In 2014, the year it celebrated its 20th anniversary, the Institute for Higher Education and Technology (IPM) became the Louvain Learning Lab (LLL). Launched with the support of the 2020 plan, LLL has become a bona fide education incubator. This document provides a summary review of the first five years of its operation. Additional information is available on the LLL website.

1. The team

As of 1 March 2019 the LLL team was as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Main responsibilities</th>
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<tbody>
<tr>
<td>Etienne Billat</td>
<td>MCQ assessment support</td>
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<tr>
<td>Anne-Catherine Cambier</td>
<td>FDP2-FIE internship</td>
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<tr>
<td>Julie Crasset</td>
<td>Logistics and video clips</td>
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<tr>
<td>Mikaël De Clercq</td>
<td>Measuring the effectiveness of active teaching methodologies</td>
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<tr>
<td>Françoise Docq</td>
<td>Head of the MOOC unit</td>
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<tr>
<td>Agnès Deprit</td>
<td>FDP2-FIE internship</td>
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<td>Grégory Fizaine</td>
<td>MOOC filmmaker</td>
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<tr>
<td>Séverine Gossiaux</td>
<td>Evaluation of teaching</td>
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<tr>
<td>Manuela Guisset</td>
<td>Digital</td>
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<tr>
<td>Brigitte Kerpelt</td>
<td>Student reception and administrative office duties</td>
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<tr>
<td>Nathalie Kruyts</td>
<td>Head of the Training unit</td>
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<td>Julie Lecoq</td>
<td>Collaborative work</td>
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<tr>
<td>Emilie Malcourant</td>
<td>Student summative assessment</td>
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<tr>
<td>Céline Mathelart</td>
<td>Digital</td>
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<tr>
<td>Gaëlle Pellon</td>
<td>Gamification Pôle Louvain</td>
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<tr>
<td>Benoît Raucent</td>
<td>Head of LLL, coordination</td>
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<tr>
<td>Virginie Renson</td>
<td>MOOCs</td>
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<tr>
<td>Pascal Vangrunderbeek</td>
<td>Head of the digital unit, FDP</td>
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<tr>
<td>David Vellut</td>
<td>MOOCs</td>
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<tr>
<td>Léticia Warnier</td>
<td>Head of the teaching evaluation, quality and programme approach unit</td>
</tr>
<tr>
<td>Pascale Wouters</td>
<td>Head of the institutional support unit - DVP, FDP2</td>
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2. LLL since September 2014

1) Training

To meet the needs of an increasingly diverse and demanding audience, LLL has:

• Consolidated training into “event” days: four LLDays are organised annually, each offering four or five parallel sessions; one session comprises four 90-minute modules.

• Offered modules on demand: any team (programme, faculty, sector, etc.) can request a training module at the time and place of its choice, provided there are at least eight participants.

• Placed particular importance on awareness training (especially for newly appointed academics) and advanced courses (the research and teaching assistants’ certificate, for example). The initial training module for newly appointed academics at UCLouvain has been completely revised. It is now held over two days immediately before the start of the new academic year. A university certificate for research and teaching assistants was devised and rolled out in the 2017-2018 academic year. Thirteen people took the course to formalise the experience they had gained at UCLouvain.

• Introduced cycles: a cycle comprises several training periods interspersed with individual work time, thereby enabling participants to take advantage of integrated support and feedback from peers when devising some or all of their course material.

• Offered an “English-friendly” mode for all its courses.

• Provided teachers with access to the LLL cahiers, a collection of short guides for independent study spanning all training modules.

Some achievements:

• 130 people attended the first LLDay on 22 October 2018.
• 23 people took part in the first Le plaisir d’enseigner (The pleasure of teaching) session (only 10-12 people enrolled each year for the previous format).
• The “flipped classroom” cycle is being run for the fifth time. This event has been held in partnership with the Pôle Louvain higher education consortium for the past two years and each time 10 teachers from UCLouvain have studied alongside 10 teachers from the Pôle Louvain’s HEIs.
• The LLL cahiers are a collection of seven short guides.
2) Quality, programme approach and formative assessment

To ensure it delivers quality teaching and programmes, LLL has:

• supported teachers (or teaching teams) who have requested a **formative assessment** of their course material,

• helped the academic coordinators (RPs) and their teams develop the **programme approach**, the highlight of which is the annual academic coordinator days,

• helped to implement a programme and teaching **quality management** process in collaboration with the faculties and the Academic Programme Quality Support Department (QOPA),

• at the **faculties’ request**, offered assistance with one of their projects, organising an awayday in the country, etc.

3) Professional development of training specialists

In this connection LLL:

• supports the **professional development of teachers** using as its main tool the teaching portfolio (DVP),

• is helping to extend the DVP to clinical academics and language teachers from the Language Institute in collaboration with the HR Department and the Health Educational Development Unit (CDP Santé),

• is developing an **RP skills reference framework** in collaboration with Laval University,

• is coordinating individual and group **training for educational developers**.

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**Some achievements:**

• Each year more than 120 individuals and 20 programme teams request support.

• Around 60 RPs take part in the RP day each year.

• Each year five faculties or departments of the University use the services of LLL.

• Each year more than 70 people attend the information sessions and around 30 request help with putting together their DVP.
4) Innovation

LLL is a veritable education incubator with an active learning classroom providing an innovative learning environment where teachers can improve their professional credentials in a relaxed and friendly atmosphere. Led by an educational developer, they can experiment with and try out a variety of teaching methods (flipped classrooms, project-based learning, group work, etc.) in a modular space with access to a combination of digital and more traditional resources (plenty of space for writing).

In practical terms, the LLL’s mission is to:

• help teachers or teaching teams put together their FDP1 project (FDP: Educational Development Fund),
• supervise FDP1 projects and assess course material,
• help teachers wishing to adopt a more innovative approach.

5) Digital

This area focuses on blended learning, which involves incorporating digital into the courses and redesigning the classroom activities. The educational developers working in this area receive project-based funding, in particular relating to the 2020 plan and the Pôle Louvain (consortium of higher education institutions, HEIs). The developers work closely with the Information and Communication Technologies in Education (ICTE) unit of the General Information Systems Department (SGSI) in order to:

• help teachers produce and use open-access digital resources,
• select, promote and support the use of new teaching aids in partnership with the ICTE unit, for example the Wooclap online polling system and EZCast,
• help teachers introduce gamification into their courses if they so wish.

Some achievements:

• A smartphone filming kit has been developed in collaboration with the ICTE unit.
• 20 video clips on project-based learning are being produced in conjunction with the University of Upper Alsace.
• We currently have more than 600 Wooclap users in our University.
• 123 people took part in the 2017 edition of the digital Hack’apprendre.
6) MOOCs

The MOOC (massive open online course) unit is spearheading the MOOCs-edX project, which LLL has been commissioned to run by the authorities. The unit has all the necessary resources to support and also create the MOOCs. A temporary recording studio has been set up at LLL to provide the filmmaker with the best possible working conditions. The unit’s objectives are to:

- run the MOOCs-edX project,
- encourage and support innovative teaching methods through the use of MOOCs at UCLouvain.

Some achievements:

- **28 MOOCs** have been developed since March 2013. More than 500,000 people enrolled worldwide. 61 academics and 41 research and teaching assistants from 13 UCLouvain faculties and departments are involved.
- **Two MicroMasters** (Law and Louvain School of Management) have been launched since January 2017 and virtual exchanges have taken place with seven partner universities in Europe.
- The unit helped to organise the UCLouvain honorary doctorates in 2018 as joint sponsor of Anant Agarwala.

8) Support for institutional development

This is very much a cross-cutting exercise that aims to:

- meet the demand of the learning and training committee, take part in specific working groups (e.g. student evaluation of teaching, academic programme quality, etc.),
- coordinate FDP2 projects that aim to address the topics selected by UCLouvain. LLL has mentored researchers linked with the following FDP2 projects: “skills assessment using an (e)portfolio”; “support for students working in groups” and “dissertation supervision and assessment”. It initiates supervision of the “internship” project as part of initial teacher training (FIE), and more broadly all internships organised by UCLouvain,
- support UCLouvain in its efforts to be involved in consortia. Several collaboration projects, such as the “flipped classroom”, have been submitted to the teaching centre of the Pôle Louvain.

Some achievements:

- The “10/20 pass rate: what are the consequences for assessment?” module organised as part of FDP2 has been offered on 12 occasions on four UCLouvain campuses and has been taken by 200 people.
- Launched to mark the 20th anniversary of the IPM, different versions of the Hack'apprendre concept have been offered several times at UCLouvain and also by teams from other universities. Each edition attracts 80 people.

7) Forward-looking activities

LLL created the HACK’APPRENDRE concept in order to conceptualise, and more importantly involve, the university community in change.
9) MCQ logistical support

The MCQ (multiple-choice questionnaire) "unit" joined LLL in May 2015 to help teachers at the Louvain-la-Neuve (LLN) campus and to process the students’ answers in multiple-choice exams.

10) Research support

The aim here is to:

• support research in partnership with interested teachers for the purpose of documenting, disseminating and demonstrating the effectiveness of innovations (evidence-based education),

• contribute to the Advanced Master’s in Pedagogy in Higher Education organised by the Faculty of Psychology and Education Sciences. This is an additional qualification offered by LLL to the teaching staff at UCLouvain and other HEIs,

• raise the profile of teachers. Through the “Échos pédagogiques” seminars, some 15 teachers have been given the opportunity to present their work (previously delivered at a conference or published) to the university community.

11) Internal collaboration

The aim is to promote and support an effective synergy between the people and the units of UCLouvain, the Teaching and Training Department in particular. More specifically it means:

• actively working with QOPA to design new standard institutional questionnaires and pool evaluation of teaching resources. Regular discussions with the Health CDP have set the foundations for collaboration with this educational development unit.

• contributing to the networks of the units dealing with all aspects of university pedagogy. LLL works with the Career Information Office (CIO) and the Language Institute to organise special modules for the LLDays,

• collaborating with SGSI on all digital-related issues. LLL is a member of the Learning Lab network.

Some achievements:

• QOPA and LLL have developed a one-stop shop for submitting requests for teaching evaluations.

• 370 multiple-choice exams are processed annually on the LLN campus.

• Between two and five dissertations are defended every two years as part of the Advanced Master’s in Pedagogy in Higher Education.

• LLL is working with the Chair in University Pedagogy and Laval University on research into Instructional Leadership as part of the international summer school programme in university pedagogy.

• Collaboration with ESCP Europe-Paris aimed at using sociograms to gain a better understanding of interactions in student groups and so help improve tutoring.

• 28 articles or papers published since 2015.
12) International collaboration

The aim here is to:

- **develop collaborative partnerships** with other higher education centres worldwide. LLL is a member of the Learning Lab network,
- **develop international projects** with a view to pooling our practices and the results of applied pedagogy research,
- promote the **internationalisation of UCLouvain**.

Some achievements:

- A Hack’apprendre on the topic “International” was organised on 26 February 2019 thanks to special funding. It attracted over 100 participants.
- The 2014 Francophone higher education educational developers’ conference (BSQF), organised by LLL in conjunction with the Université libre de Bruxelles (ULB), was attended by 80 French-speaking educational developers.
- LLL co-organised the EMOOC International Conference (Mons, May 2015) and MoodleMOOT (June 2018) at the UCLouvain Brussels campus.
- LLL hosted a Coimbra group session in April 2018.
- In collaboration with Laval University, LLL is organising a cycle of four international summer schools on university pedagogy: the first, held at Laval in 2018, was on creativity and the second, held in 2019 at LLN, was on learning spaces.
3. Challenges for LLL in the next five years

The role of e-learning and online resources

E-learning plays an important part in higher education because it meets:

• **Organisational needs:** finding solutions to overcrowded lecture halls and timetable incompatibilities; optimising multi-campus teaching; optimising cross-faculty teaching of skills and knowledge, etc.

• **Curriculum needs:** enabling students to try out e-learning as a teaching method; expanding the range of electives; offering internationalisation@home opportunities; exploring new forms of modular certification, etc.

• **Strategic challenges:** training new target groups; collaborating with other universities; positioning ourselves in an increasingly competitive higher education market, etc.

• The demand for training in an ever-changing **Mobile Learning** environment using portable digital tools such as smartphones and tablets. In this new environment, the value of “static” information is declining because it very quickly becomes obsolete.

The aim is also to redefine the role of MOOCs in the courses offered by UCLouvain.

A programme and teaching quality management process

The launch of the pilot phase of the AEQES accreditation procedure (agency responsible for assessing the quality of higher education within the Wallonia-Brussels Federation) offers UCLouvain a unique opportunity to work on its quality assurance and development process. LLL must of course play its part by training teachers and providing programme and academic coordinator support. Priority must be given to:

• **The initial training offered to different target groups:** newly appointed academics, young research and teaching assistants and new academic coordinators, all of whom have shown a keen interest in doing the training modules before the start of the new academic year.

• **Cross-cutting** programme support. For example, the Louvain School of Management’s move to 7-week blocks or the initiative by the Louvain School of Engineering to appoint student tutors.

• **The teaching and programme evaluation** process and ensuring recommendations are followed through.
A fresh look at summative assessment

Besides its role in certification, summative assessment is an important training tool that is still too often improperly used. There is significant potential for self-assessment and peer assessment.

Moreover, e-assessment has interesting potential in terms of Moodle-integrated digital tools and innovative tools such as Gradescope. These should enable us to adopt a new approach to summative assessment, achieving the primary aim (measuring attainment of objectives) without the need to use the current MCQ solutions, which are not necessarily fit for purpose in every case.

Integrated support network

Since 2015 there has been an increase in the number of educational developers and technical support teachers working in the faculties and sectors. For instance, the Science and Technology Sector now has a training quality adviser and a specialist video filming adviser. LLL has launched a first round of experience-sharing meetings. A proper network must be created to ensure that skills and resources are complementary. It should of course include departments with which LLL intends to step up its collaboration (CIO, QOPA, Continuing Education, etc.).

Support will no longer be compartmentalised. We will adopt a systematic approach and offer integrated support.