GUIDELINES ON INNOVATIVE LEARNING SPACES

CASE STUDIES

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"Teaching learning spaces competence from early childhood education"
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Erasmus+ Strategic Partnerships for school education

Project partnership:

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Contributor template

The template that follows is for contributions of case studies to the ***Guidelines on innovative learning space case study***

Instructions on writing up the case study

Case studies should be examples of good practices and must be well documented, evidence based and demonstrate success or progress related to implementing measure that enhance learning spaces.

Case studies must provide a sufficient level of detail so that the reader can understand what was done, by whom and potentially be inspired to replicate a similar programme or intervention.

Please, follow the next structure to present your own case study.

Context

Primary school

Age of children: *6-11*

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Title of your contribution	İnnovative Spaces
Typology of learning spaces	*Please, choose the most relevant category:* Community spaces / Indoor spaces of classrooms / Inner common spaces/ Working areas in thematic projects
Development domain	*Choose the most relevant domain:* Language and Communication domain; Science field; Human and Society Domain; Aesthetic and Creative Domain and
Area of focus	*independent learning, project based learning etc.*
Terms, acronyms and abbreviations	Secure attachment, sensory-motor skills; independence, emotion management, personal security skills, creative thinking, critical thinking, collaborative thinking

Description of the case study (max. 1500 words)	Aim and objectives of the intervention project: The aim of the project is to make it easier for children to adapt when starting school. It is aimed to reveal the feelings of secure and to develop the sense of responsibility of children who have been separated from their families for a long time, perhaps for the first time. And also; It is aimed to support their socialization and individual learning by doing group activities and various projects. In addition, it is to support them to follow the developments in Turkey and all over the world. Another aim is to ensure that children are technologically ready for the future. It is aimed to realize these aims by using interdisciplinary transitions. Location (country & city):Turkey & Izmir **Background and context** How did you come up with the innovative idea? At the beginning of each term, such an idea emerged when we thought about what we can do for children who have difficulties in adapting to school and have confidence problems. We wanted to create a corner where we can plan activities that can both adapt and attract the attention of children in the classroom. In addition, the enthusiasm to create a space where we can do many different activities for the development of children's prosocial skills inspired us. The idea of bringing together activities that children can use in all lessons, not just one lesson, enabled the creation of such a project. How was the intervention project developed? Explain briefly the process and who was involved, highlight the participation of service users, if the case. First, we created a board with felt boxes for our learning space. Hangers were sewn to the sides of the board. The hangers were designed to be used for multiple purposes.

Then we started by creating activities that we planned for the first days of school. We designed activities that enable children to adapt to school more easily. Later, this idea turned into a larger project where we could work on different topics. We tried to create a comfortable and warm atmosphere in the children's homes as if their families were always with them. We brainstormed about what we could do about it. In the first stage, the children put photos of their families and some of their belongings in the boxes. In the first weeks, they took their belongings back on their way home. The children, who wanted to, brought new items and materials to the school. They made presentations about what they brought to get to know each other better. Project-based activities were organized regarding the materials brought. Afterwards, their parents left notes for the children. They set some tasks and the teacher put these tasks in pockets. The children performed these tasks in the form of project work by dividing them into groups.

Thus, families were also involved in the process. A close communication was established between the child, the parent and the teacher.
In the process, various projects were organized in order to ensure the technological development of children. Sponsor support was found based on the weekly letters of the children. In this way, a maker workshop, library and robotics class were created.

The children worked in collaboration with their families. They developed projects on how we can improve our living spaces by working with robotic machines. They made designs about the items needed for school or home with 3d pens.

In another project, the parents provided the necessary support for the newspaper center established by the children. The corner was kept up-to-date so that the children could follow the agenda.

Our English teachers made activities with the children by using the words from the English magazines & newspapers.

Main achievements

What where the main achievements of the intervention project (quantitative or/and qualitative)?

Children adapted to school much more easily. The involvement of their families in the process has been very supportive for the development of their feelings of secure. It has become much easier to reach the achievements related to the subjects to be covered in the lessons. Children started to learn more effectively by being involved in the process. They internalized how to behave in case of a problem related to life issues. Problem solving, taking responsibility, creative thinking skills developed.

Key factors

What where the key factors that facilitated the success of the intervention project?

The most important point that facilitated the success of the project was the change and diversification of topics and activities. In addition, the involvement of parents in the process made the project more effective. Our teachers have established parent groups online. They managed the process very well by providing continuous information. The works created on the board created in the environment were very effective as they turned into interdisciplinary studies. The children participated actively and participated in each week's activity by giving ideas.

	List of useful equipments/resources needed Meter felts in various colors Printable pages/pictures related to the topics to be studied Family photos/various materials from home Adhesive foil Task cards made from paper or background cardboard Books/bookshelf/furniture for library Maker Workshop We-do and robotic kits 3D smart pens Daily newspapers and various magazines/resources Challenges We have observed that children whose parents are separated sometimes have difficulties with their studies. However, this problem was eliminated by working in coordination with the guidance teachers. It was necessary to be very careful while working in the maker workshops. In order not to experience a dangerous situation, the teacher had to be very careful to control the whole class. This was one of the most important difficulties for the teacher during the activities. **Categoria of improvements** In which ways could the intervention project have been improved (lessons learned, crucial aspects for replication etc.)? It could have been designed as a more professional board. The clipboard can be made more permanent. A more permanent material or a wooden board can be created. This board can be built in a large area where the whole school can be included. In the later stages, we plan to open advanced 3D modeling and robotics courses for children. We will support children in making larger-scale projects by moving our newspaper center to a common area within the school. Afterwards, an exhibition can be set up for the children's activities and the materials they create with 3D pen.

Characteristics of the innovative spaces for active learning	a. Physical environment (design, light, surfaces, organisation, aesthetics etc.) The board was hung in a bright and illuminating part of the classroom. The materials prepared for the board were designed according to the ages and interests of the children. The library was installed in one of the most suitable and brightest classrooms. The Maker workshop and robotics classroom were set up in classrooms away from noise and distracting conditions. The activities on the created board were constantly diversified. In order to keep the children's interests alive, the activities were planned with different techniques. The introduction of new materials is carried out gradually, according to the interests and wishes of the children, according to the topics covered at a certain point. b. Furniture We chose the furniture from durable and healthy materials that are suitable for the age and physical development of the children. When placing the furniture, we took care to place it in a way that would not pose a danger to children. For the Maker workshop and library, we used solid and non-harmful furniture for children to work comfortably. c. Working corners/ Interest Areas d. Online/Virtual corner/learning space e. Materials: • Smart toys/devices We-Do training sets, 3D Pen Printers • Sensorial materials • Other
Benefits	1. Teachers Children can easily adapt to the lessons in an educational environment where they feel safe and thanks to the activities created for their interests. Thus, since children are more active, they can easily observe the children and the extent to which the objectives of the lessons have

	been achieved. 2. Children Since project-based activities are in the majority, students can communicate with each other more easily. Children learn more permanently by making connections between lessons. Since the activities are based on teamwork, they learn to accept these views and use time effectively, as well as to respect different views. They also become much more active in situations that require collaboration and problem-solving situations. 3. Parents A wide variety of learning environments were created with the participation of parents. Together with the children, the parents created activity ideas. Thus, children became much more active in their learning processes. They were more willing to participate in the work. All the activities carried out significantly improved the bond between the school and the family, and caused the parents to contribute to the problem situations by closely following the process. Parents' involvement in the process makes them feel valued. Thus, they show more interest in all school-related activities.
Discussions/ Reflection (aprox. 500 words)	Researchers emphasize that children's schemas or thoughts about relationships begin to form as a result of their experiences with their families (Sroufe, 2000; Güler, 2008). In other words, families contribute to the formation of their children's life schemas. These schemas are; Acquiring the first basic values, being able to live in harmony with people, a sense of secure, and a positive self-perception appear as important issues. In addition, the family transfers the cultural and social values that ensure the continuation of the society to the child (Güler, 2008). Therefore, these thoughts are also reflected in their other relationships (Sroufe, 2000). For this reason, it is very important to include families in the studies, to

	learn about the internal dynamics of families, for children to feel more secure and to participate more willingly in activities. In primary school, children may face many difficulties. Being accepted by their peers (seeing), being able to cooperate with different authority figures from their families and many other difficulties can cause anxiety for children (Baker, 2006). As mentioned above, children's ability to overcome such difficulties is closely related to the quality of their early relationships and experiences with their families (Howes, Matheson, & Hamilton, 1994; Pianta, 1999; Toth & Cicchetti, 96). However, positive one-to-one relationships between the teacher and the child also have significant effects on the child's emotional regulation skills and ability to cope with difficult situations (Miller, McDonough, Rosenblum, & Sameroff, 2002). In addition, these relationships are closely related to the development of the child's sense of responsibility at school. These findings clearly show that the relationships established with the teacher have an important place in the successful development of the child (Anderson, Christenson, Sinclair, & Lehr, 2004). In this context, it is of great importance for teachers to give importance to the individual characteristics of the child and to create an attentive learning space. Creating innovative learning spaces will make the teacher's job easier in every field. Transformed learning spaces also increase the quality of activities. In other words, such spaces have features that can encourage students to explore and be more active.
Future directions/ Next steps	The created boards and activities will be adapted to kindergartens. During the parallel studies, activities will be planned for primary school students and kindergarten students to work together. The board created in the area will be rebuilt in a common area of the school for a larger project to be done with all students.

Success stories and/or quotes (150 words)	If you have a quote or statement from an evaluation or user satisfaction survey and the permission to use these quotes, they may be added here to illustrate the success of your case study.
What are the three key messages from this case study	1.Students need to be involved in every step of the process in order to internalize their learning. For this reason, it is of great importance to include children in the whole process while designing the learning spaces created. 2. Planning project-based activities and involving families in this process facilitates more effective learning of children and the development of collaborative thinking skills. 3. Educators and teachers need to improve themselves in the organization of learning spaces. It would be beneficial for teachers to collaborate on this issue and work through projects within the school.
Citations (full references)	Anderson, A. R., Christenson, S. L., Sinclair, M. F., & Lehr, C. A. (2004). Check & Connect: The importance of relationships for promoting engagement with school. Journal of School Psychology , 42, 95-113. Baker, J. A. (2006). Contributions of teacher-child relationships to positive school adjustment during elementary school. Journal of School Psychology , 44, 211-229. Güler, T. (2008). Okul Öncesi Eğitimde Ailenin Önemi ve Okul Aile İşbirliği. G. Haktanır içinde, Okul Öncesi Eğitime Giriş (s. 296-297). Ankara: Anı Yayıncılık. Howes, C., Hamilton, C. E., & Matheson, C. C. (1994). Children's Relationships with Peers: Differential Associations with Aspects of the Teacher-Child Relationship. Child Development , 65, 253-263.

	Sroufe, L. A. (2000). Early Relationships and the Development of children . Infant Mental Health Journal , 21 (1-2), 67-74. Pianta, R. C. (1999). Enhancing relationships between children and teachers. Washington, DC: American Psychological Association Toth, S., & Cicchetti, D. (1996). The impact of relatedness with mother on school functioning. Journal of School Psychology , 34, 247-266.