOC platform integrated with strong elements of gamification of learning in a free online course to anyone is interested to discover interesting emerging opportunities from a creative and design thinking approach;
- provide some GUIDES about effective methodologies;
- produce some REPORTS about the real needs in terms of innovation in the market and successful cases in European entrepreneurship.

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OUTPUTS/RESULTS

The project aims to:

- Explore and discover from across EU successful GOOD PRACTICE examples about innovation in enterprises coming from Creative and Designed Thinking implementation in Europe;
- Produce an EVIDENCE-GATHERING report starting from the emerging needs analysis done by a FOCUS GROUPS via INTERVIEWS (stakeholders from SME, University, students, VET sector) and aimed to the emersion of the needs in terms of education and learning for students, teachers, wannabe start uppers, VET providers, entrepreneurs (including SME) looking for opportunities for growth;
- Promote the development, testing and implementation of INNOVATIVE PRACTICES/METHODOLOGIES thanks to SEVERAL GUIDES and a MOOC platform focused on: Creative Problem Solving, Design Thinking, Human-Centered Design and on sectorial modules about interesting entrepreneurship opportunities e.g. European Cultural Heritage, Social Entrepreneurship, Glocal development and FabLab
- Stimulate a change in the Educational System coming from innovative and disruptive METHODOLOGIES and APPROACHES
- Transfer the knowledge about the METHODOLOGIES through a series of GUIDES (in digital format and published on ISSUU platform)
- Explore the challenge and opportunities from successful European enterprises thanks to a CASES ANALYSIS REPORT
- Create a WEBSITE integrated with Wiki, Blog and Social Networks containing a DATABASE OF MATERIALS TRANSLATED into all partners' National languages to promote and encourage extensive exploitation and dissemination
- Disseminate the project outputs and results throughout the EU with a database of OPEN EDUCATIONAL RESOURCES available through open licenses
- Arrange a series of MULTIPLIER EVENTS involving a large number of stakeholders to foster exploitation and dissemination of PROJECT Intellectual Outputs.
- Create a professional profile for project partners' staff as "European Expert in CREATIVE AND DESIGN THINKING".

IMPACT ENVISAGED

The partnership will bring together partners coming from several countries and their stakeholders, both academic and private, with the synergic power to reach a very large and diverse audience.

The double-route to follow in the project is:

- Transfer innovative and disruptive methodologies/approaches to:
 - Actual Students: to enrich and update the knowledge with interesting topics complementary to their own study pathway
 - Future Students: to attract students to the HE system by providing for free innovative methodologies in a gamified environment
 - Former Students: to update the knowledge with fresh perspectives coming from live cases but also to discover how to use new methodologies to create successful enterprises

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- Start-uppers, business sector, accelerators and incubators and all SME: interested in new perspectives and approaches useful to survive and adapt the enterprises.
- Recognise and validate the knowledge within partner staff to create a new profile of “European Expert in CREATIVE AND DESIGN THINKING”.

PARTNERS

- UNIVERSITY OF TURKU, Finland
- EURO-NET - Italy
- SUCCUBUS INTERNATIONAL, France
- ART SQUARE LAB, Luxembourg
- MIDSTOD SIMENNTUNAR A SUDURNESJUM, Iceland

Document background

The document contains the result of the Good practice (GP) research under the project lifetime.

The research about good practice examples is about successful cases of innovation in learning and teaching in Europe.

It is composed by the Best example (selected by project partners) from each country with the following focus: innovation in enterprises coming from creative implementation.

CRITERIA used to select GPs:

- Transformative (i.e. in terms of change in the actual educational system and VET sector)
- Transferability (i.e. being replicable)
- Sustainability (i.e. capable of enduring)

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GP 1 – We Are Peers (WAP)

How it works

We Are Peers (WAP) is the result of a research project on pedagogical innovation run by Dianne Lenne in 2015 when she was still a student at EM Lyon, a renowned French school of management. Inspired by **design thinking practices** at d.school in Stanford, she started up WAP for deploying peer learning methodologies and tools in organisations.

The first pilots at EM Lyon were successful and catalysed the attention of other Grandes Ecoles (French top academic institutions) and corporate universities to adopt WAP (around 50 overall nowadays) as main tool to make knowledge circulate and grow among their students and employees.

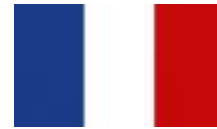
WAP benefitted also of the support of the French Ministry of National Education and of business incubation at LearnSpace, a Learning & Development (L&D) innovation hub in Paris.

Actually, WAP fosters the model of **Communities of Practices** with a fresh EdTech touch, since the growing number of concurrent users in the large **peer learning** events requires technological support deployed in an online platform that collects and organises the themes brought in by the participants that can play the role of teachers when they propose themselves as such or of students when they just express their interest about a subject, and the groups around the themes proposed. WAP implements the **flipped classroom** and **hackathon/bootcamps** models as well when implemented in educational settings. For instance for **co-creating** new educational courses/material.

Such a model breaks the rules of traditional education and knowledge transfer in France which has been so far institutionally and rigidly hierarchical ones.

Source of the materials:

<https://www.wearepeers.com>



Geographical Area:
France

What:
Peer learning events and platform

Implementation:
Local/Regional/National potentially International

Reasons for Success:
Peer learning allows knowledge circulation and growth among communities, easy implementation (particularly in terms of concept)

Links:
www.wearepeers.com/

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GP 2 – Hnakkapon

How it works

Hnakkapon is a conceptual competition for students to apply their skills and abilities to develop and implement solutions for fisheries companies. The competition is a **collaborative project** between the University of Reykjavik and the Icelandic Fisheries Federation and has been held annually since 2015. Hnakkapon is organized as a hacker race or a "hackathon", lasts for three days, from Thursday to Saturday. The students work together in teams and come up with an idea after three days of work, where they receive guidance from industry experts.

Participation does not require special skills, but only **creative thinking** and good cooperation. Competitors do not need to have knowledge of the fishing industry to participate. The competition is open to all students at the University of Reykjavik and the projects vary from year to year. The goal of the Hnakkapon is to present the innumerable opportunities for **innovation** and diversity jobs offered by the Icelandic fisheries industry and to generate new and fresh ideas for students of the University of Reykjavik. Hnakkapon is also an important part of the University of Reykjavik's focus on inviting students to solve realistic projects in collaboration with the Icelandic business community. The benefits to students participating in Hnakkapon are varied. Students gain valuable experience by solving real-world projects for operating fisheries companies, receiving advanced training and access to industry experts. The Winners of Hnakkapon are representatives from the University of Reykjavik at the Boston Fisheries Exhibition, where they await a program organized in consultation with the United States Embassy in Iceland. All this benefits the students well and helps them gain an advantage in the labor market.

Source of the materials:

<https://www.ru.is/haskolinn/vidburdir-hr/allir-vidburdir/hnakkathon-1-2>



Geographical Area:

Iceland

What:

Hnakkapon is a conceptual competition for students to apply their skills and abilities to develop and implement solutions for fisheries companies

Implementation:

National

Reasons for Success:

The business community is involved in innovation training and entrepreneurial projects, students work in interdisciplinary teams

Link:

<https://www.ru.is/haskolinn/vidburdir-hr/allir-vidburdir/hnakkathon-1-2>

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GP3 – Eduten Ltd.

How it works

More than 15 years ago a team of young researchers at the University of Turku embarked on a journey that would lead them to discover a better way to teach and learn. They observed many failed attempts at applying digital tools to education. A key finding was that available tools did not substantially help teachers with their core tasks of giving feedback, checking tests and marking exams. Without constant positive feedback, student motivation was low. The research team decided to see if they could design a way to check assignments and mark tests and exams automatically. They also decided that this must be done in a way that fits existing teacher workflows, and help teachers spend more of their valuable time interacting with students. Very quickly they realised that the only way is to make students want to do their classwork through digital means. This approach would have potential to address the student motivation challenge as well.

The research team focused on the science of **digital learning**, **feedback**, how a maintained motivation makes learning naturally autonomous, **gamification** and **neurology of concentration**. After absorbing computer science expertise the team set out to create software to deliver these new learning models, respond to 21st century pedagogical requirements and boost motivation for children to want to learn more. This was in 2005, when e-learning was only a futuristic vision. After finishing the first version of their software they offered it for select primary schools in Finland. It was a runaway success from day one. Teachers and students liked it, and very quickly the researchers found it brought a large improvement to learning results. The team started to iterate quickly to improve the software based on user feedback. They offered it to more and more Finnish schools and conducted dozens of scientific research studies of its impact. To date the team has published more than 70 papers, and over time they have garnered the interest of international pedagogical science community as well.

The team became aware of the full implications and potential of their system when they visited India to present some of their research results. One morning, on the way to one of the village schools, they saw a 10-year old Indian boy toiling in a rice paddy. They thought to themselves, “That poor boy can’t go to school because he needs to work to feed his family.” The team then knew that they wanted to help every child on the planet to have an opportunity to learn and become the best they can.

Eduten is a spin-off of University of Turku. The University is responsible for pedagogy, research and content, and Eduten



Geographical Area:

Finland

What:

Eduten is a Finnish edutech company with the mission to help students reach their academic potential

Implementation:

International

Reasons for Success:

Research based, digital learning, gamification, collaborative learning

Links:

www.eduten.com

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operates the cloud platform, provides services and manages the business. Scientifically proven increase to motivation, learning results and grades and the most used digital learning tool in Finland. Eduten Playground comes with a library of more than 15,000 mathematics exercises for ages 6-15. The exercises have been co-designed with hundreds of Finnish teachers, and they are easy to use with any curriculum. Eduten Playground comes with real-time insights for parents, teachers and school management. Teachers can effortlessly follow students' progress and see students' strong and weak areas. This way teachers can focus their time with the students better. Education management get detailed visibility to teacher or school performance based on student learning results instead of student or teacher activities. These insights enable data driven decision making and reacting to changes faster.

Eduten Playground's features are designed to fit teachers' existing workflows. Insightful learning analytics, effortless differentiation, effective gamification, lesson planning support and easy curriculum customisation all support teachers in what they do best. Adapting Eduten Playground in their classrooms gives teachers the following benefits:

1. Spend less time on paperwork and assessments

Eduten Playground's exercises are automatically assessed. Instead of never ending pop quizzes the teacher can spend more time on providing personal guidance to your students.

2. Easy and powerful tracking of student progress and challenges

Eduten Playground's learning analytics provide real-time insights to students' learning. Teachers can view the progress of individual students or check the performance of the whole group. Eduten Playground's automatic misconception analysis enables teachers to focus on the students and topics that need help most.

3. Effortless differentiation

Eduten Playground makes it easy to customise the exercises across different ability levels.

4. Better learning results and grades

From this realisation arose Eduten Ltd. Eduten develops the technology and bringing its benefits everywhere. Eduten Playground offers the chance for children everywhere to reach their academic potential through a scalable and **motivational digital learning path**. Together with the University of Turku, Eduten provides Eduten Playground for more than 50,000 students in Finnish schools. So far Eduten Playground has been used in 33 countries worldwide. Countries currently using Eduten include: India, Thailand, UAE, Qatar, Vietnam, Argentina and Mexico, Malaysia, Nepal, Romania, Kazakhstan, Lithuania, Hong Kong, Sweden, UK and Australia.

Source of the materials:

<https://www.eduten.com/>

<https://gointernational.fi/edutech/eduten-playground-nepal/>

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GP 4 - Creative Problem Solving with Lego® bricks for Vocational Education and Training

How it works

In the framework of an Erasmus+ project named “[InnovatiVET](#)”, the Italian partner EURO-NET carried out a pilot experiment about Creative Problem Solving methodology for Vocational Education and Training (VET). Thanks to a local VET provider (StudioDomino), it was possible to detect an emerging need to deliver a more effective career guidance for the students attending vocational activities.

The aim of the experiment was to support the students to come out of their comfort zone about the **consciousness of their own career pathway**. In effect, Dr. Raffaele Pesarini (Studio Domino manager), has detected that most of the students - both in vocational training and after higher education - have no idea about their possible future job and career pathways. The experimental methodology is originally based on **LEGO® Serious Play® methodology**. LEGO® Serious Play® is a facilitation methodology developed at The Lego Group. Its goal is improving creative thinking and communication. People build with Lego bricks 3-dimensional models of their ideas and tell stories about their models. Hence the name "serious play".

The methodology used in this case is going far away from the original LEGO® Serious Play® because it is aimed to a completely different goal (career pathways rather than business and product development). The goal was to create a clear vision and **consciousness** about the individual professional pathway from each participant thanks to an integrated approach including interaction, synergies and possible future collaboration within peers.

The experiment consisted of several stages:

- Short presentation of the methodology and its principles
- First basic building exercise
- Sharing of results
- Use of the metaphorical brick building models
- Use of the story-telling brick building models
- Use of the models to identify the challenge (career pathways)
- Shared vision final experiment
- Sharing impressions and feelings

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Geographical Area:
Italy

What:
A pilot experiment about Creative Problem Solving with Lego® bricks for Creative Problem Solving with Lego® bricks for Vocational Education and Training

Implementation:
Local

Reasons for Success:
Pilot experiment aimed to a better career guidance and support

Links:
<https://www.innovativet.eu/toolkits/>

The workshops lasted about 2 hours and it was restricted merely to the participants – no externals were admitted. The participants were encouraged to present their models built up with Lego bricks. Thanks to this approach, a continuous discussion of the results within peers was possible under the guidance of the facilitator. The impressions coming out from the participants were enthusiastic.

Following some comments from the participants:

- At the beginning I was not able to understand the final goal and how it is possible to reach out something interesting by playing with child toys but then at the end I have realized that is a really powerful tool that made possible for me to have a more clear vision about my future
- It seems as a play but it is really engaging and the pressure about timing made possible to be more effective in my building models that became meaningful and useful
- I loved it! I cannot realize how it is possible that in so a short time I had the possibility to increase my awareness about my career pathway and I enjoyed it too.

Source of the materials:

<https://www.innovativet.eu/toolkits>

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GP 5 – UJET’s “Re-” Method

How it works

UJET is a European Development and Industrial Design Company. UJET focuses on integrated engineering of hardware and software for smart and innovative electric mobility platforms. Its “legacy-free” design in an established automotive world won various awards. Indeed, the automotive industry is known to be rigid, traditional, and full of regulations and hierarchy. As a result, it is very expensive to build new platforms and lot of companies find it too costly to innovate, or it is too difficult for them.

In this context in 2013, a group of like-minded scientists and businessmen decided to revolution the automotive world. The main idea was to challenge the norm with a high level of freedom and the most pioneering and progressive technologies:

- Aware that in the future we will see a huge number of new user scenarios, UJET wanted to create a new type of light vehicles, vehicles you can customize to your needs at ease
- On this vision they didn’t exactly know what idea they would develop: they had several ideas for 3 and 4-wheelers, even flying objects
- The project benefited from a diverse team with various competences in science, mechanical classical engineering, electrical engineering, and IoT
- As a start they draw user scenarios, collected quantitative and qualitative data and settled on essential features: the vehicle must be foldable, the battery must be detachable, and usable for other applications and for other products
- The idea they picked (a 2-wheeller) was a compromise on resources, possibilities, and time-to-market
- At the core of their ideation was the idea to “RE-invent/define/develop. *“We strongly believe that only re-development and re-invention of ordinary things with new ideas can create absolutely new values and therefore provide freedom”.*

A good example of this mind-set put to use is the battery of the scooter. For an electric device there are two options: plugging the device to the source of energy (as for a lamp) or make the source of energy mobile (as for a mobile phone). Considering their user and his/her needs they wanted to make it mobile with a battery, and a detachable one (for a user living in an apartment for instance). It was a challenge considering that the battery weights more than 20 kg. With an open-mind they asked themselves the question: “What is portable and weights around 20 kg? A wheeled suitcase!” Which gave them the inspiration for creating a rollable battery and that serves as a seat.

- Numerous concepts (40-50) and prototypes were made and tested, with numerous iterations that they consider “a necessary evil”

Geographical Area:
Luxembourg

What:
UJET’s way to innovate

Implementation:
National

Reasons for Success:
Big and small data, diverse team, Pilot experiment, innovation friendly environment, incentive for bold ideas

Links:
<https://ujet.com/portfolio/>

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- They equipped the scooter with numerous sensors that allow them to collect data for continuous improvement, data that also come from the infotainment systems Innovation and creativity is in UJET's DNA "We have a lean and flexible experimental and pilot facility ».

Employees are invited to develop a habit of questioning everything: number of wheels on a vehicles, need of a frame, and location of the motor...This kind of "critical thinking" is very deep in the culture company. For every component and feature but also for processes. Hence the chief innovation officer benchmarked ways to innovate around the world, and re-defined what is brainstorming for UJET. For instance employees may share their ideas on a special online channel where it will be kept, developed or saved for another time. Thus, wherever the idea comes up, the employee can always access this channel and save it. Moreover the channel is in itself a process to foster creativity, as by inviting the employee to write down the idea it becomes more concrete, and the idea can serve as inspiration for another one. No "creative lab" in the UJET premises, to them "innovation should happen everywhere".

Source of the materials:

Website <https://ujet.com/portfolio/> ujet-founders and interview with the head of digital in UJET.

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GP 6 – JA Challenge Turku Innovation camp

How it works

JA Challenge Turku Innovation Camps in Turku are based on the Junior Achievement Challenge Concept developed by the JA Finland. The JA Finland (<https://nuoriyrittajyys.fi/en/info/>) aim is to advance entrepreneurial attitude and an active lifestyle among Finnish youths by increasing their knowledge of entrepreneurship, providing entrepreneurial experiences, enhancing readiness for working life and financial management skills.

JA Challenge Turku innovation camp is looking for creative solutions to interesting challenges during 24 hours. By participating in the JA Challenge Turku the students from different disciplines in different regional higher education institutions gain experience in working in multidisciplinary teams and utilizing their own skills in creative innovation process. JA Challenge Turku is organised by the University of Turku, the City of Turku, JA Finland and Microsoft. JA Challenge Turku Green is organised by the Turku University of Applied Sciences. The JA Challenge Turku Innovation Camp have been organised since 2013.

The Challenges are organised in cooperation with Boost Turku, Turku university of applied sciences, University of Turku, Åbo Akademi, Novia university of applied sciences, Humak university of applied sciences, Study in Turku, Turku Vocational Institute and companies depending if the challenge originate from the City of Turku or neighbouring city or a company. So far, the challenges have originated from three companies: SATEL Oy, CTRL Reality Ltd., CinemaHouse Oy and Microsoft. The themes of the Challenge vary depending on the current needs: identifying Industrial Internet application areas for connectivity solution, VR/AR ideas, social innovation and responsibility, climate change, Circular Economy Hubs, circular economy of textiles. Students participating in the Challenge get 1 ECTS.

During these innovation camp, all participants, including the Cities, the companies and the students have learned a lot from new working methods to ideation.

Source of the materials:

<https://nuoriyrittajyys.fi/en/info/>

<https://www.facebook.com/challengeturku/>



Geographical Area:
Finland

What:

JA Challenge Turku innovation camps are looking for creative solutions to interesting challenges during 24 hours

Implementation:
Regional

Reasons for Success:
Involvement of the City, companies and universities, multidisciplinary

Links:

<https://www.facebook.com/challengeturku/>

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GP 7 – Schola Nova

How it works

Schola Nova, founded in 2014 and labelled as social and solidarity enterprise (ESS) by the French government, addresses a tuition-free, work-linked higher education (university level) with different curricula in two branches, computer science and digital technologies, Schola Nova Digital, and business, management and marketing, Schola Nova Gestion.

The main focus of Schola Nova is “to put the human, the collective, the hope, the commitment and the concrete result at the heart of our School” and, through this, give concrete means to students to pursue their professional goals. All curricula are pervaded by a strong accent on the **human touch** along with **soft skills development** in the framework of a **systemic thinking** approach. Schola Nova offers **personalized support** to its students as well as the possibility to work extensively in **teams** and to get fulfilment in their learning experiences.

Partnerships with organisations allow students to start working while still at school. Employers are called to participate actively in the **co-creation of the curricula** as well as in the evaluation of the students. Concrete professional perspectives are offered to the students and this certainly contributes to increasing their level of motivation and self-esteem. Moreover, the early integration in an organisation allows the students to receive a basic monthly salary in function of their tasks and age.

Noticeably, Schola Nova has also set up a **learning playground** open for educators (Schola Nova Lab) where they can be trained on innovative pedagogy, exchange their experiences, and co-create new methodologies. Often this is the place where the practices on **experiential learning, collective intelligence, facilitation, blended learning, emotional intelligence, systems thinking, soft skills...** are shared, discussed and refined before being implemented in the courses.

Source of the materials:

<http://www.scholanova.fr>



Geographical Area:

France

What:

Work-link higher education institute that pursues social development in partnership with business organisations

Implementation:

Local / Regional (potentially National and International provided that the right partnerships are set up)

Reasons for Success:

Work-linked learning experience with high human touch and following a systemic approach

Links:

www.scholanova.fr

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