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Erasmus+ Programme  
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## LeCoLe - Learners as Co-creators of Their Own Learning

2020-1-LV01-KA201-077454

Newsletter Nr 1

January 2021

**“The future of learning is co-creation”, Rohit Pande, CEO, Habitat**

**Hello and welcome to the Erasmus+ Strategic Partnerships for school education project  
“Learners as Co-creators of Their Own Learning” (LeCoLe) first newsletter.**

**LeCoLe** was launched in December 2020 by partners from Latvia, Iceland, Ireland, Greece and Portugal. The aim of the project is to explore the experiences and best practices of partner countries in supporting active engagement of learners (both students and teachers) in planning, implementation and evaluation of the learning process at school and beyond in order for them to become co-creators of their own learning within collaborative learning process.

The main objectives of the project are the following:

- To identify and collect examples in partner countries of learner engagement in co-creation of their own learning and teachers using new approaches & pedagogies to steer learners towards more meaningful and purposeful learning;
- To find out what are the obstacles to engaging learners in the creation and implementation of the learning process;
- To explore what kind of support is required for teachers to be able to ensure student-led learning;
- To elaborate podcast series with instructional support materials for educators on how to implement new pedagogies in their practice.

To learn more about the LeCoLe project please visit: [\(insert link to your website\)](#)

### **Our progress so far**

The project partners have had two online Partners’ meetings - one to kick-off the project by agreeing on internal collaboration, tasks and strategies in January 2021 and second to discuss and plan the project development, focussing on the creation of podcast series, in January 2022. There have also been several short online meetings in between to keep track of project progress, timeline and agree on next steps.

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for Education  
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Trinity College Dublin, the University of Dublin



EDUCAÇÃO





The project partners visited Reykjavik, Iceland, in October 2021, as part of the series of learning visits planned within the project. The aim of the visit was to explore how learners are engaged in co-creation of their own learning. It was a great experience and unique opportunity to see Icelandic education system at work.

The participants had an opportunity to visit the schools *Langholtsskóli* and *Norðlingaskóli* and explore co-creation, interdisciplinarity and how teachers use education technologies. Both schools provide technological tools to their pupils, and their teachers work as a team and decide themselves how to follow the curriculum and timetables.

Our learning visit also included exploring the University of Iceland’s main campus and its department of digital learning.

The next learning visit is planned to Dublin, Ireland, in February 2022, where partners will explore the Irish education system and how teachers use new approaches to engage learners in collaboration and self-led learning.

### Desk Research

During the first part of the project, partners carried out a context mapping exercise which resulted in a report “STUDENTS AND TEACHERS’ INVOLVEMENT IN THE TEACHING/LEARNING PROCESS: EXPERIENCES AND CHALLENGES”.



The topic of co-creation and how it is represented in each country was explored on national, regional, local, regulatory and practical level, to provide a depth of understanding of each country’s co-creation system and to find out what the obstacles are in engaging learners.

Data collection was accomplished via questionnaires and took place in the period between March and June 2021. In total, 507 teachers from Latvia, Greece, Ireland, Iceland and Portugal working with students between 12 – 19 years of age submitted their responses.

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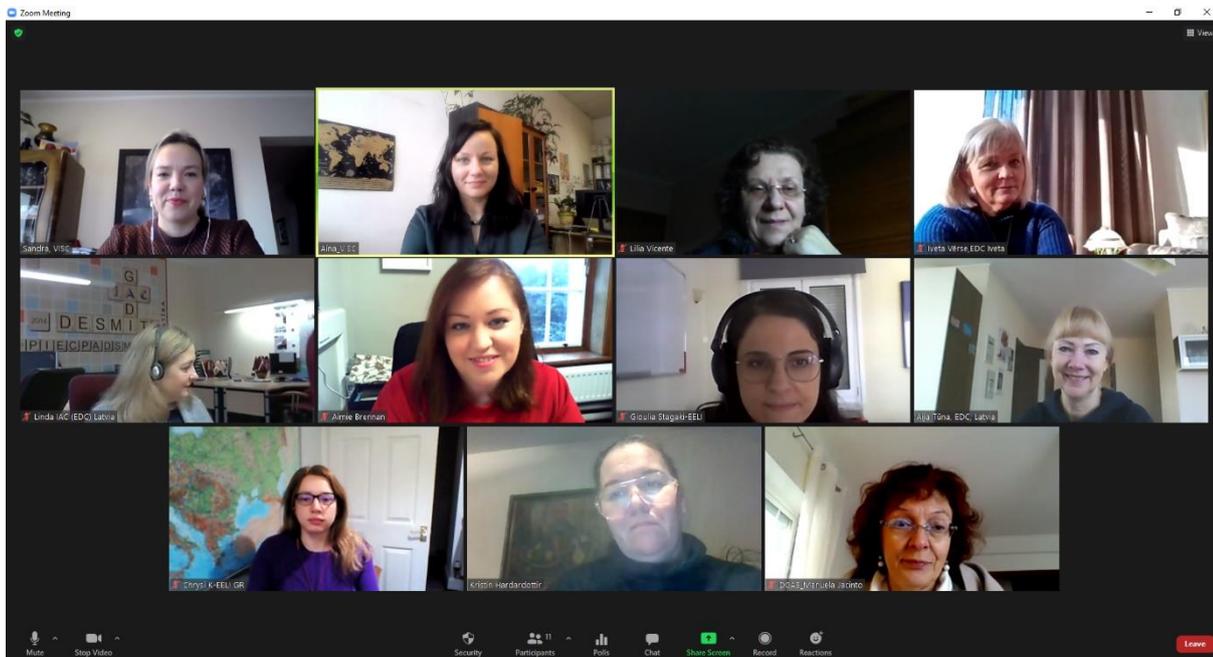


The questionnaire mainly focussed on exploring experiences and understanding of what teachers thought about active involvement in teaching/learning, identifying best practices (or what teachers consider to be a good practice) and learning / professional development needs of teachers.

The data analyses and conclusions from the research can be found in the report here:  
<https://app.box.com/s/g740r13h9btcj1cp4ea89hwjurt5r441>

**LeCoLe project partners:**

- National Centre for Education (VISC), Latvia – Lead partner
- Education Development Centre, Latvia
- Directorate-General for School Administration, Portugal
- University of Iceland, Iceland
- Marino Institute of Education, Ireland
- European Education and Learning Institute, Greece



**Contact person**

If you are interested to learn more about the project or have any questions please contact:

name, contacts

*(insert for project coordinator from your country)*

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