

## ICED 2020 proceedings:

# How does Université Paris-Saclay support pedagogical transformation and innovation to prepare for the future of education?

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## Abstract

The Université Paris-Saclay integrates in its strategic plan the importance of supporting pedagogical transformation and innovations aimed at the continuous improvement of education and training, student success and actors in professional development.

Its Education Department is committed to a proactive policy of providing incentives through a range of complementary actions. For several years now, it has encouraged a collective dynamic in order, on the one hand, to offer times for inter-institutional sharing of these teaching experiences, and, on the other hand, to provide financial support for numerous transformative initiatives. It is also very dedicated to the dissemination and promotion of individual and collective successes related to pedagogy.

Several structuring actions are carried out to support pedagogical transformation: setting up a working group, creating a specific mission, allocating a budget, organising an annual pedagogical day and thematic workshops, supporting innovative projects, training for new teachers as soon as they are recruited, accompanying the deployment of the competency-based approach, creating a chair of action-research in pedagogy, communicating and publishing.

This paper (adapted from the original poster) focuses on the support of innovative projects.

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## 1 Introduction

The Université Paris-Saclay (UPSaclay) integrates in its strategic plan the importance of supporting pedagogical transformation and innovations aimed at the continuous improvement of education and training, student success and actors in professional development. UPSaclay incorporates various institutions, a diversity of students, disciplines and curricula. The arrival of several of its institutions on the same site and its future Learning Center constitute an opportunity for questioning and rethinking our educational spaces in consideration of the processes of pedagogical transformation (De Ketele, 2010).

## 2 “Educational Initiatives” working group

In 2014, the Education Department of UPSaclay set up the “Educational Initiatives” working group, made up of institution representatives, in order to share experiences and teaching practices, and, in consultation with others, to launch various actions to initiate and support pedagogical transformation.

## 3 “Educational Initiatives and Innovations” Mission

In order to enable these actions to grow more widely, and to facilitate inter-institutional coordination, an “Educational Initiatives and Innovations” Mission attached to the Education Department was created in 2016, with a dedicated budget. It contributes to strategic orientation in terms of pedagogical transformation, the coordination of transversal actions and the animation of the community. It also organizes and coordinates calls for projects (CfP) that finance educational initiatives.

## 4 Annual pedagogical day and thematics workshops

The JIP (Journées Initiatives Pédagogiques: Days on Educational Initiatives) are organised every year in November. This event brings together all those involved in pedagogy: teachers, teacher-researchers, educational engineers, educational advisers, etc. The exchanges are based on a theme that is informed by the intervention of **international experts**, feedback and workshops to put the event into practice, as well as a pedagogical village that allows participants to discover pedagogical initiatives and projects, and to exchange with their promoters. Participation in this community of practice allows actors to develop through informal learning, and thus contributes to pedagogical transformation (Daele & Dumont, 2015).








JIP 2019

Figure 1: Illustration of the latest annual Pedagogical Day JIP 2019 (November 2019):  
**Facilitating learning: I teach or I learn, I'm concerned!**

## 5 Calls for projects (CfP)

UPSaclay organizes annual or contextual calls for projects (CfP) that finance educational initiatives. Several types of project are supported, as illustrated in Table 1.

 <p><i>CfP "Dare"</i></p>	<p>Supports pedagogical initiatives aimed at promoting student success or innovative pedagogical experiences that may or may not include digital technology.</p>
 <p><i>CfP "Transform"</i></p>	<p>Supports the implementation, deployment and/or appropriation of experimental pedagogical devices and the wider dissemination of projects successfully deployed on a small scale.</p>
 <p><i>CfP "Innovative Labs"</i></p>	<p>Supports projects for the creation or development of existing platforms for innovative labs.</p>
 <p><i>CfP "Digital for Distance Learning"</i></p>	<p>Supports the creation of distance learning systems that promote the success of students, of MOOC promoting the scientific expertise of the UPSaclay and of original MOOCs in terms of the pedagogical quality of the materials and/or the pedagogical approach chosen.</p>
 <p><i>CfP "Educational Initiatives – Health"</i></p>	<p>Supports educational initiatives in the context of health education reforms.</p>

*Table 1: Types of CfP on pedagogical projects*

In five years, 137 projects have received financial support to a total amount of approximately €5 million. For each type of call and session, the selection process ensured an impartial and thorough review of the projects. The juries include experts (approximately 80 in total) and various actors involved in the educational transformation of institutions within UPSaclay.

These projects end with a report describing achievements and milestones. A feedback session is organized during the annual UPSaclay pedagogical day (JIP) to encourage spin-offs and the sharing of practices, as well as new initiatives. An external communication is also launched, with publication at the end of 2019 of the 1st volume of a series of booklets highlighting projects, and at the beginning of 2020 a posting on the UPSaclay website.



Figure 2: Cover of the booklet (first volume) promoting successful educational projects



Figure 3: Extract from the booklet showing key figures on project support

## 6 Other major actions

### 6.1 Training our new lecturers

The training system set up includes a training seminar on pedagogy and tutoring during the first year of operation. A shared training catalogue is also offered to all of the University's teachers and teacher-researchers. Improving our teachers' skills and sharing a common pedagogical culture is a key step towards pedagogical transformation (Lalle & Bonnafous, 2019).

### 6.2 Writing curricula according to the programme approach, competency-based approach

The aim is to bring the training providers into a reflexive posture with regard to the competency approach, and to take a significant step towards restructuring the training courses in this spirit. Supporting the deployment of project approaches, such as the implementation of the programme approach, is another key step towards pedagogical transformation (Loisel et Sulimovic, 2019).

### 6.3 Creating an action-research chair on pedagogical innovation

One of the objectives of the establishment of this chair is to enrich the transfer of research in educational sciences to pedagogical practices.

More information:

<https://www.universite-paris-saclay.fr/formation/initiatives-et-innovations-pedagogiques>

## 7 Conclusions

The institutional support of the University shows its major commitment to the pedagogical transformation strategy. It allows the development of a long-lasting dynamic which is essential for continuous improvement of education and training, the success of students and the professional development of those involved. It also provides the actors and the institution with the means to continue to develop and adapt to ever renewed challenges, including the major ones that the COVID crisis brings.

## References

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