

# SciencesPo

INTERNATIONAL TEACHING AND  
LEARNING WORKSHOP  
2022 EDITION

**RETHINKING PEDAGOGY IN POST-  
COVID ERA**

PARIS, JUNE 9TH-10<sup>TH</sup>

The aim of this workshop is to share thoughts and practices on teaching and learning approaches, focusing, for the fourth collaboration of Sciences Po's International Teaching and Learning Workshop, on post-Covid education.

We will address the impact of pedagogical transformation during the Covid period, how it can lead not only to new, comprehensive teaching methods, but also to reasserting key pillars of pedagogy.

The following questions would guide our debates:

- How will teaching and learning be apprehended in the future, through the lessons drawn on the impact of different pedagogical methods, both in-class, blended and online? How can the development of online education bring a foundational change in programmes' conception, whether it be reaffirming, requalifying in-class pedagogy or exploring opportunities induced by distance learning?
- How is post-covid education addressed in the line of future strategic goals, what is its influence on setting new priorities?
- How was open source access managed and what are the challenges? Which kind of online modules or formats were the most effective? What were the opportunities granted by their conceptions? I.e: were they shared between faculty, or students' communities, opened to larger audiences?
- What conclusions could be drawn regarding the definition of educational community? How did post-covid experience act on rethinking study spaces, campus life, teamwork, shared practices?

- How should students' skill sets be reconsidered in the light of transformations induced by the Covid crisis?
- What new forms of assessments have been created to answer to different constraints? To what extent were they successful? How would best practices be developed in the future so as to expand pedagogical experience and impact?
- How can technological change drive us to introducing digital skills in education, or introducing it as an object of study in itself?
- What is the place that can or should be given to cognitive sciences in educational design after the development of studies on concentration and attention ?

Participants are invited to present one of these issues through a 10-minute presentation, based on concrete classroom experiences, which will then subsequently be the subject of roundtable discussions. It is hoped this line will result in developing shared, new visions of teaching and learning, based on our own knowledge and experience of educational environments.