



DAILY PROGRAMME

Transforming Learning Spaces for the Future of Education

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 What the Evidence Says, and What Your Room Scores	DAY 2 Naturalness: Light, Temperature and Air Quality	DAY 3 Individualisation: Ownership and Flexibility	DAY 4 Stimulation, Inclusion and the Digital Layer	DAY 5 Your Room, Scored Again
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Day by day

Day 1

What the Evidence Says, and What Your Room Scores

- **Icebreaker:** each participant shows one photo of their own room (or picks one of the example rooms) and guesses which single change a designer would make first; guesses are checked against the score at the end of the day
- **The HEAD project:** 153 classrooms, 27 primary schools, 3,766 pupils aged five to eleven — and what "explains 16% of the variation in learning progress" does and does not mean
- The SIN principles — naturalness, individualisation, stimulation — and the seven parameters underneath them, with the weight each principle carries
- Why the stimulation finding is curvilinear, and why "more colour" is the most common wrong conclusion drawn from this research
- **Practicum:** each participant scores their own classroom against the seven parameters — four from their photographs (or the example room you picked, whose card gives all seven readings), and light, temperature and air quality from memory as a first estimate, to be checked back at school with the audit routine built on Day 2 — and records the baseline they will design against

Day 2

Naturalness: Light, Temperature and Air Quality

- **Warm-up in pairs:** name the one physical thing about your own classroom that bothers you most, then the room sorts the answers into light, temperature, air and noise — regrouping the group and building today's agenda from it
- Why naturalness carries about half of the whole measured effect, and which of its fixes cost little or nothing
- **Light:** daylight, glare and orientation — and what can be done in a room whose windows cannot be moved
- **Temperature and air quality:** how to tell whether your room actually has a problem rather than assuming it does
- **Working session:** building a simple audit routine a teacher can run in their own room over one week, using observation and a timetable, with a simple thermometer or CO2 meter if the school has one
- **Who to ask and what to ask for:** the caretaker, the head teacher, and whoever owns the building (a local authority, a municipality or a ministry, depending on your system)

Day 3

Individualisation: Ownership and Flexibility

- **Warm-up:** in pairs, physically rearrange two chairs and a table into a new layout in under two minutes, then say what made it fast or slow
- **Ownership:** what makes a room feel like the pupils', and why displaying their own work is not decoration
- **Flexibility:** the difference between furniture that is movable and a room that is genuinely reconfigurable by a class in two minutes
- **Adapting upward:** how ownership and flexibility change between a class of six-year-olds and a class of sixteen-year-olds, where the primary-school evidence needs translating
- **Working session:** redesigning your own room's ownership and flexibility on paper, inside your real budget, then reviewed in pairs

Day 4

Stimulation, Inclusion and the Digital Layer

- **Warm-up:** each participant picks one of two photos (busier vs calmer wall display) and votes which one they would find harder to concentrate in, then the room compares votes before the day's content
- **Complexity and colour in practice:** displays, walls and ceilings, and the point at which a room tips from stimulating into noisy
- **The quiet audit:** a structured pass over your own photographs deciding what to take down
- **Inclusion and sensory needs:** where the seven parameters and inclusive design agree, and the cases where they pull in opposite directions
- **The digital layer as physical objects:** screens, devices, cabling and charging — what they do to sightlines, glare and the flexibility built on Day 3, and the sustainable choices that cost nothing

Day 5

Your Room, Scored Again

- Each participant presents their redesign scored against the seven parameters, with the baseline from Day 1 beside it

- **Critique in small groups:** which single parameter would give this specific room the largest gain for the least money, and what the group would cut from the plan
- **Revision time:** participants amend their own plan and costings before taking them home
- Course evaluation and reflection on learning
- Certification ceremony

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

ISSUED BY

Erasmus Mobility Academy

OID E10304561

Cumhuriyet Mah. 1637 Sk. Yaşar Şahin Apt. No:3/2

Yenişehir/MERSİN

info@erasmusmobilityacademy.com

+90 530 319 40 65

COURSE PAGE

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