

Conclusions, Products & Recommendations

This study evaluation aims to result in three end products:

1. A coaching programme for teachers to help support them in designing and implementing interactive learning activities in the current and future FLS.
2. A checklist of action items to optimise the layout of the current and future FLS in order to implement the interactive learning environment.
3. Recommendations on how to design interactive learning activities in the FLS.

1. Coaching programme for teachers

The framework described in Table 1 can be used as a foundation for designing coaching programmes for teachers who have little to no experience teaching in the FLS. In this programme, the materials used, such as the lesson plan, presentation and agendas, may be adapted to the support needs for the relevant target group in the specific context.

PHASE 1. Orientation, problem analysis and design	
OBJECTIVE	
<ul style="list-style-type: none"> = To share experiences designing interactive learning activities in the FLS = To analyse problems with desired activating work formats in the current FLS = To design interactive learning activities suitable for the desired learning objectives and FLS. 	
ACTIVITY	DATA COLLECTION
<p>Session 1 (Online), Teachers...</p> <ul style="list-style-type: none"> • choose work formats for the learning objectives. • share previous experiences and success moments. • conduct a problem analysis on previous lessons. • help one another solve these problems. • determine which new steps to take in designing their lessons in the FLS (e.g.: trying new tools and features, new work formats, etc.) 	(Video) recordings of lesson plans
<p>Session 2 (on location in the FLS), Teachers...</p> <ul style="list-style-type: none"> • receive instruction on the technical possibilities present in the FLS. • determine which opportunities they have to conduct their lesson, and use those opportunities. • determine whether there are supplemental technical opportunities they can use to improve their lesson. 	Notes from the session

PHASE 2. Implementation	
<p>OBJECTIVE</p> <p>= Implementation of the lesson plans in the FLS</p> <p>ACTIVITY</p> <p>Teachers implement their lessons in the FLS in the context of their course.</p>	<p>DATA COLLECTION</p> <p>Notes from lesson observations</p> <p>Video recordings of the lessons</p> <p>Evaluation forms (teachers and students)</p>
PHASE 3. Evaluation & Reflection	
<p>OBJECTIVE</p> <p>= Evaluation of the implementation of the lesson plan immediately following the lesson in the FLS</p> <p>ACTIVITY</p> <p>Session 3, Teachers share their first impressions of:</p> <ul style="list-style-type: none"> • how they believe the lesson went. • which goals they achieved, and which they did not. • which elements they were able to implement in relation to the lesson plan, which they were not, and why. • what they would have liked to change about the layout of the space in order to better implement their lesson plan. 	<p>DATA COLLECTION</p> <p>Video recording of follow-up interview</p> <p>Notes from follow-up interview</p>
<p>OBJECTIVE</p> <p>= Reflect on the design and implementation of the interactive learning activities in the FLS in relation to the layout of the FLS, some time after the implementation of the lessons.</p> <p>ACTIVITY</p> <p>Session 4, Teachers...</p> <ul style="list-style-type: none"> • look back on the implementation of the lesson plans in the FLS together. • share experiences of teaching in the various FLS. • formulate the results of the design of activating work formats in relation to the layout of the FLS. • advise on how 'new' FLS could or should be designed in order to facilitate similar learning activities. • advise on how teachers who will be teaching in the space for the first time can prepare for their lessons and receive technical and educational support. 	<p>DATA COLLECTION</p> <p>Video recording of follow-up interview</p> <p>Notes from follow-up interview</p>

Table 1 The design of the coaching process (inspired by Dolfing, Prins, Bulte, Pilot, & Vermunt, 2021).