Guidelines for teachers 1_
_Learning design with OIKODOMOS Workspaces

www.oikodomos.org/workspaces

These Guidelines are concerned with the use of OIKODOMOS Workspaces. Their purpose is to introduce the pedagogic model of OIKODOMOS to teachers in order to help them designing new learning activities and participating in the on-going ones.

.

Guidelines for teachers 1_
_PEDAGOGIC MODEL

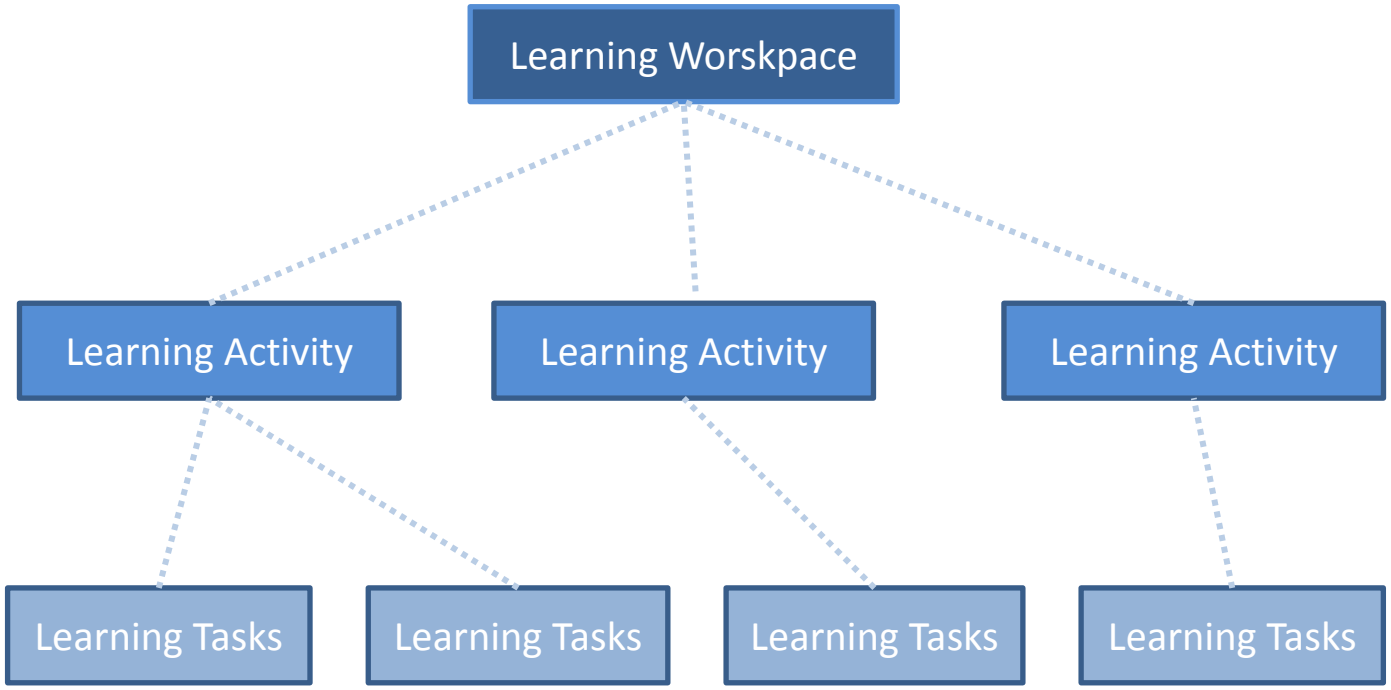
The OIKODOMOS pedagogic model is characterized by:

1. Its flexible **learning structure**
2. Its **blended learning** approach

In the following pages we introduce these two characteristics, which are essential to design the learning processes.

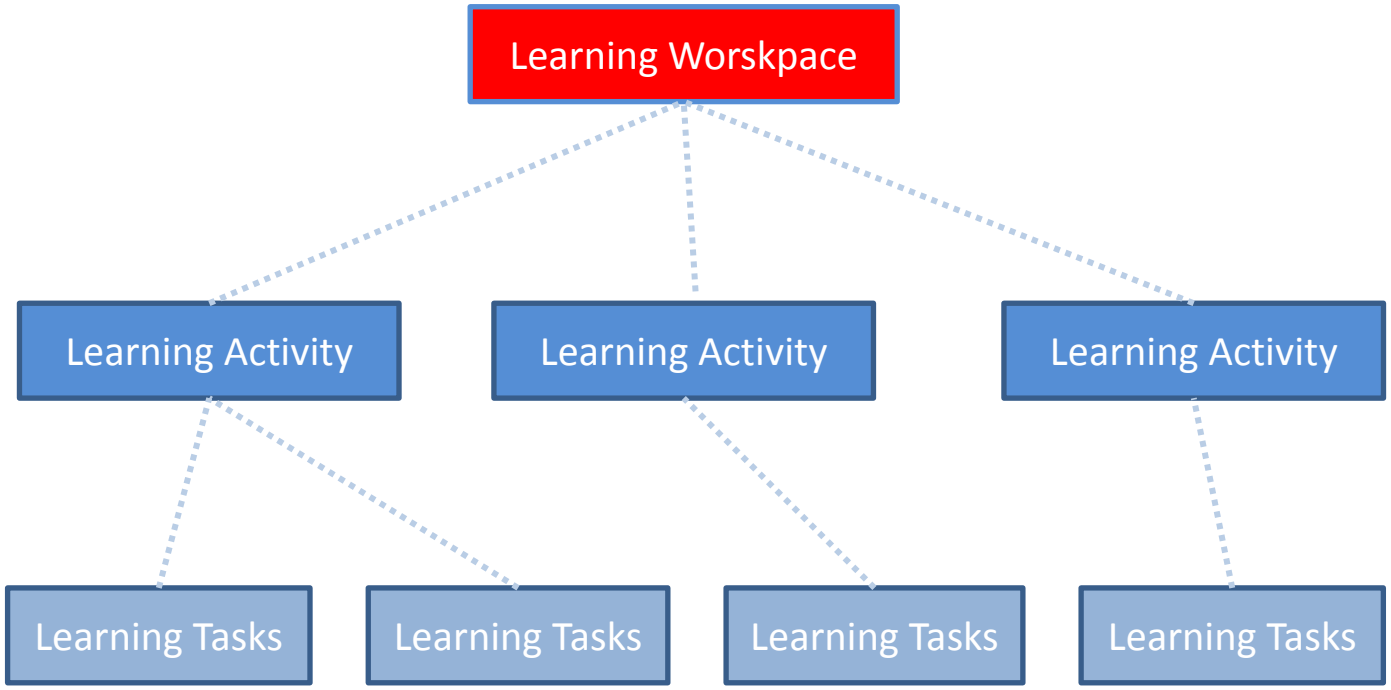
1. The pedagogic model: *learning structure*

The pedagogic model underlying the learning environment OIKODOMOS Workspaces is based on this structure:



1. The pedagogic model: *learning structure*

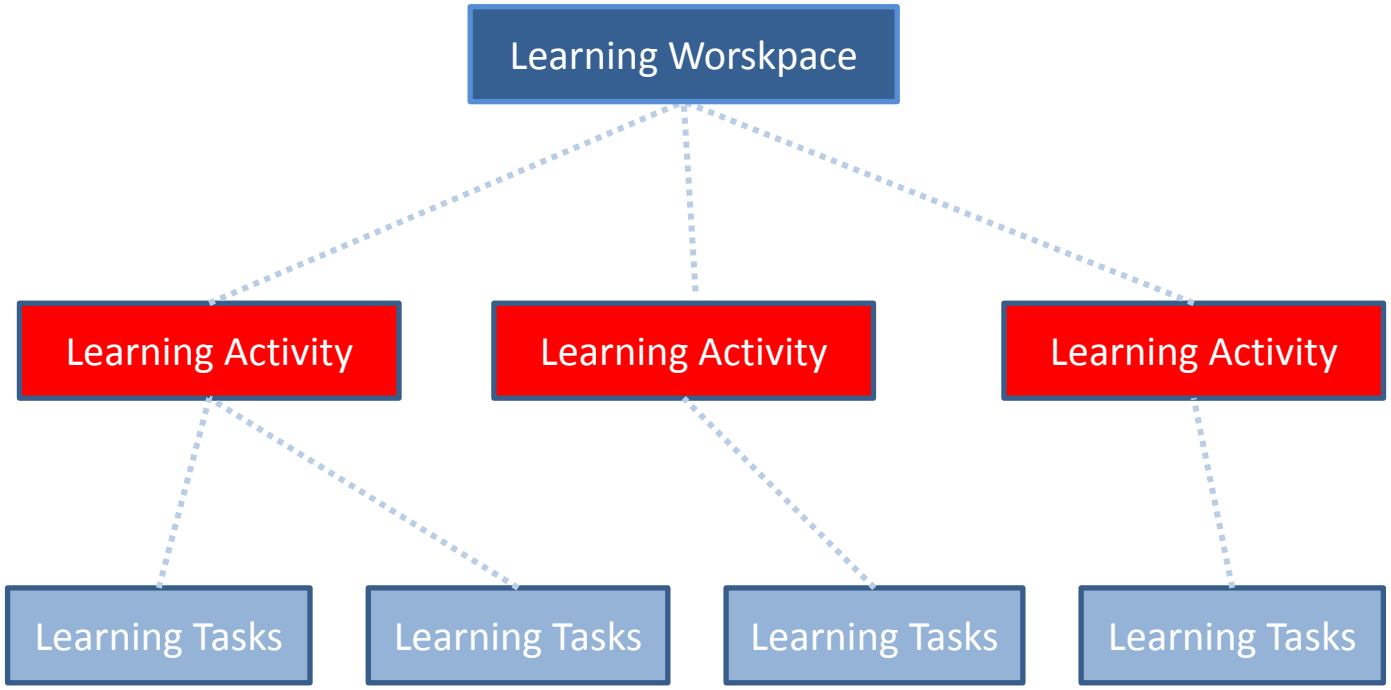
The pedagogic model underlying the learning environment OIKODOMOS Workspaces is based on this structure:



A Learning Workspace is the learning space shared by a group of teachers who want to design and implement some shared processes of learning on a theme (e.g. "Proximity")

1. The pedagogic model: *learning structure*

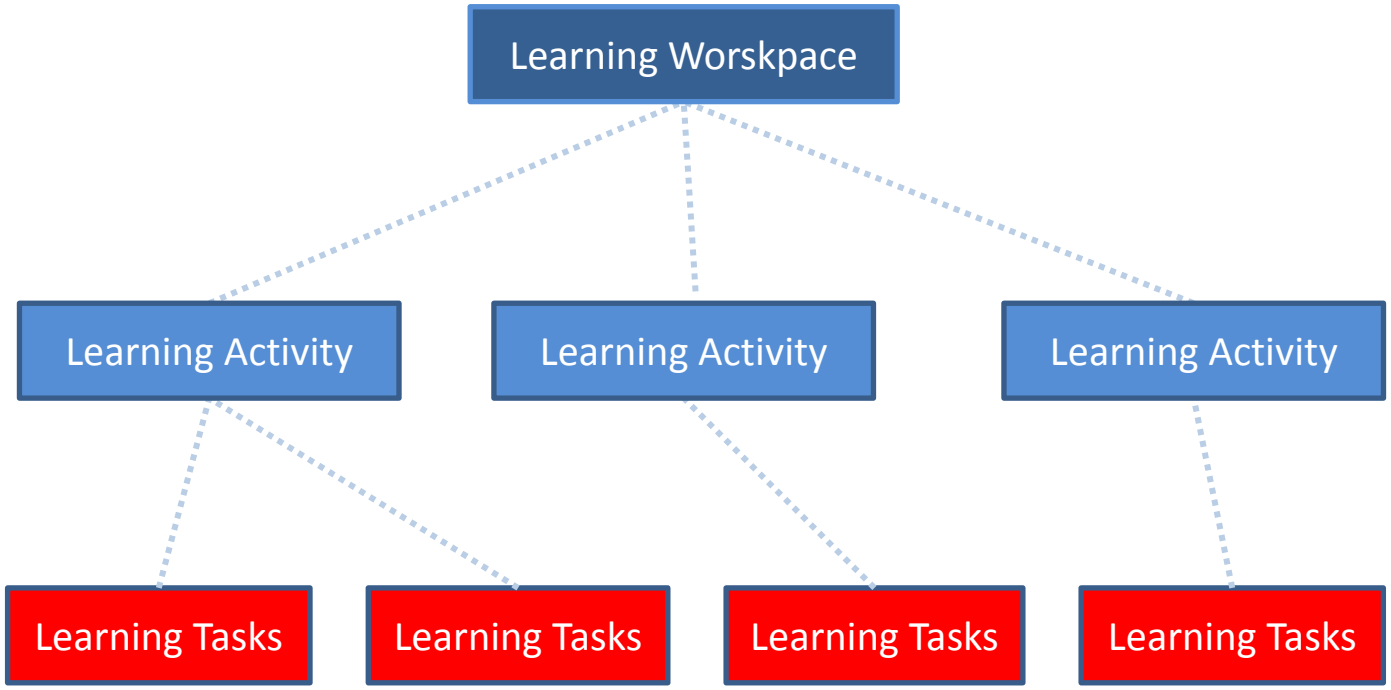
The pedagogic model underlying the learning environment OIKODOMOS Workspaces is based on this structure:



A Learning Activity is a well-defined stage in the process of learning, for instance, "Site analysis", "Analysis of precedents", ...

1. The pedagogic model: *learning structure*

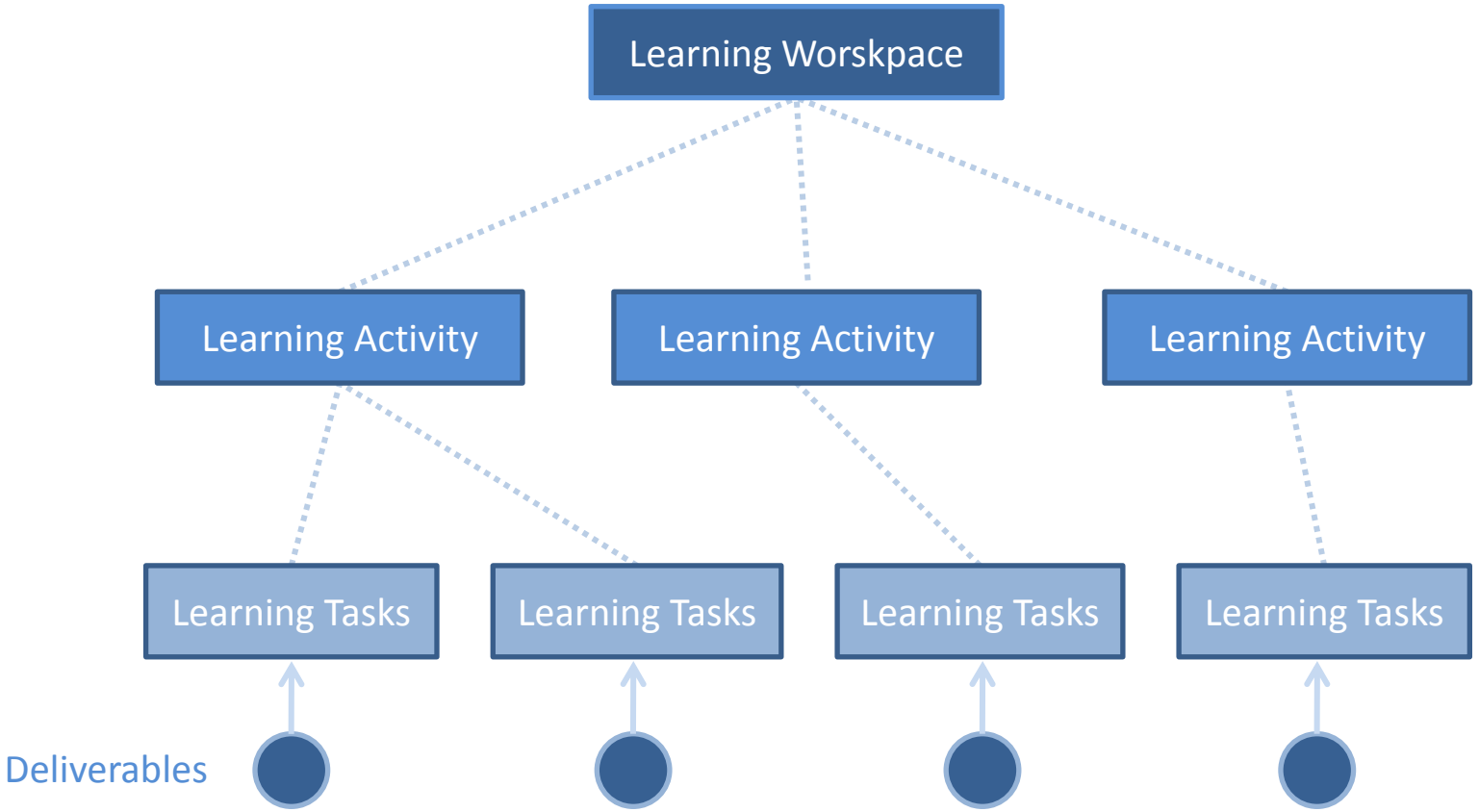
The pedagogic model underlying the learning environment OIKODOMOS Workspaces is based on this structure:



A Learning Task is an assignment given to students within the context of a Learning Activity, for example, "Visual analysis of the site", "Studying a set of concepts",.....

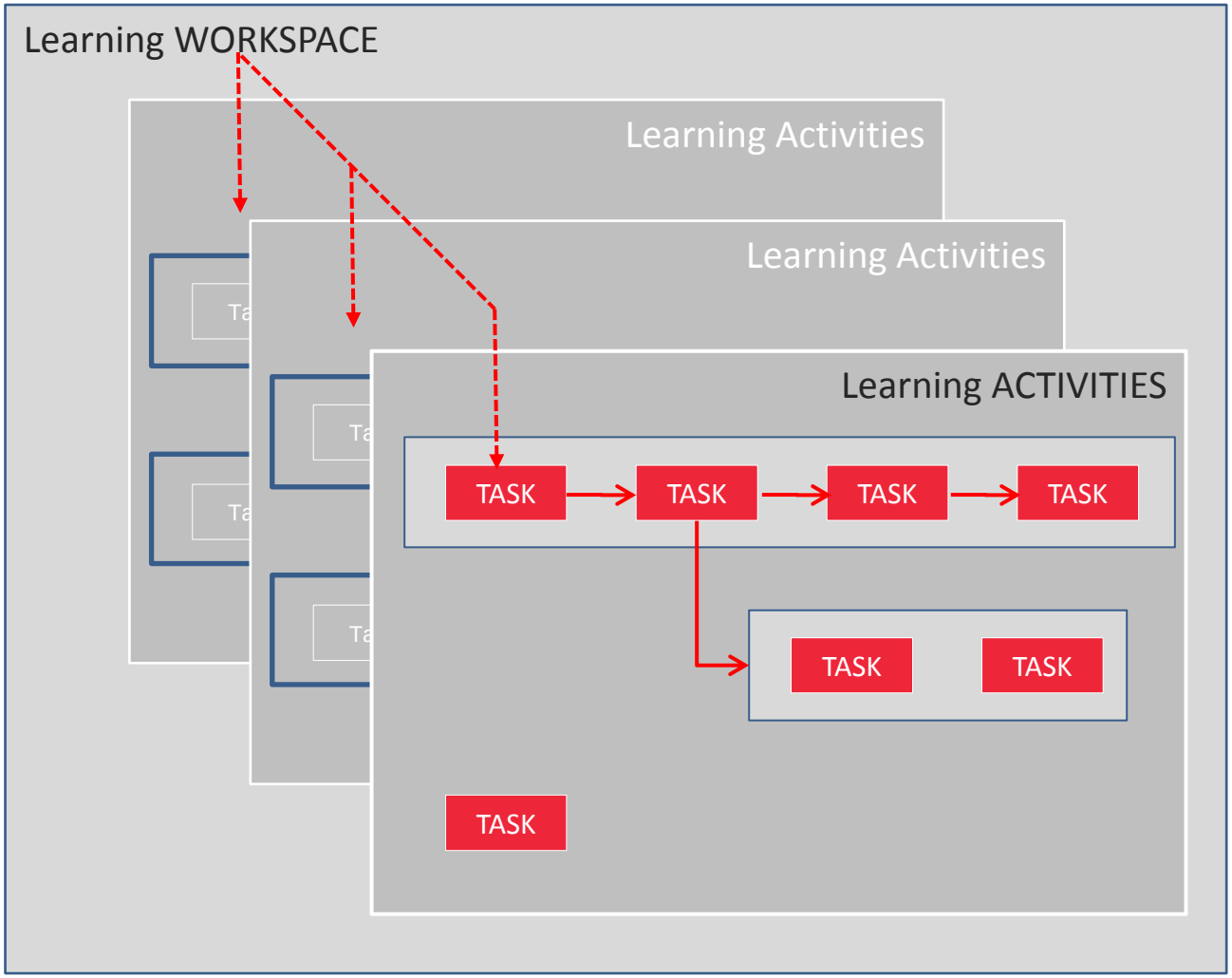
1. The pedagogic model: *learning structure*

The pedagogic model underlying the learning environment OIKODOMOS Workspaces is based on this structure:



A Deliverable (e.g. student work) is the result of a Learning Task

1. The pedagogic model: *learning structure*



Tasks can be single or grouped in sequences. Sequenced tasks can be constrained to a single Learning Activity or cut across several of them.

This learning structure is flexible and neutral enough as to support different types of activities –from the collaborative development of a project to course assignments– which can be carried out by students working individually or in groups, and by schools working independently or in collaboration with others.

This is another way to represent the structure of the pedagogic model

- To begin the learning design in OIKODOMOS Workspaces, teachers from different schools need to agree on a theme which they want to develop (e.g. "Lifelong dwelling") during a certain period of time (a week, a month, a semester, …) – not necessarily coincident with the academic timetable.

-> you can use the Forum in www.oikodomos.org to propose themes, exchange ideas and get in contact with other teachers

- Once a group of teachers have agreed to work on a common topic, one of them can open a Workspace.

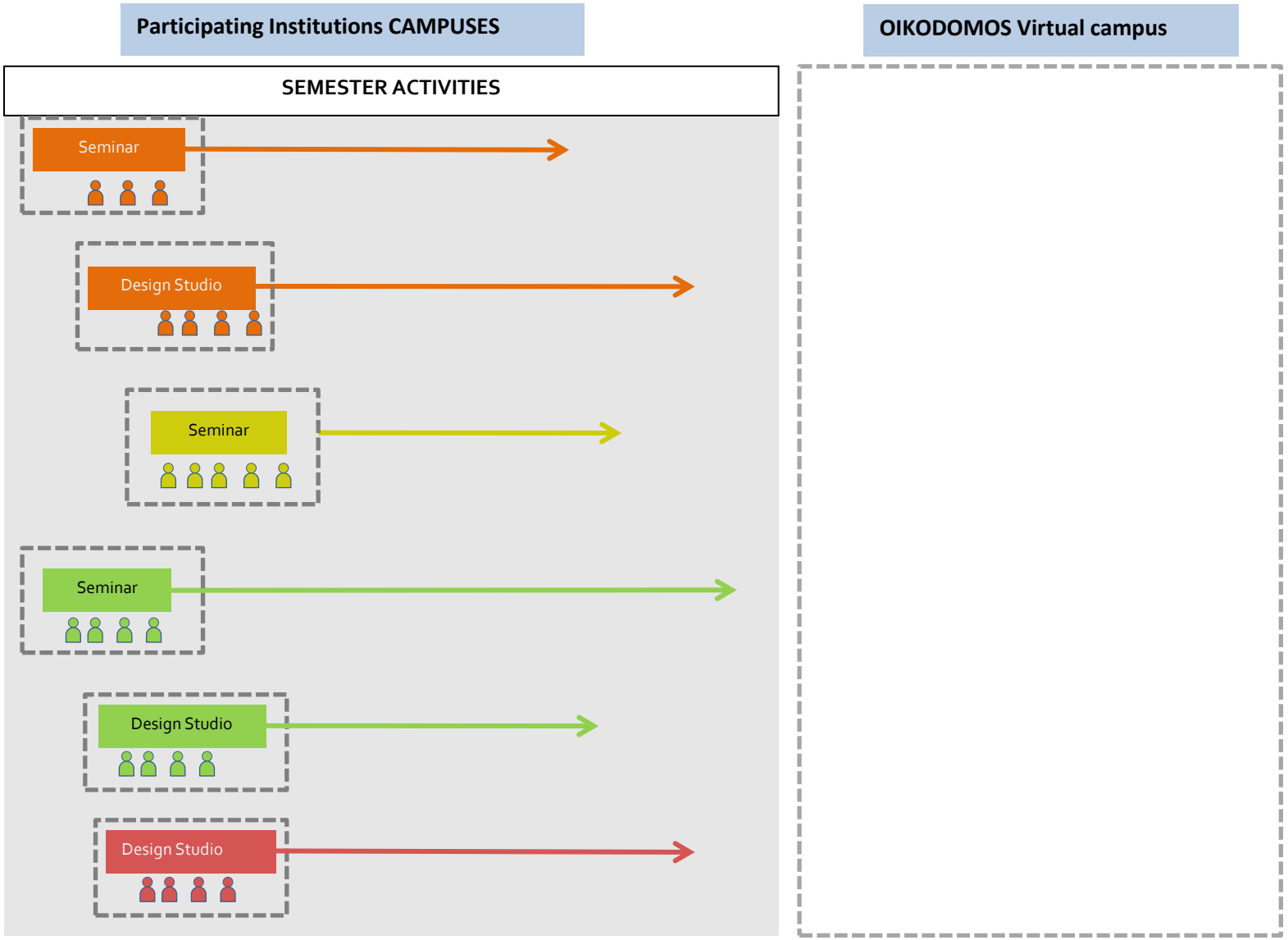
-> you need first to be a registered user to access Workspaces. A login can be obtained at support@oikodomos.org

1. The pedagogic model: *blended learning*

An important characteristic of this pedagogic model is its **blended learning** approach, that is, the integration of online and offline learning activities in the virtual campus.

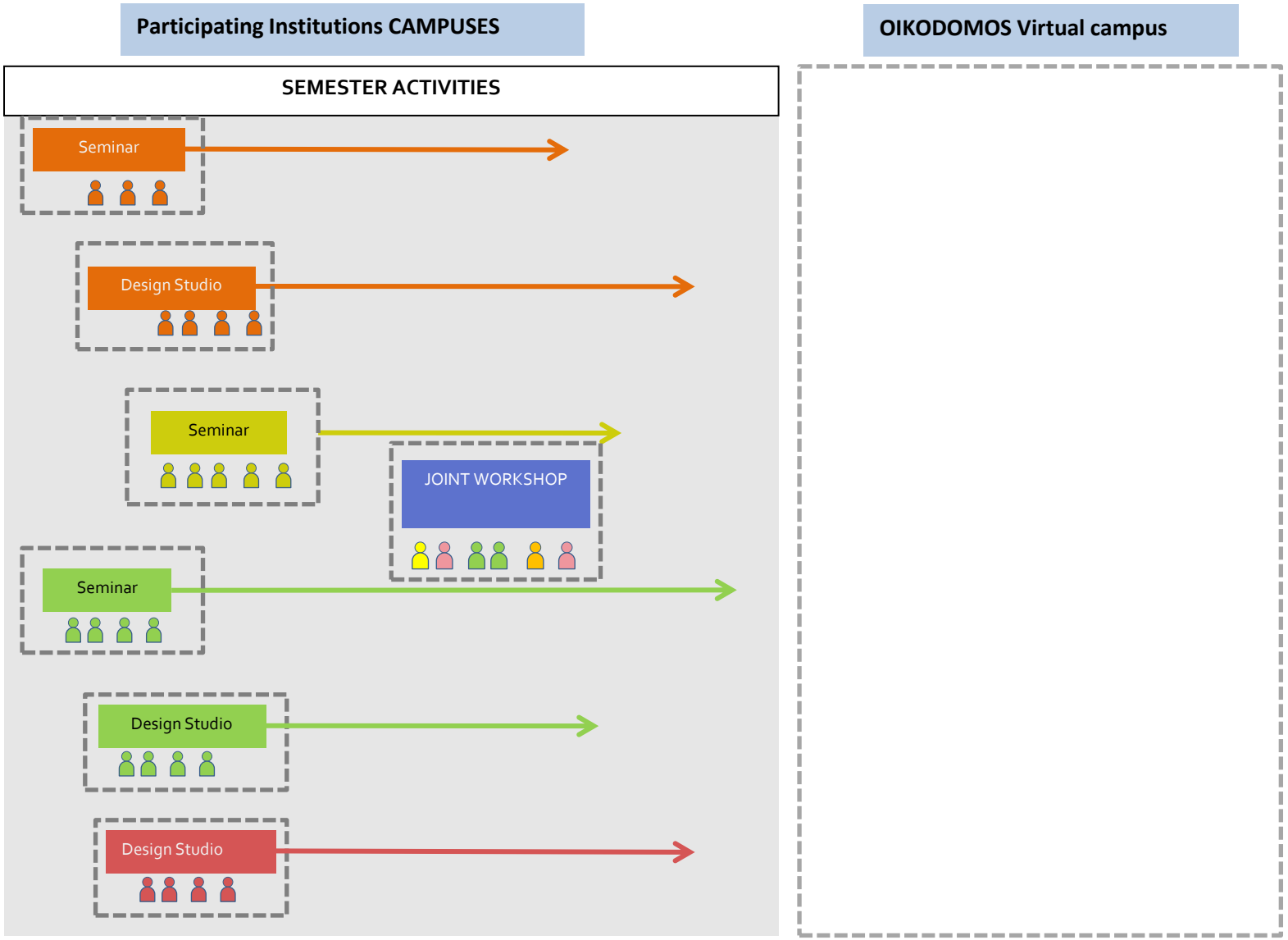
This integration conveys a reconceptualization of the learning: in the OIKODOMOS virtual campus there are no well-defined courses but open learning processes connecting one learning space (a course, a seminar, a design studio) to another (a task in the virtual campus).

1. The pedagogic model: *blended learning*



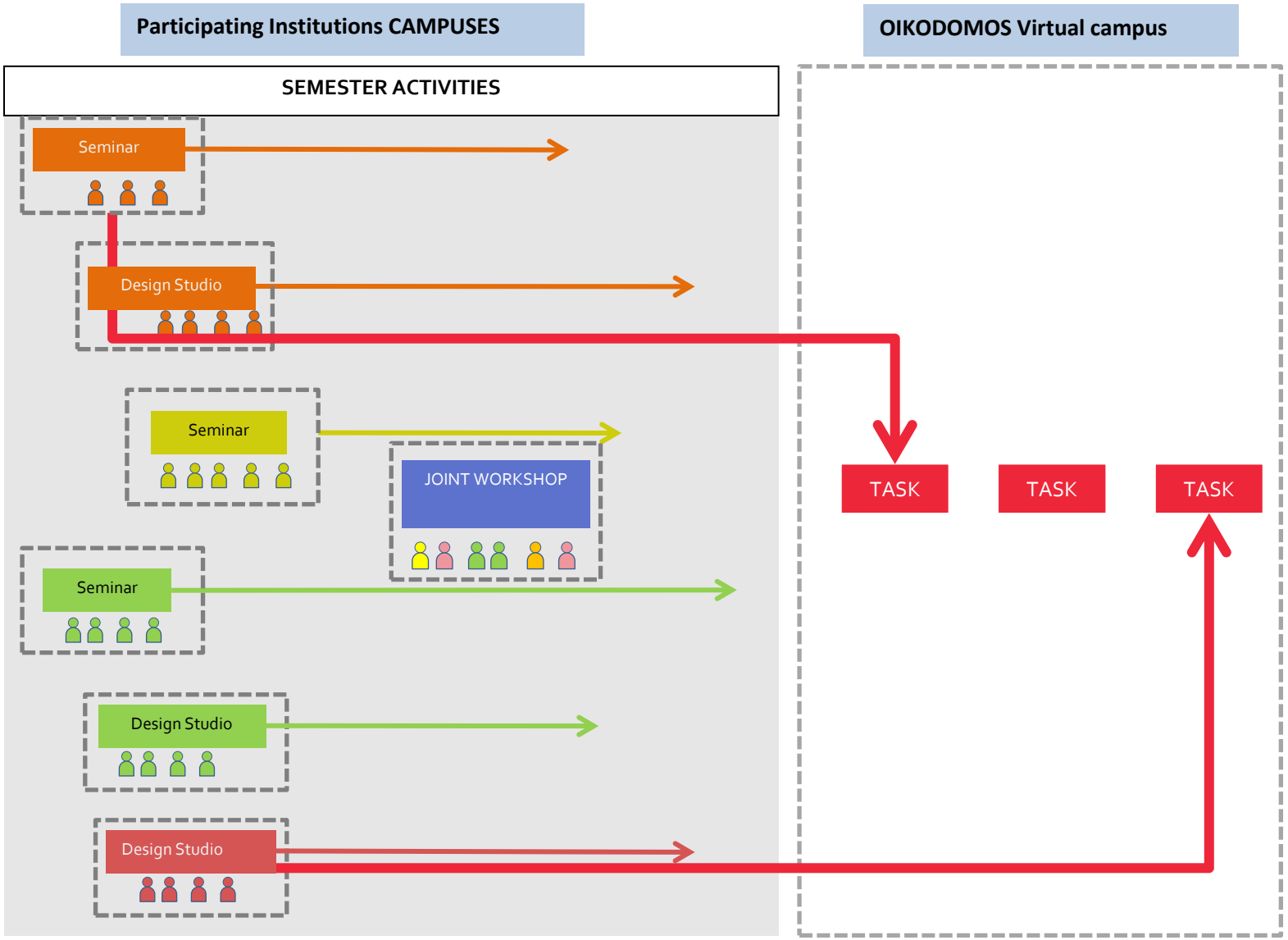
At the start, each school has its own curricula with its own "local"courses (seminars, design studios) and timetables.

1. The pedagogic model: *blended learning*



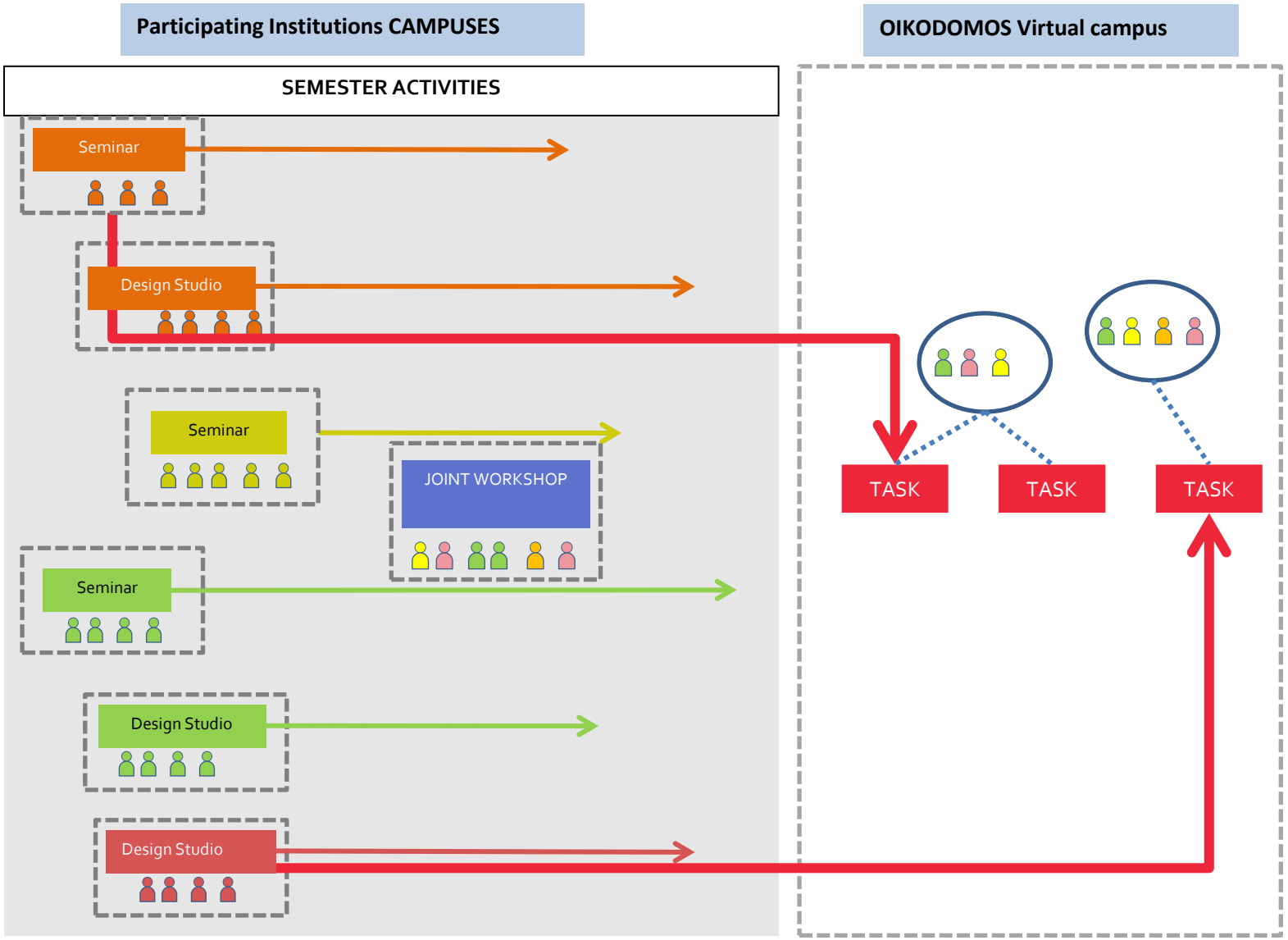
Besides, participating schools can agree to carry out one ore more joint activities -physically, for example a joint workshop hosted in one of the institutions.

1. The pedagogic model: *blended learning*



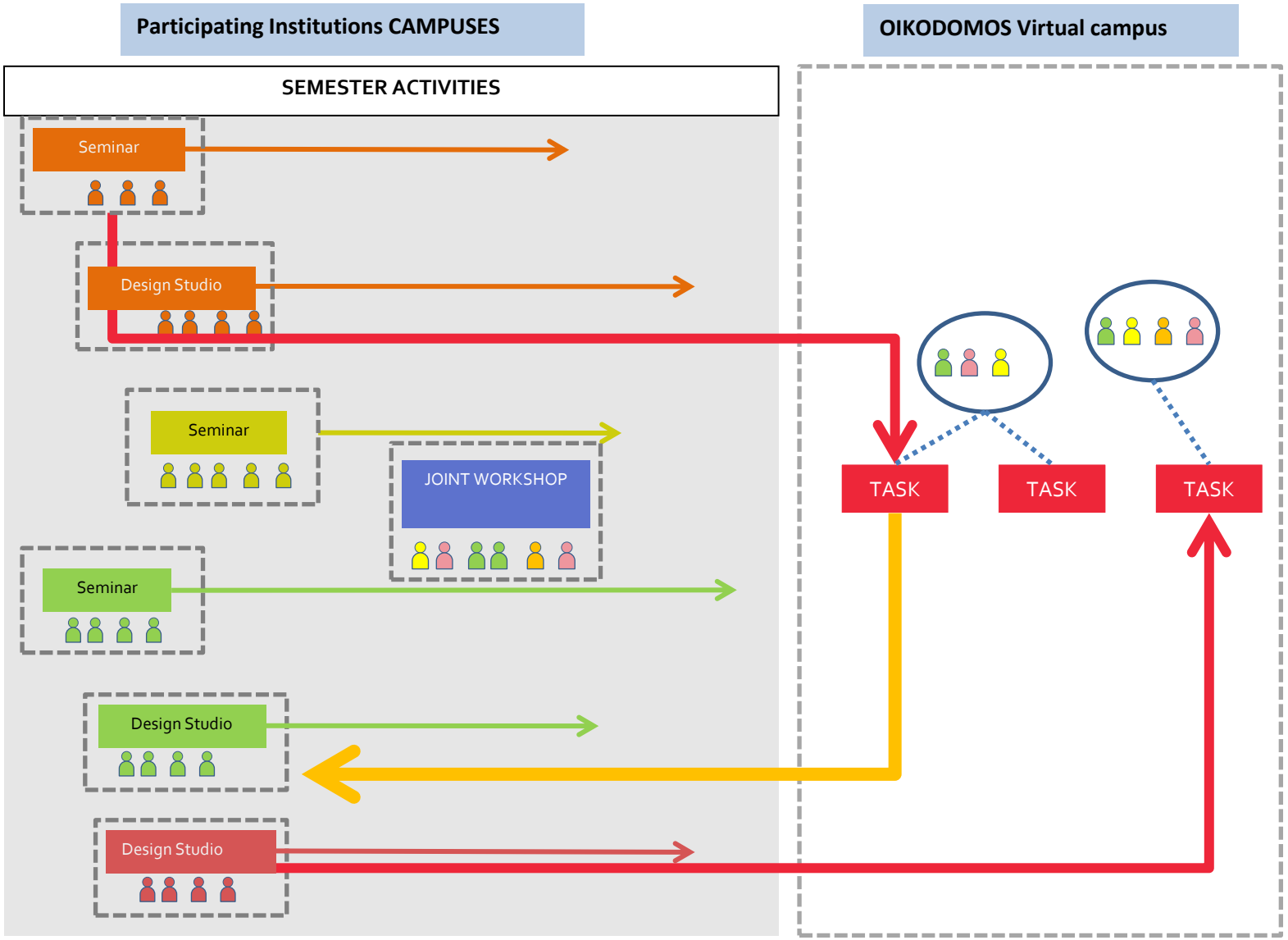
Some of the work can be done within their respective courses, while other work can be done collaboratively in the virtual campus.

1. The pedagogic model: *blended learning*



In the virtual campus, work can be done by teams of students from different institutions

1. The pedagogic model: *blended learning*



The work done in the virtual campus can informs the local courses

1. The pedagogic model: *blended learning*

This blended learning approach fulfills a double purpose:

1. It enables participating institutions to keep their own academic program

2. It facilitates the design and implementation of learning activities in collaboration

1. The pedagogic model: *blended learning*

The design of a learning process requires:

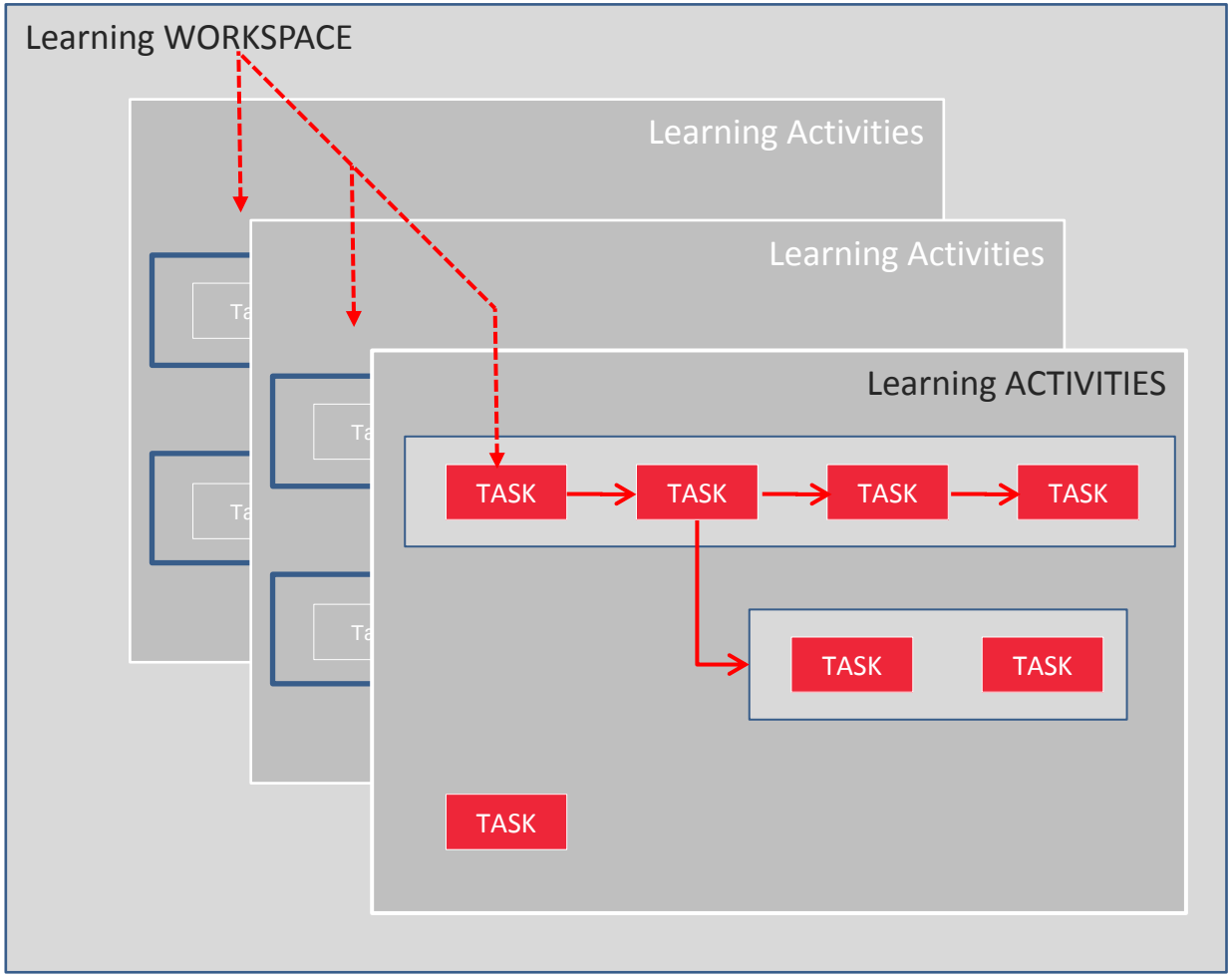
1. Creating the learning structure (Learning Workspace, Learning Activities and Learning Tasks)
2. Defining the online and offline (a course, a joint workshop) learning spaces.
3. Mapping the **learning activities** to the **learning spaces**.

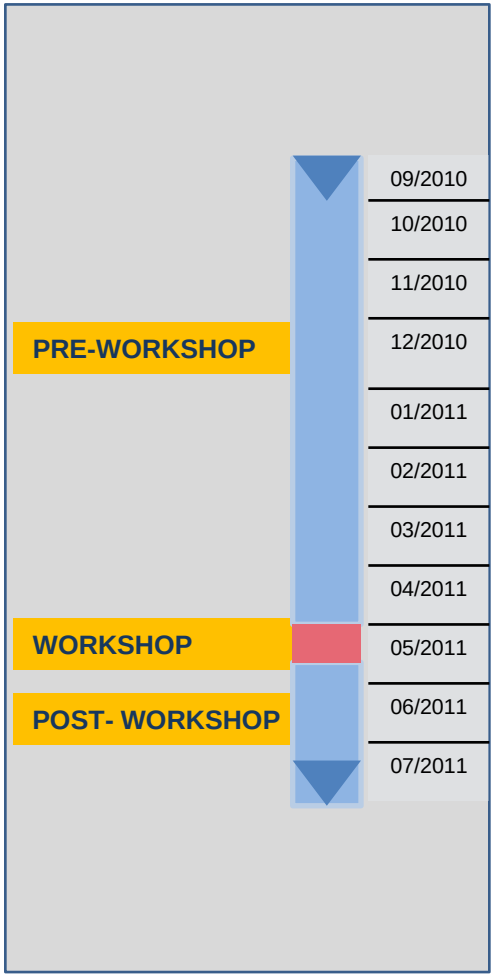
In the following pages we show examples of this mapping.

1. The pedagogic model: *blended learning*

Learning Activities

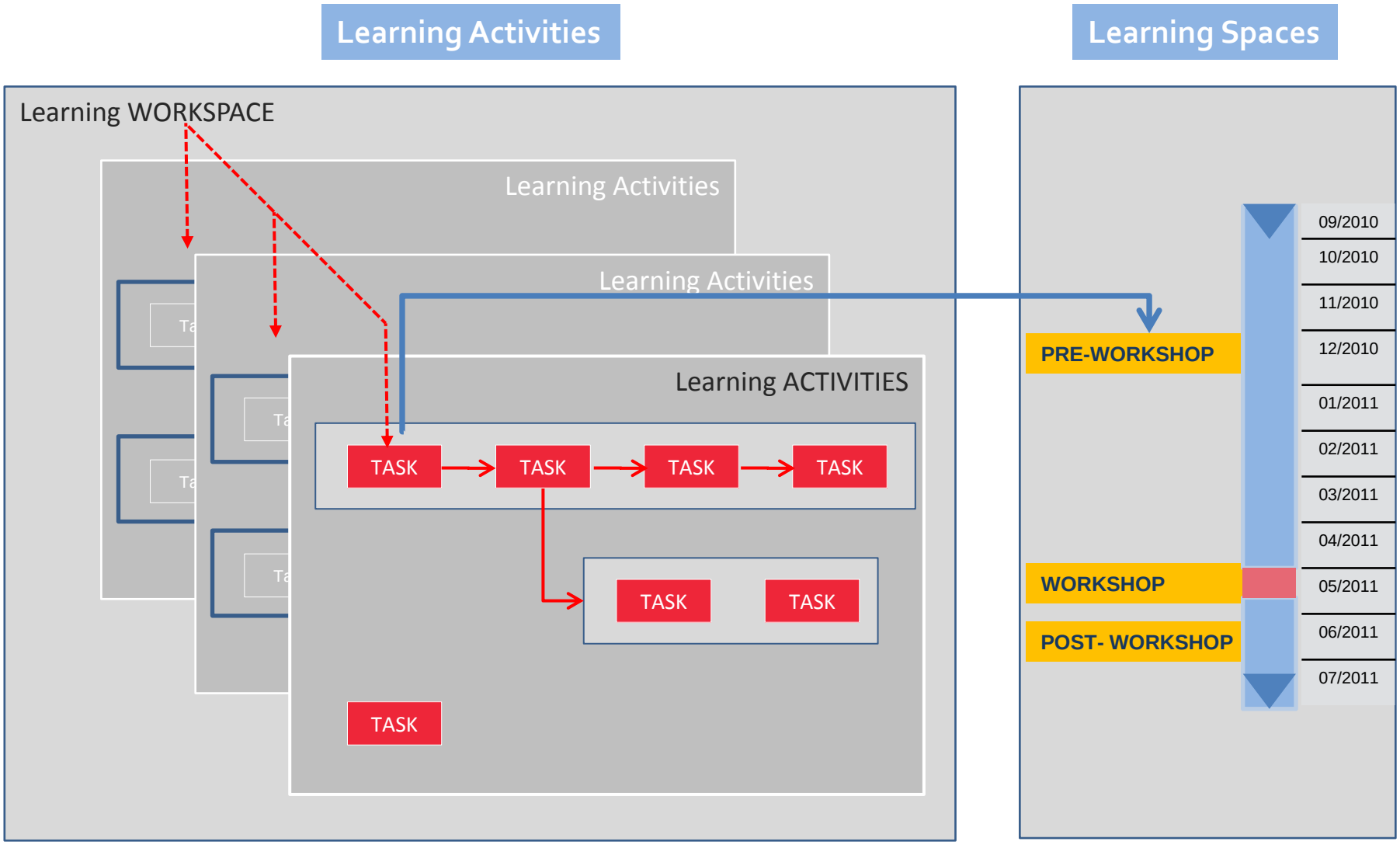
Learning Spaces





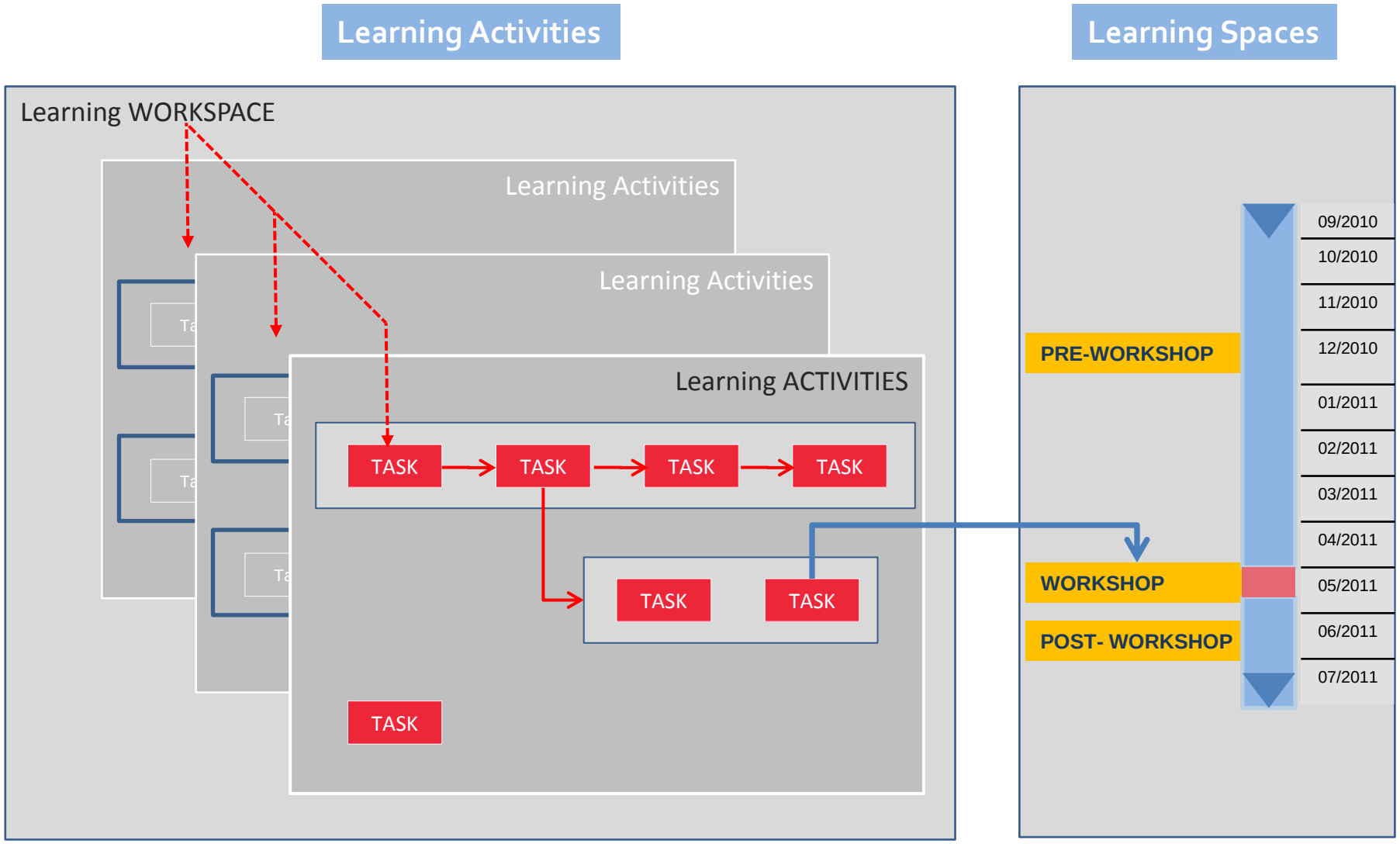
On the right side, the activities of a Learning Workspace have been structured around a joint workshop in three stages (Pre-Workshop, Workshop, and Post- Workshop) to be carried out in one academic year.

1. The pedagogic model: *blended learning*



Mapping of the learning activities and learning spaces: some learning activities will be carried out in the Pre-Workshop stage, as preparation for the work to be done later in the joint workshop.

1. The pedagogic model: *blended learning*

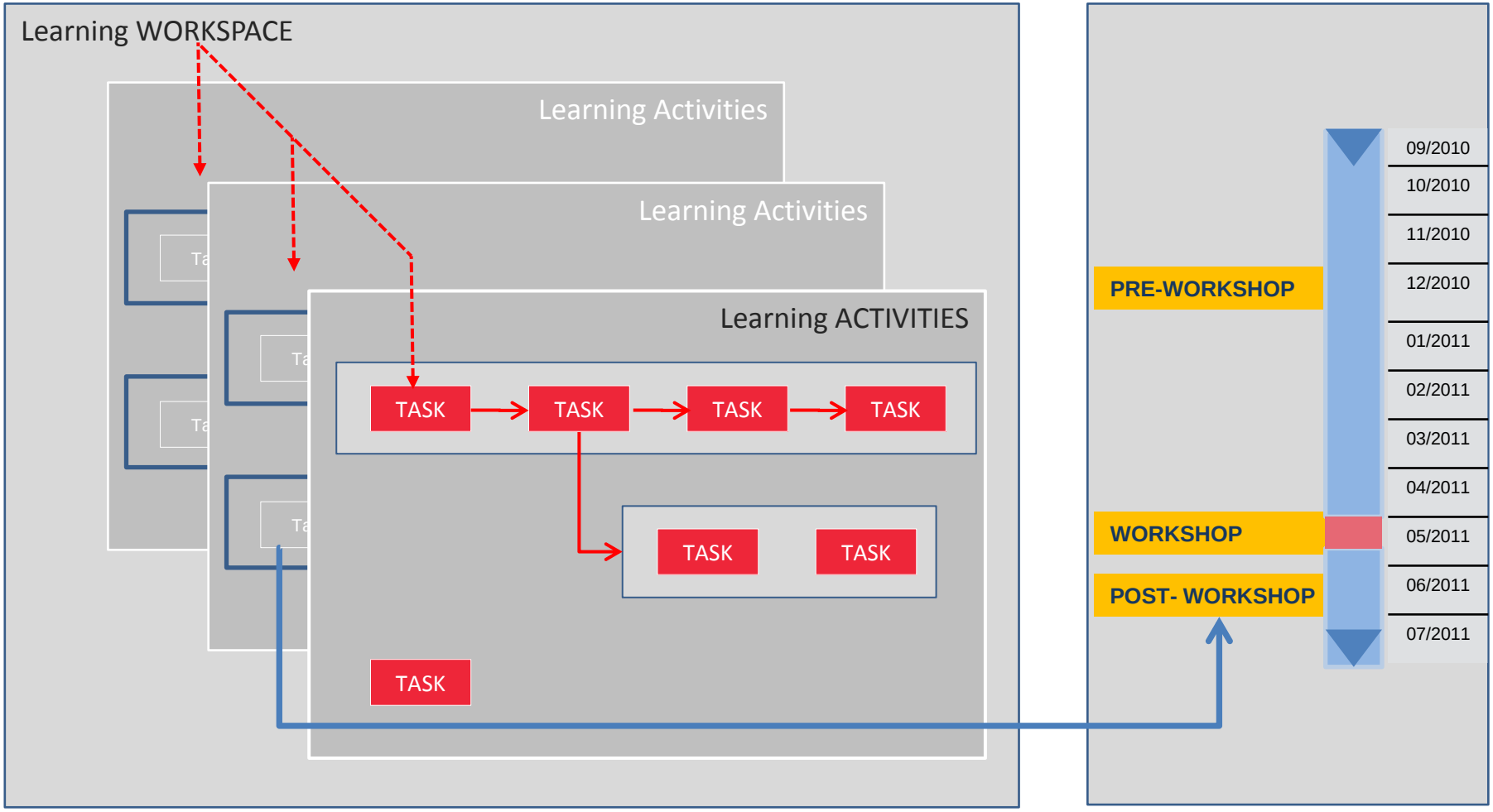


Mapping of the learning activities and learning spaces: some learning activities will be done during the joint workshop.

1. The pedagogic model: *blended learning*

Learning Activities

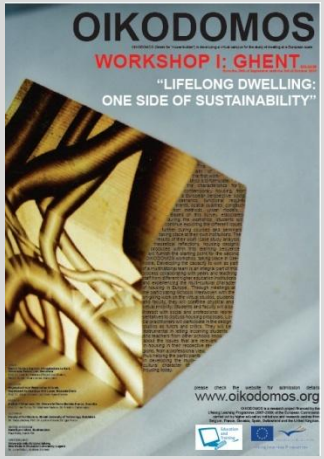
Learning Spaces

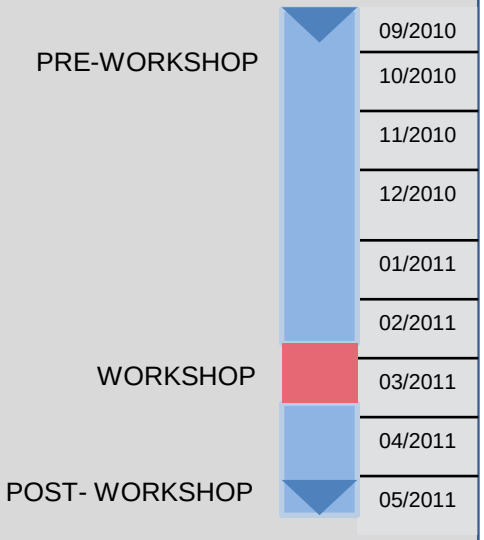


Mapping of the learning activities and learning spaces: some learning activities will be done in the Post-Workshop stage.

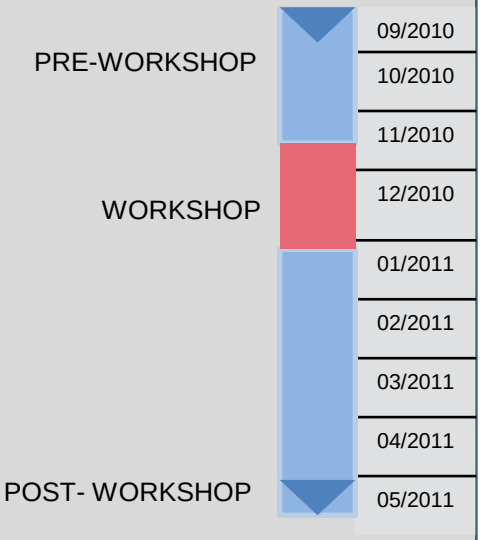
1. The pedagogic model: *blended learning*

Learning WORKSPACE:
"Lifelong dwelling"

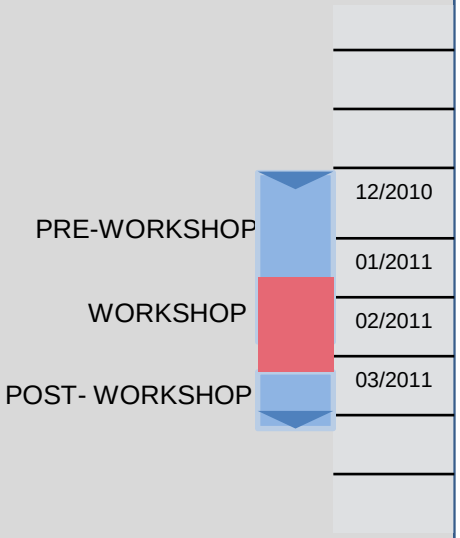




Learning WORKSPACE:
"Housing for diversity"



Learning WORKSPACE:
"Effective housing"



In these three Learning Workspaces, Learning Activities were structured in three stages:

-Pre-Workshop, activities to prepare students and teachers for the work to be done in the joint workshop

-Workshop, activities done by students and teachers working physically together in the joint workshop

- Post- workshop, activities carried out locally, following the work done in the workshop.

In each stage, the learning activities were carried out both in local courses and seminars as well as in the OIKODOMOS Virtual Campus.

These are examples of the different implementations of the learning spaces in past learning workspaces.

-In the OIKODOMOS Virtual Campus, learning is mediated as a process through which some inputs –study themes, assignments, references and readings– give rise to associated outputs –student works, comments on others' works, peer and teacher evaluations –.

-The sequences of tasks (or assignments) evolve in an open-ended manner as the learning process progresses. They can be carried out in a synchronous or asynchronous manner.

-The temporal structure of the virtual campus will have meeting points with that of an academic program but does not necessarily have to coincide with it (e.g. semester, quarter).

Guidelines for teachers 1_
_APPLICATION CASE

After we have introduced the basic principles of the OIKODOMOS pedagogic model, we will now show an application case based on the Learning Workspace "Proximity", carried out during the academic year 2010-2011.

We recommend you to search for the Workspace "Proximity" in the home page of www.oikodomos.org/workspaces, and explore its contents as you read the following pages.

The following section is structured in five STEPS:

STEP1 Designing the learning process:
defining the theme of study

STEP2 Designing the learning process:
creating the learning activities

STEP3 Designing the learning process:
creating the learning tasks

STEP4 Implementing the learning process:
submitting students' works

STEP5 Evaluating students' works:
learning outcomes

STEP 1 Designing the learning process: *defining the theme of study*

Housing and Proximity

Proxemic models affect our reading and use of space and refer to an important cultural dimension of the built environment: systems of intimate, personal, social or public distances are based on our education and cultural references. However, proximity can refer as well to the built environment itself, or to the general urban patterns.

Manuel de Solà-Morales once stated that urban space can be seen as "a system of relative distances": systems of distances between housing blocks, between individual dwellings, between leisure facilities and residential neighborhoods, between industrial areas, wastelands and residential development areas. As if they were sets of rules to be decided, coded and decoded at various levels, by various agents. These systems of distances do not operate exclusively on a bigger scale: they penetrate the very domain of the dwelling itself: distances from the street to the front door, from the entrance door to the living room, the distance between the kitchen, as the heart of the dwelling, and the bedrooms, being the more intimate territories within the domestic space. Dwellings could be seen as configurations of distances, where physical distances obtain additional meaning: bigger or smaller distances can mean higher or lower possibility of contact, of sharing space. In other words, proximity also refers to a social dimension: sets of distances define the level of collective use within a project, from the scale of the domicile, to the scale of the neighborhood. Distance can become social distance.

In recent years, social distance is increasingly understood as a buffer, a safety measure: distance has become a device to guarantee separation and segregation. In this context, the following question arises: have territorial mechanisms which prioritize individual identity replaced mechanisms based on collective strategies to share space?

The theme "Proximity" can be addressed:

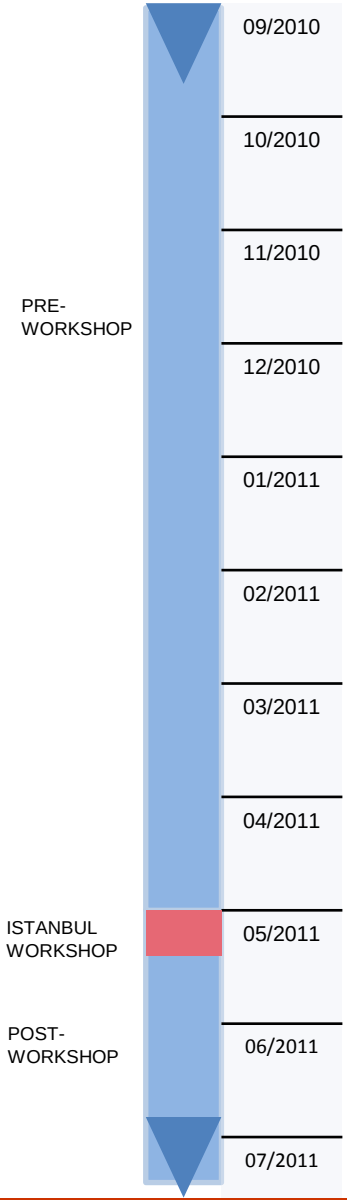
-Locally, at the courses and seminars in the participant institutions, in multiple forms: as a concrete assignment (e.g. analyzing the concept), as a theme for a whole design studiio,....

-Jointly, in the Istanbul workshop where all participants come together to work during one week

- Collaboratively, in the shared learning activities at the Virtual Campus

The topic "Housing and Proximity" is formulated and agreed by participating teachers.

STEP 1 Designing the learning process: *defining the learning spaces*



Learning WORKSPACE

Housing and Proximity

Proxemic models affect our reading and use of space and refer to an important cultural dimension of the built environment: systems of intimate, personal, social or public distances are based on our education and cultural references. However, proximity can refer as well to the built environment itself, or to the general urban patterns.

Manuel de Solà-Morales once stated that urban space can be seen as "a system of relative distances": systems of distances between housing blocks, between individual dwellings, between leisure facilities and residential neighborhoods, between industrial areas, wastelands and residential development areas. As if they were sets of rules to be decided, coded and decoded at various levels, by various agents. These systems of distances do not operate exclusively on a bigger scale: they penetrate the very domain of the dwelling itself: distances from the street to the front door, from the entrance door to the living room, the distance between the kitchen, as the heart of the dwelling, and the bedrooms, being the more intimate territories within the domestic space. Dwellings could be seen as configurations of distances, where physical distances obtain additional meaning: bigger or smaller distances can mean higher or lower possibility of contact, of sharing space. In other words, proximity also refers to a social dimension: sets of distances define the level of collective use within a project, from the scale of the domicile, to the scale of the neighborhood. Distance can become social distance.

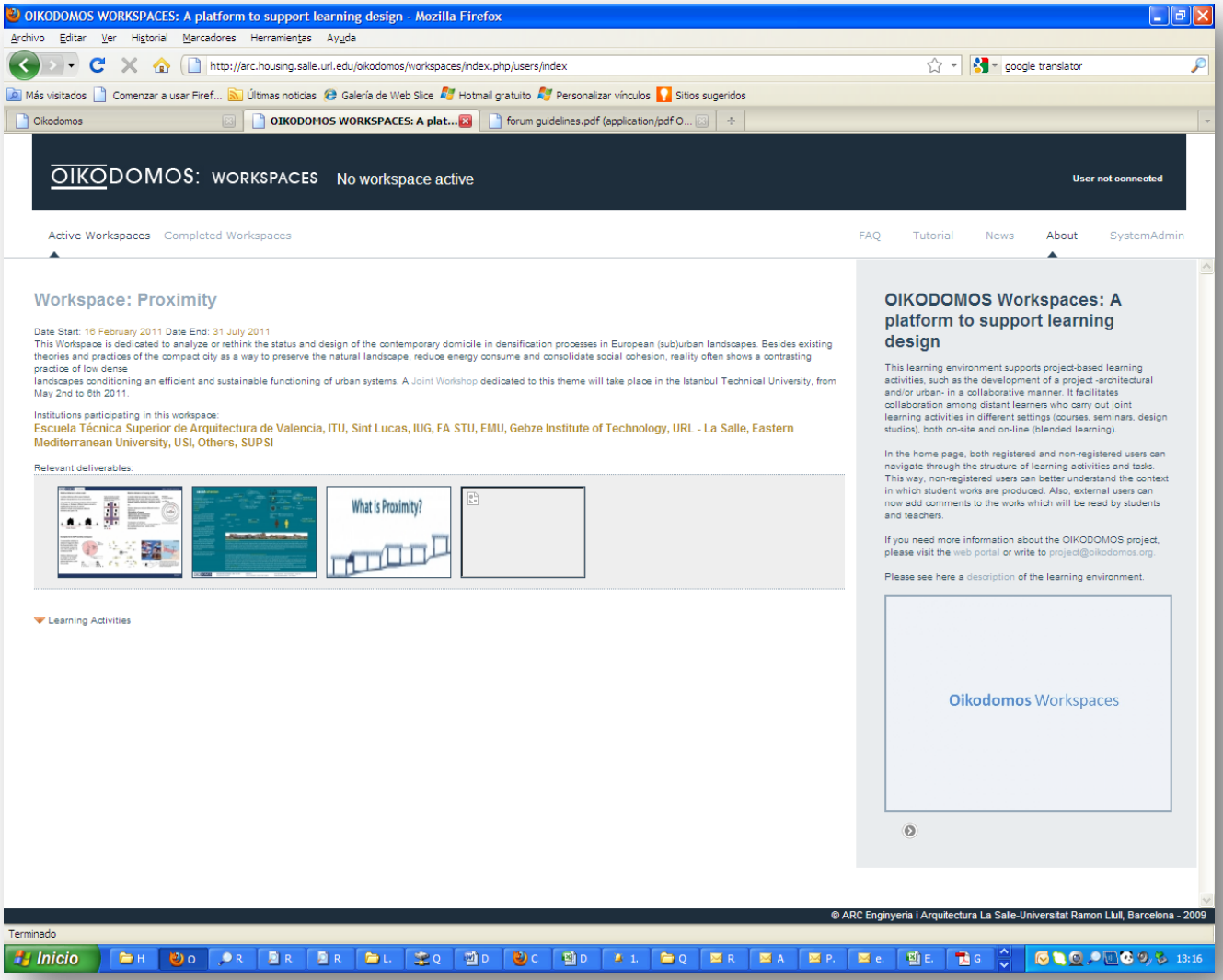
In recent years, social distance is increasingly understood as a buffer, a safety measure: distance has become a device to guarantee separation and segregation. In this context, the following question arises: have territorial mechanisms which prioritize individual identity replaced mechanisms based on collective strategies to share space?

The spatiotemporal distribution of the learning spaces can be organized in various forms, depending on the partners' availability to meet one or several times during the academic period.

In some cases, it might be appropriate to begin the learning process with a joint workshop, and to carry out later on shared learning activities on the virtual campus.

Learning spaces are structured in three stages: Pre-Workshop, Workshop and Post-Workshop. A one-week joint workshop takes place in Istanbul.

HANDS-ON: Registering in Workspaces



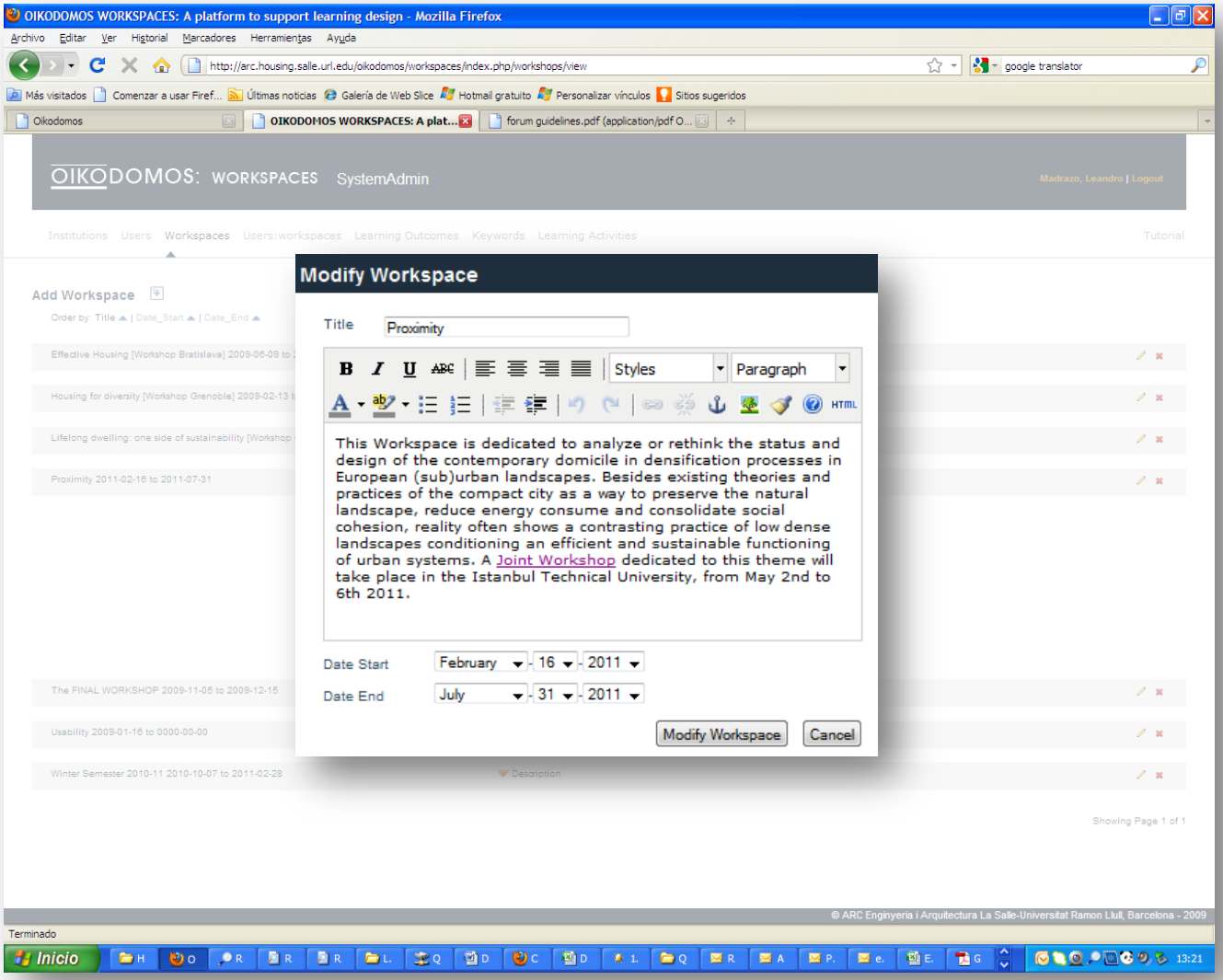
After registering, the learning design will take place in Workspaces.

There can be many Workspaces activated at the same time.

One partner institution could be participating in multiple Learning Workspaces during the same period.

Registered users can log in Workspaces SystemAdmin to create the Learning Workspace. To register: support@oikodomos.org

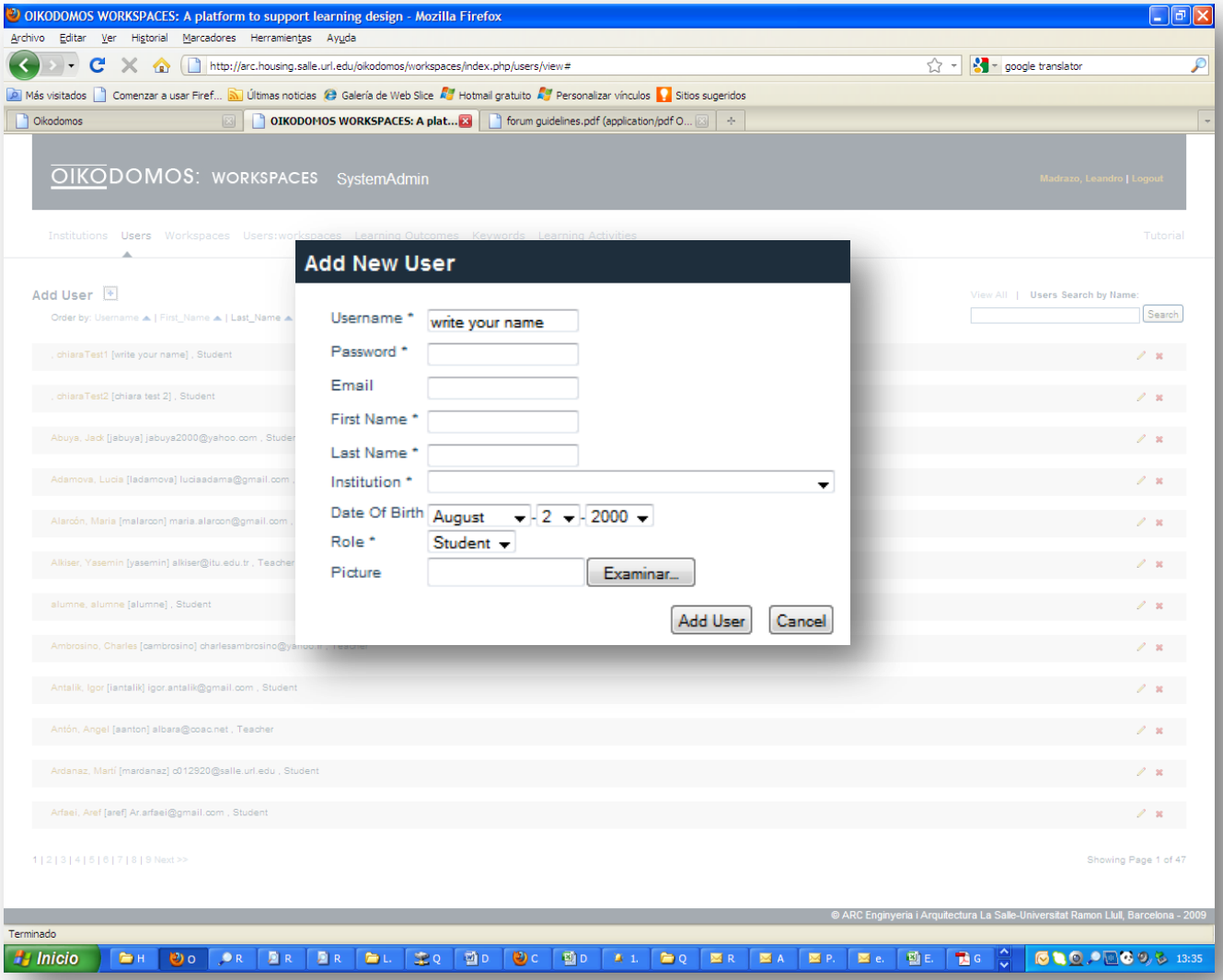
HANDS-ON: Creating the Learning Workspace



Once the Workspace is created, other registered teachers can contribute to configure it and even change the original descriptions.

In OIKODOMOS Workspaces (System Admin), the teacher acting as initiator of the group creates and defines the theme of the Workspace “Proximity”

HANDS-ON : Creating the Learning Workspace



The user information is introduced only once in System Admin. Once users are registered, they can participate in future Workspaces without introducing their data again.

Both teachers and students can be participants in different Workspaces, simultaneously.

Registered teachers can now enter their students, and organize them in groups. In OIKODOMOS, students can only work under the supervision of a tutor.

STEP2 Designing the learning process: *creating the learning activities*

Learning WORKSPACE: ***Proximity***

LA 21 : DEFINING PROXIMITY

This learning activity will start rom the idea that urban space is based on models of proximity: on a small scale, as well as on a bigger scale. Nevertheless, we should ask ourselves: what does proximity refer to?

LA 22: EXPLORING PROXIMITIES:_ HOUSING AND URBAN CONTEXT

LA 27: IMPLEMENTING PROXIMITIES_SOCIAL CONTEXT

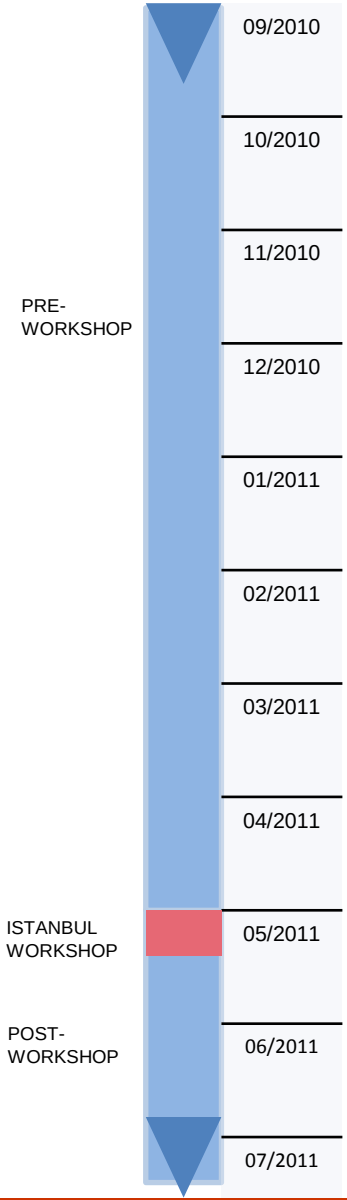
LA 24: DESIGNING PROXIMITIES_ARCHITECTURAL STRATEGIES

…

LA 25: DISCUSSING PROXIMITIES

The group of teachers involved in the Workspace "Proximity" collaboratively create the structure of learning activities.

STEP2 Designing the learning process: *defining the learning spaces*



Learning WORKSPACE: ***Proximity***

LA 21 : DEFINING PROXIMITY

This learning activity will start rom the idea that urban space is based on models of proximity: on a small scale, as well as on a bigger scale. Nevertheless, we should ask ourselves: what does proximity refer to?

LA 22: EXPLORING PROXIMITIES:_ HOUSING AND URBAN CONTEXT

LA 27: IMPLEMENTING PROXIMITIES_SOCIAL CONTEXT

LA 24: DESIGNING PROXIMITIES_ARCHITECTURAL STRATEGIES

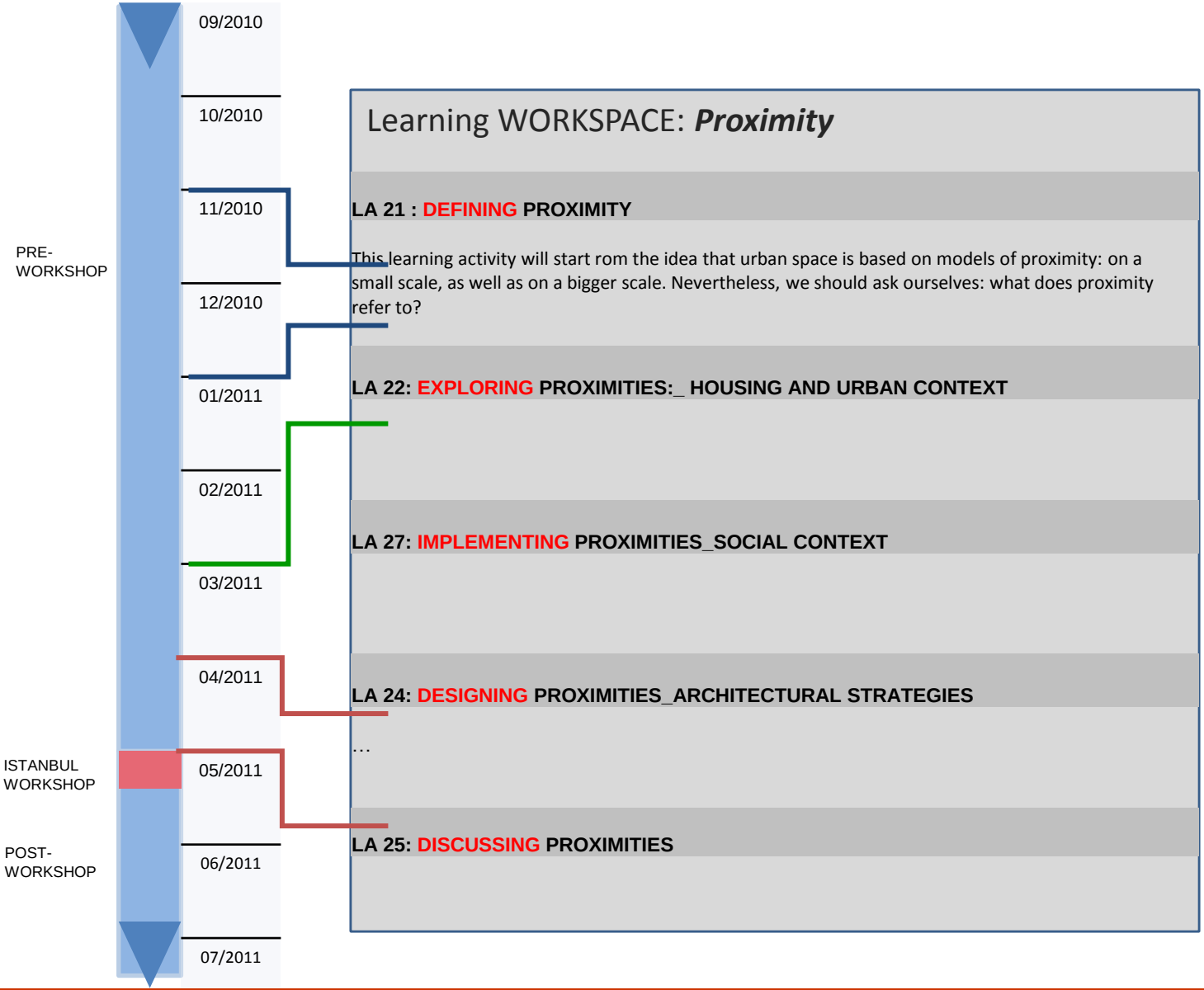
…

LA 25: DISCUSSING PROXIMITIES

In the Virtual Campus, the temporal dimension of the learning activities is not determined by the courses or academic programs of each university but by the sequencing of the on-site and on-line activities.

The spatiotemporal distribution of learning spaces is planned in three stages: Pre-workshop, Workshop and Post-workshop taking place along one academic year.

STEP2 Designing the learning process: *mapping learning activities and spaces*



The learning activities have an existence of their own: they become more or less active as more tasks are defined and works submitted; they move from the virtual to the physical, depending on the sequence of courses and workshops which are set up; and finally, they come to an end as learners complete their inputs to the process

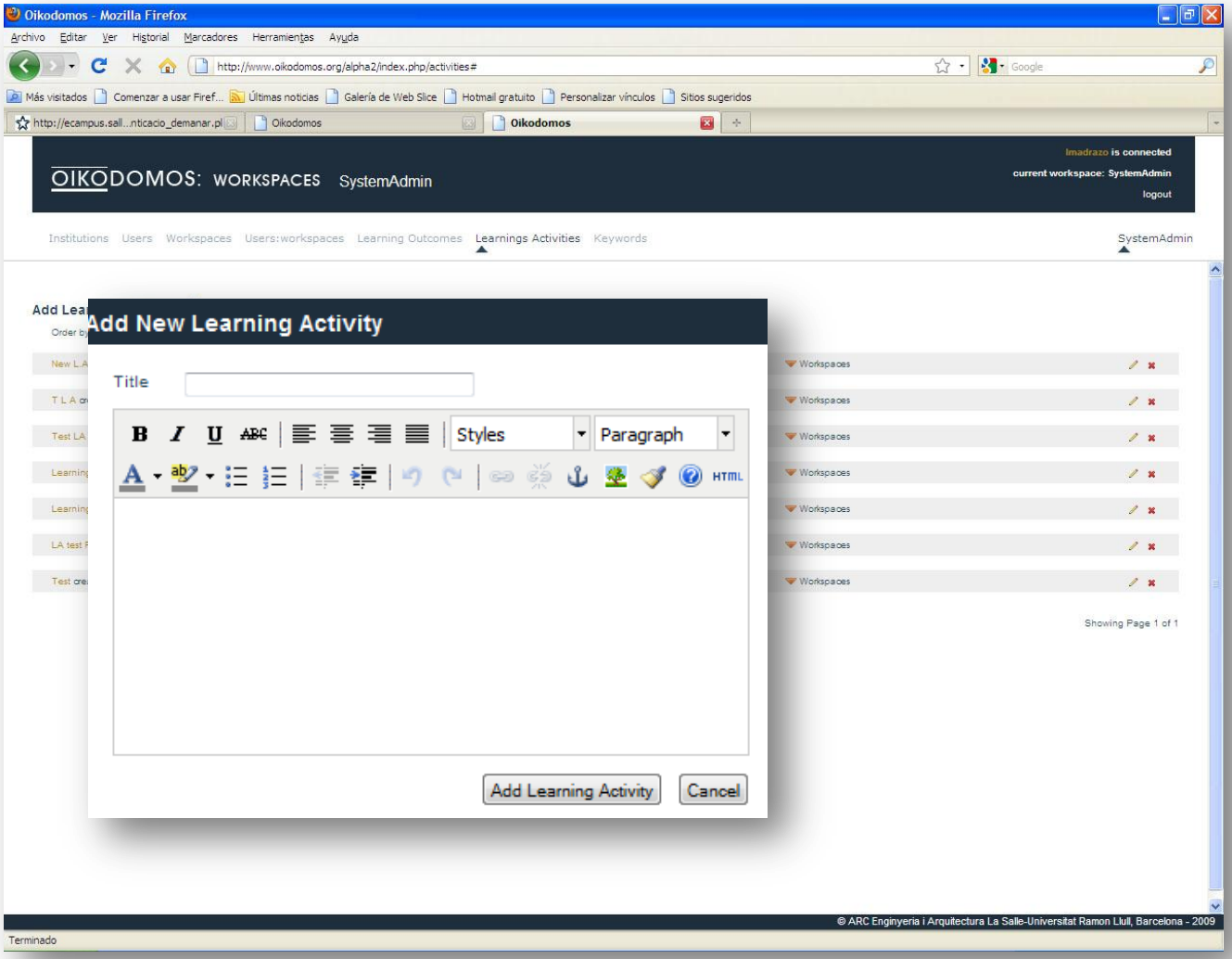
The learning activities are mapped to the learning spaces.

-Creating the structure of learning activities is more challenging than agreeing on a theme of study.

- We recommend you to take the design of the learning activity structure both as a top-down and a bottom-up process. It is a good idea to start with a basic structure, dividing the learning process in some major blocks, for instance: “Analysis of the site”; “Schematic Design”; “Design Proposal”; and “Final presentation”.

- Then, once this basic structure has been agreed upon, it can be modified along the process by adding, removing and renaming learning activities.

HANDS-ON: Creating the Learning Activities



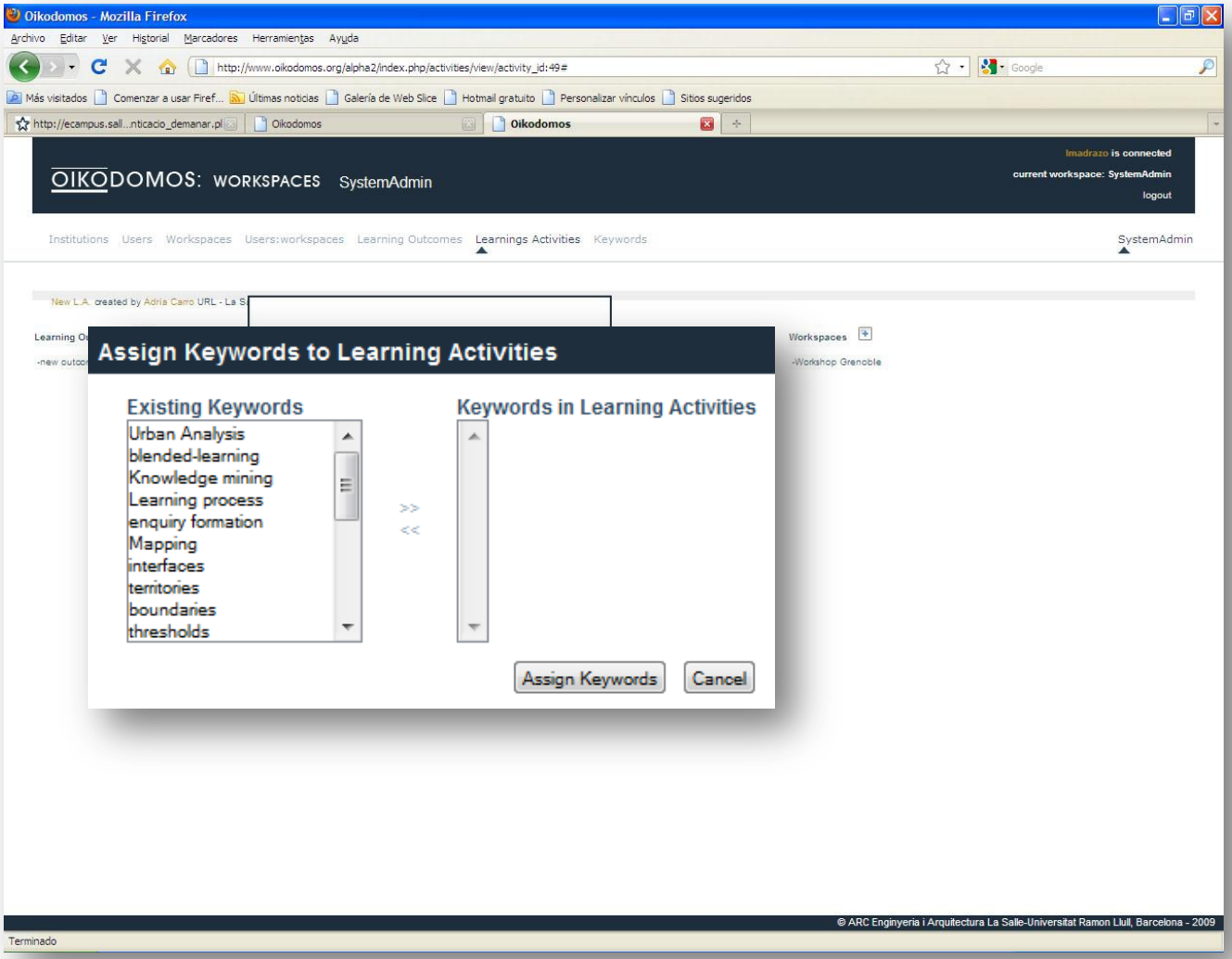
Learning Activities are described in OIKODOMOS Workspaces (System Admin).

System Admin contains the repository or Learning Activities which then can be used in many Workspaces.

Therefore, please describe the learning activity in generic terms. When you inserted in the Learning Workspace you will be able to personalize it and adapt it to the theme of study.

A Learning Activity is constructed in several steps. To start with you only need to name it and define it.

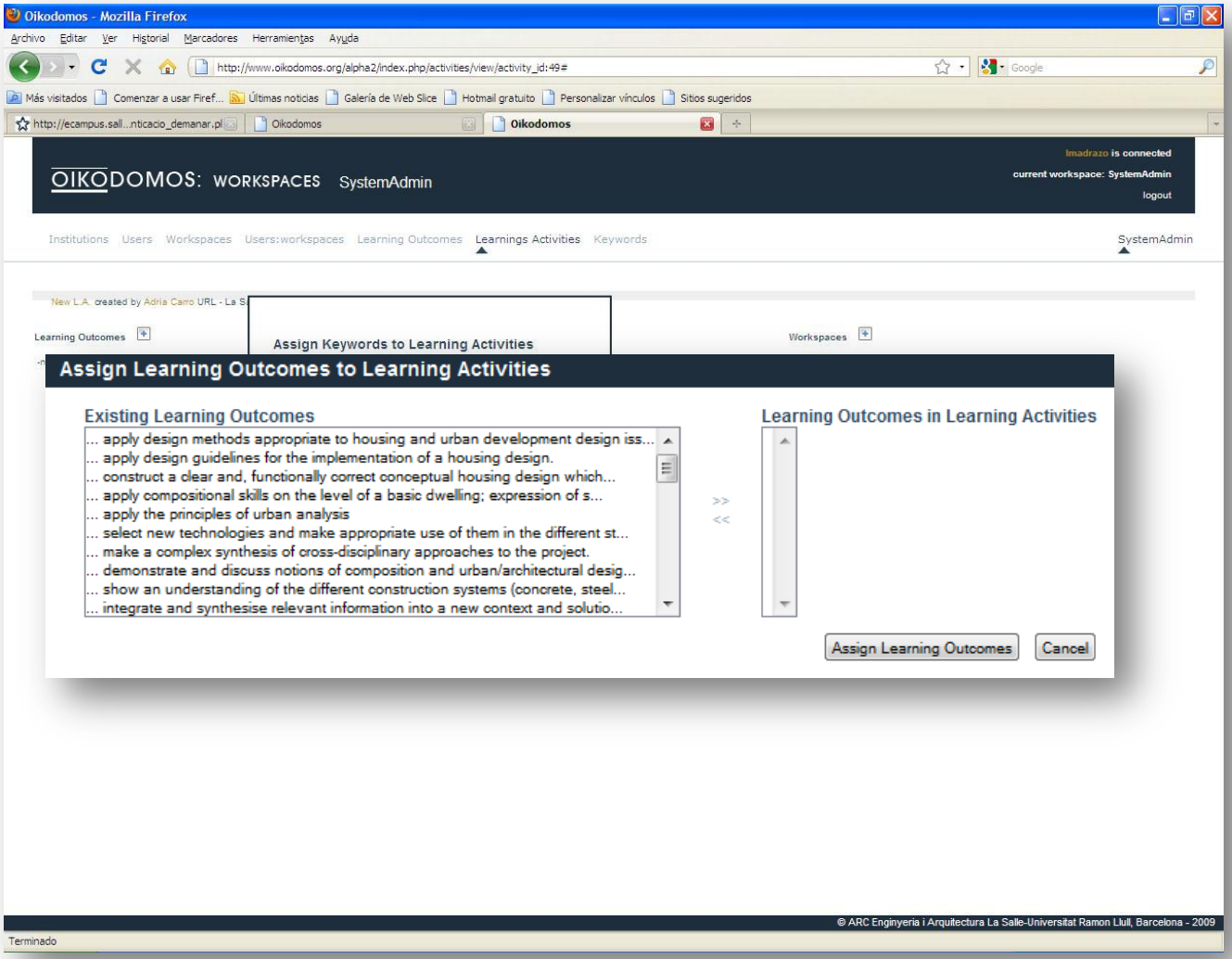
HANDS-ON: Creating the Learning Activities



Assigning keywords to the learning activities facilitates searching for information in the Workspaces. A keyword is a tag that the teacher associates to the learning activity, such as "suburban housing", "multigenerational dwelling", etc.

Next, we assign Keywords to the Learning Activity,.....

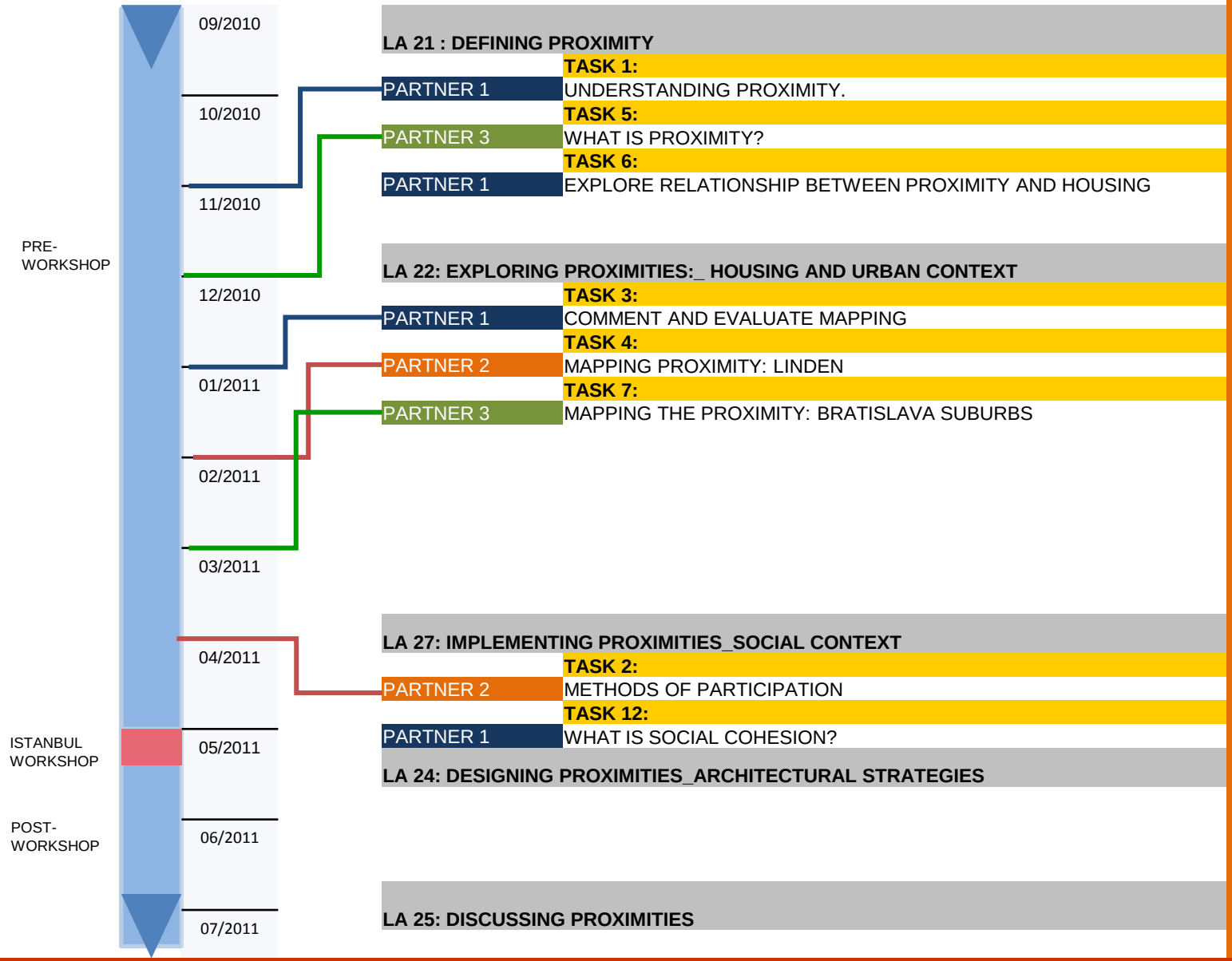
HANDS-ON: Creating the Learning Activities



Learning outcomes are the descriptions of the skills and competences that the student will acquire carrying out the learning activity, following the Bologna model.

...and Learning Outcomes. After this, the construction process of a Learning Activity is completed. It has been stored in the repository in the System Admin and it can be later used in different Learning Workspaces.

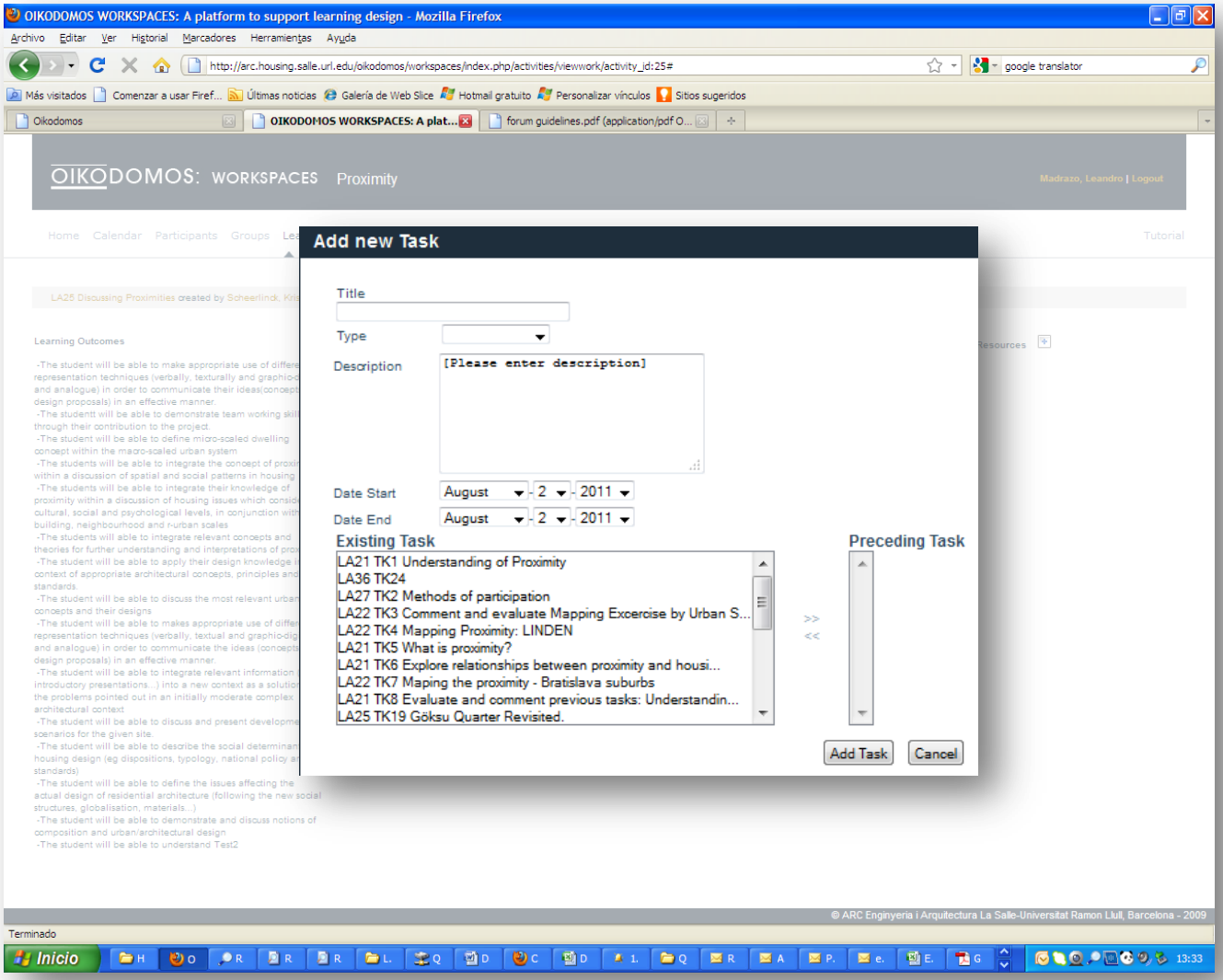
STEP2 Designing the learning process: *creating the learning tasks*



A task can be described in a way that can be carried out only by the students under the supervision of the teacher, and/or by other groups, separately or in collaboration.

The tasks are mapped to the learning spaces. While Learning Activities are agreed by a group of teachers, a task is typically created by one teacher.

HANDS-ON: Creating Tasks

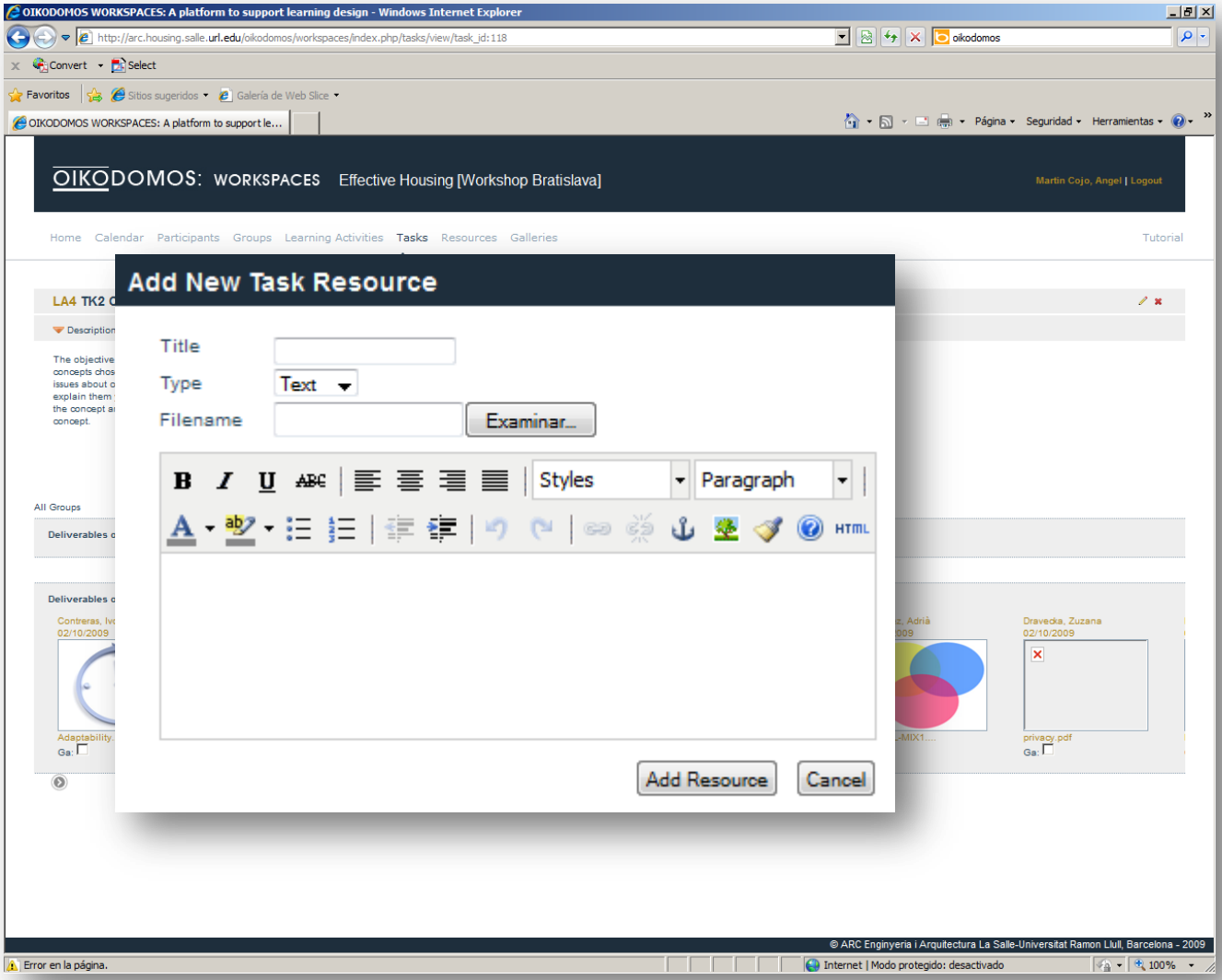


At the moment of creating the task, it is possible to assign to it the predecessor and successor tasks to insert it in a sequence.

The creation of the sequence can also be done later on, after the task has been created.

Creating a task requires a name, a description, starting and end dates.

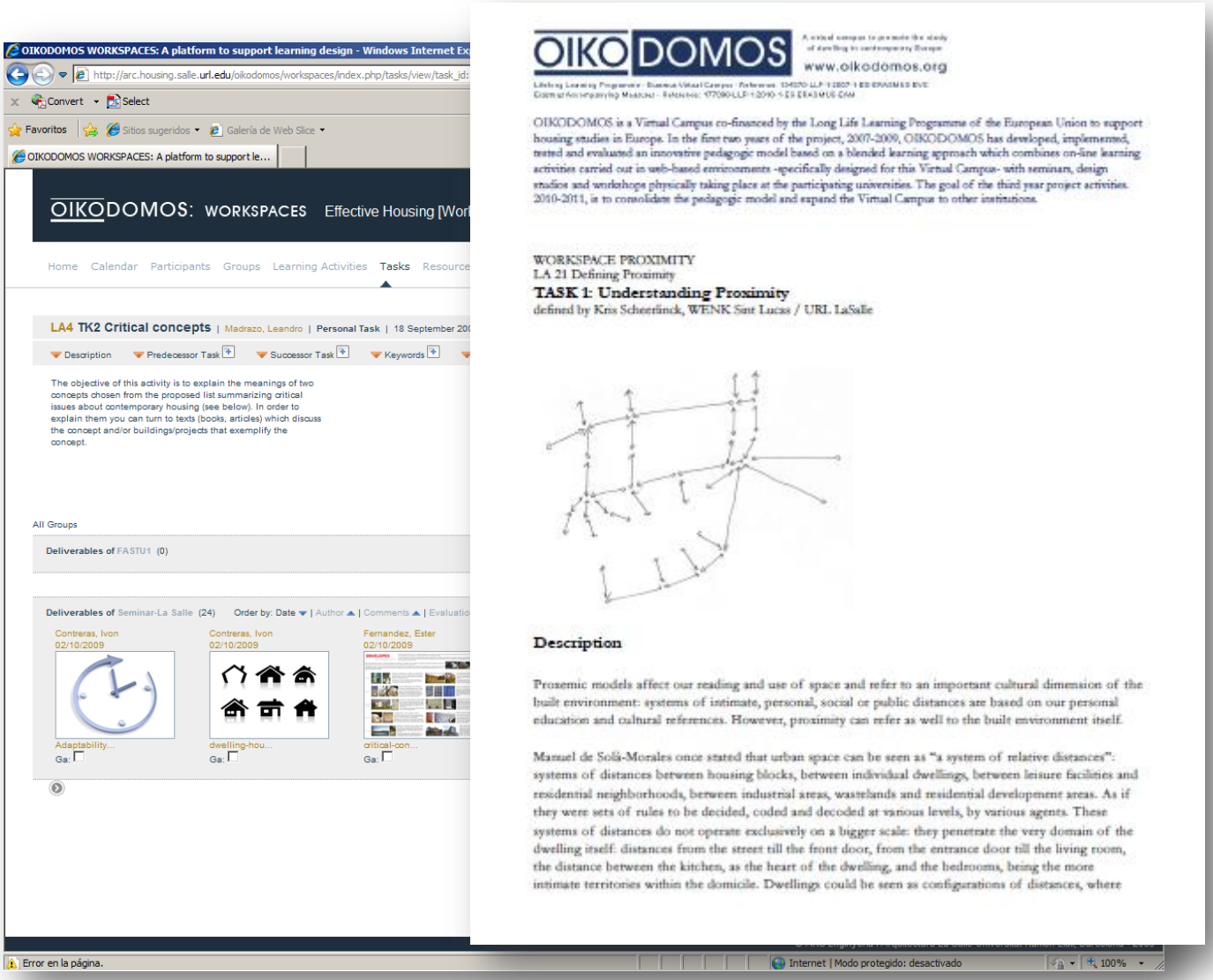
HANDS-ON: Creating Tasks



Resources can be assigned to different levels: to a task, to a learning activity and to the whole workspace.

Resources (readings, references, links) can complement the description of the task .

HANDS-ON: Creating Tasks



OIKODOMOS

www.oikodomos.org

OIKODOMOS is a Virtual Campus co-financed by the Long Life Learning Programme of the European Union to support housing studies in Europe. In the first two years of the project, 2007-2009, OIKODOMOS has developed, implemented, tested and evaluated an innovative pedagogic model based on a blended learning approach which combines on-line learning activities carried out in web-based environments -specifically designed for this Virtual Campus- with seminars, design studios and workshops physically taking place at the participating universities. The goal of the third year project activities, 2010-2011, is to consolidate the pedagogic model and expand the Virtual Campus to other institutions.

WORKSPACE PROXIMITY
LA 21 Defining Proximity

TASK 1: Understanding Proximity

defined by Kris Scheerlinck, WENK Sint Lucas / URL LaSalle

Description

Proxemic models affect our reading and use of space and refer to an important cultural dimension of the built environment: systems of intimate, personal, social or public distances are based on our personal education and cultural references. However, proximity can refer as well to the built environment itself.

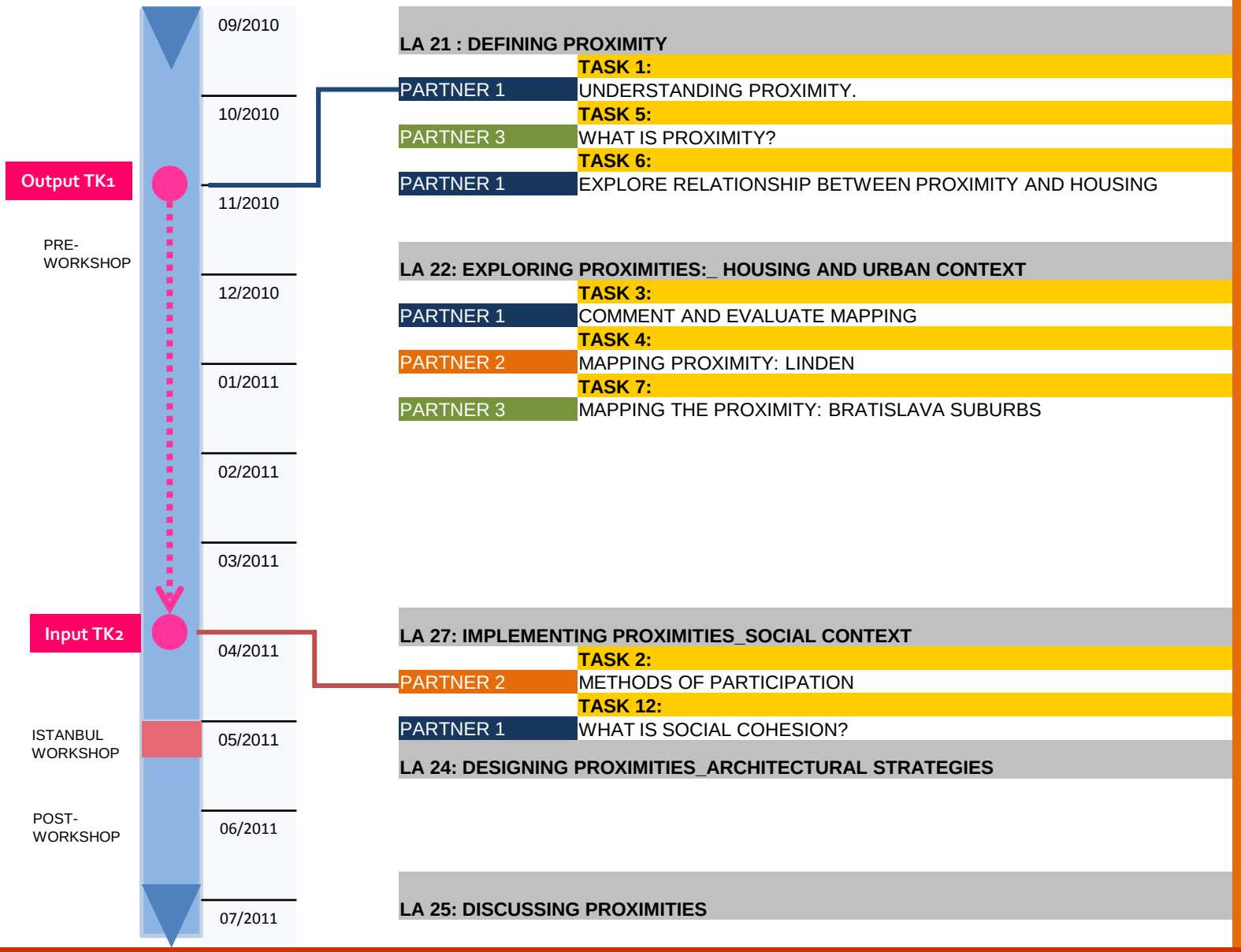
Manuel de Solà-Morales once stated that urban space can be seen as "a system of relative distances": systems of distances between housing blocks, between individual dwellings, between leisure facilities and residential neighborhoods, between industrial areas, wastelands and residential development areas. As if they were sets of rules to be decided, coded and decoded at various levels, by various agents. These systems of distances do not operate exclusively on a bigger scale: they penetrate the very domain of the dwelling itself: distances from the street till the front door, from the entrance door till the living room, the distance between the kitchen, as the heart of the dwelling, and the bedrooms, being the more intimate territories within the domicile. Dwellings could be seen as configurations of distances, where

Even though there is no standard form to describe a task in detail, it is a good practice to share a similar format and structure including:

-Name
- Description
-Objectives
- Presentation format
- Deadline
- References
- Advices

An important resource is the detailed description of the task .

STEP 3 Designing the learning process: *connecting learning tasks*



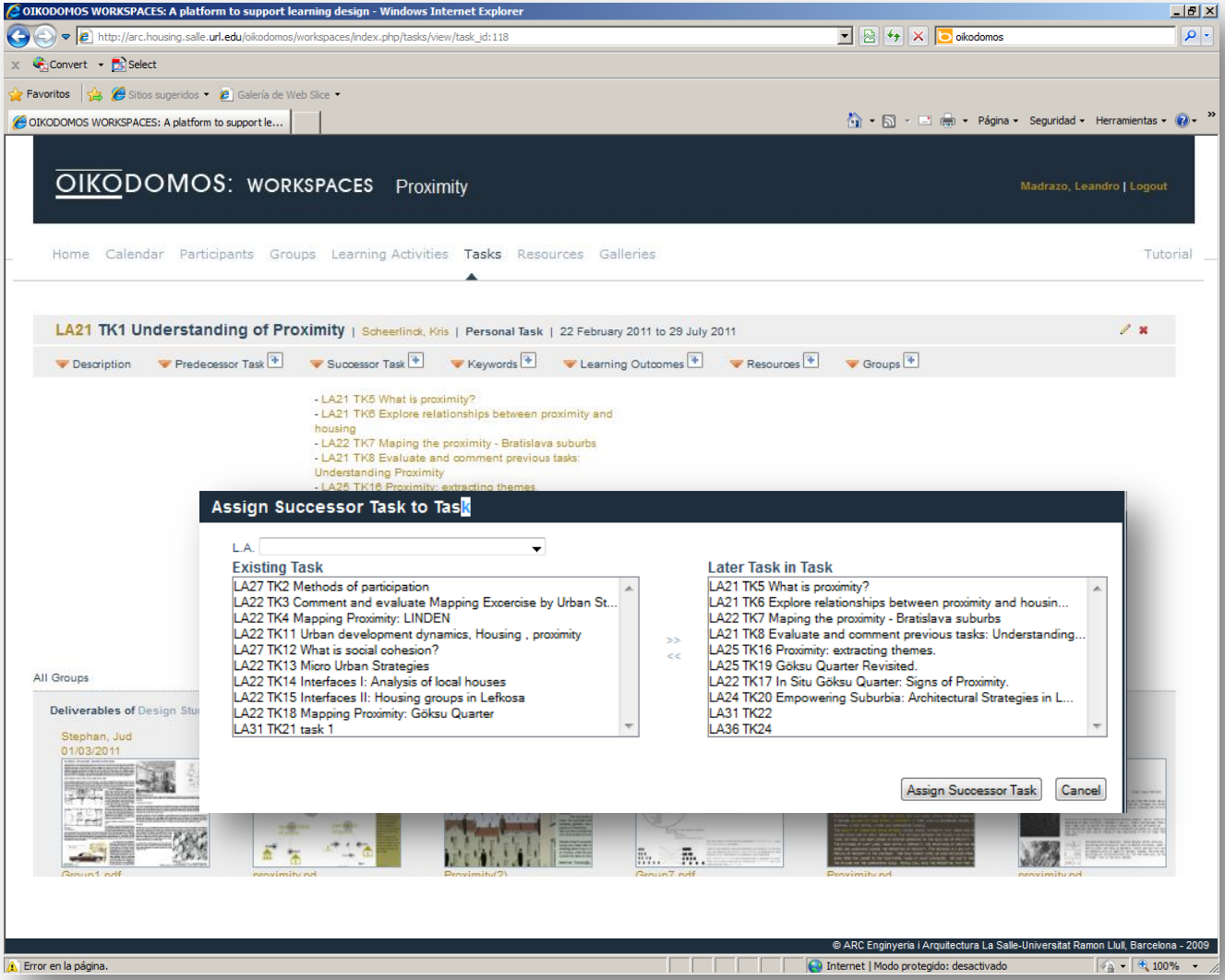
It is up to the participating teachers to discover the potential links between tasks to integrate them in their learning process.

The interlinking of tasks is one of the most powerful tools to create collaborations between teachers and students from the participating institutions. It is also a useful to integrate different subject matters and courses in a shared learning process.

The input/output relationships between tasks can become fairly complex to visualize as the number of tasks and participants increase.

Along the learning process, the outputs produced by one task can become an input for another. In this example, the results of TK1 becomes a learning material for TK2.

HANDS-ON: Creating sequences of Tasks



The insertion of a task in a sequence can be done at the moment of creating it, or in the Tasks menu, as in this example.

STEP 4 Implementing the learning process: *submitting students' works*

This is a sample of student work for the Leaerning Activity "Reflections on Housing", Task "Critical Concepts" done during the PRE-WORKSHOP stage.

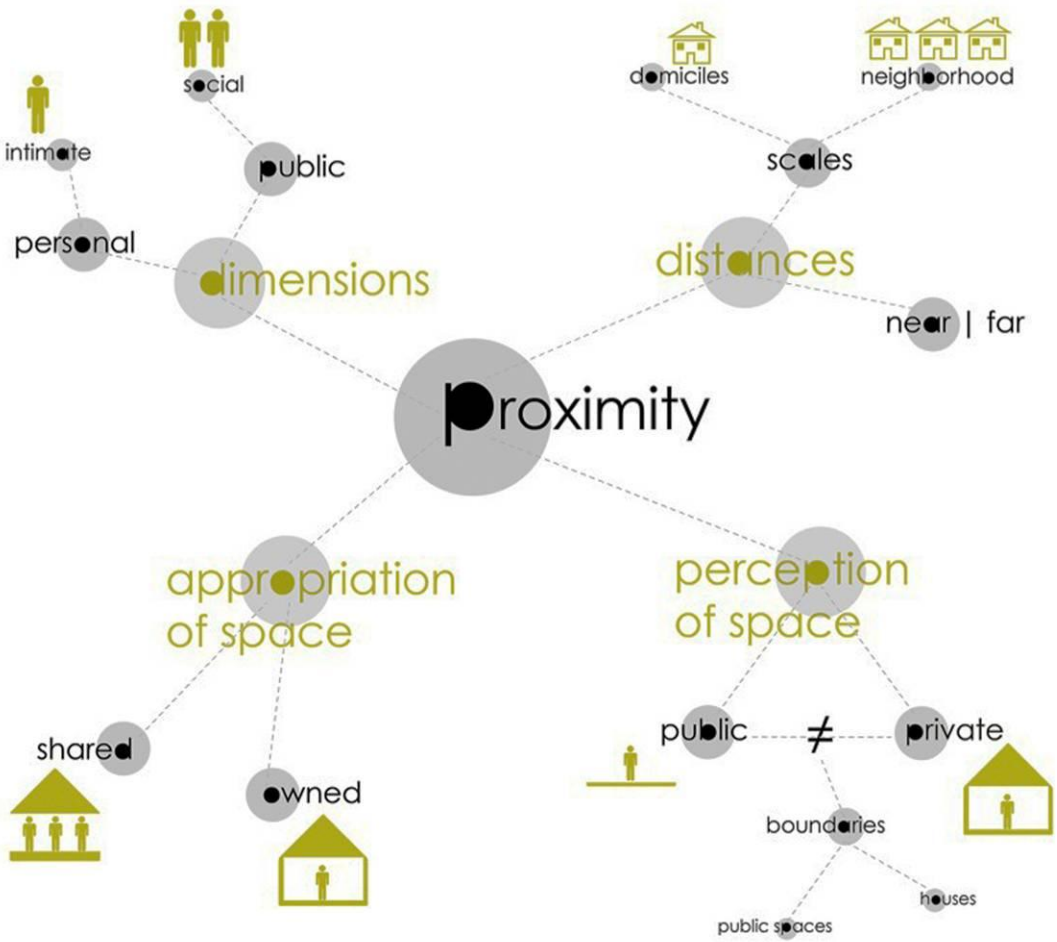
The student has summarized her findings on the topic of housing industrialization to which she has arrived through readings, and working under the guidance of her tutors.

The presented work is the last step in a process of critics and reviews held in the class.

What is finally presented in the virtual campus is the output of that process.

The students' outputs reflect what has been learnt in the classroom and in the virtual campus. The main purpose of submitting the work in the learning environment is to summarize and communicate to other students and teachers the results of the learning.

STEP 4 Implementing the learning process: *submitting students' works*



In its immediate meaning, proximity refers to being next to something in time and place.
But proximity may also refer to different dimensions and perceptions of the space that surround us.
Walking hand in hand, physical and psychological proximities concern to the way that people appropriate the space and vice versa.
Physical proximity may refer to boundaries, distances between houses, neighborhoods, citys, rural areas and their respective scales.
All the physical elements around us will certainly influence our social activities and our relationships with the others.

Ana Marques
Katarzyna Kuczyńska
Kristel Niisuke
Louise Verbeeren

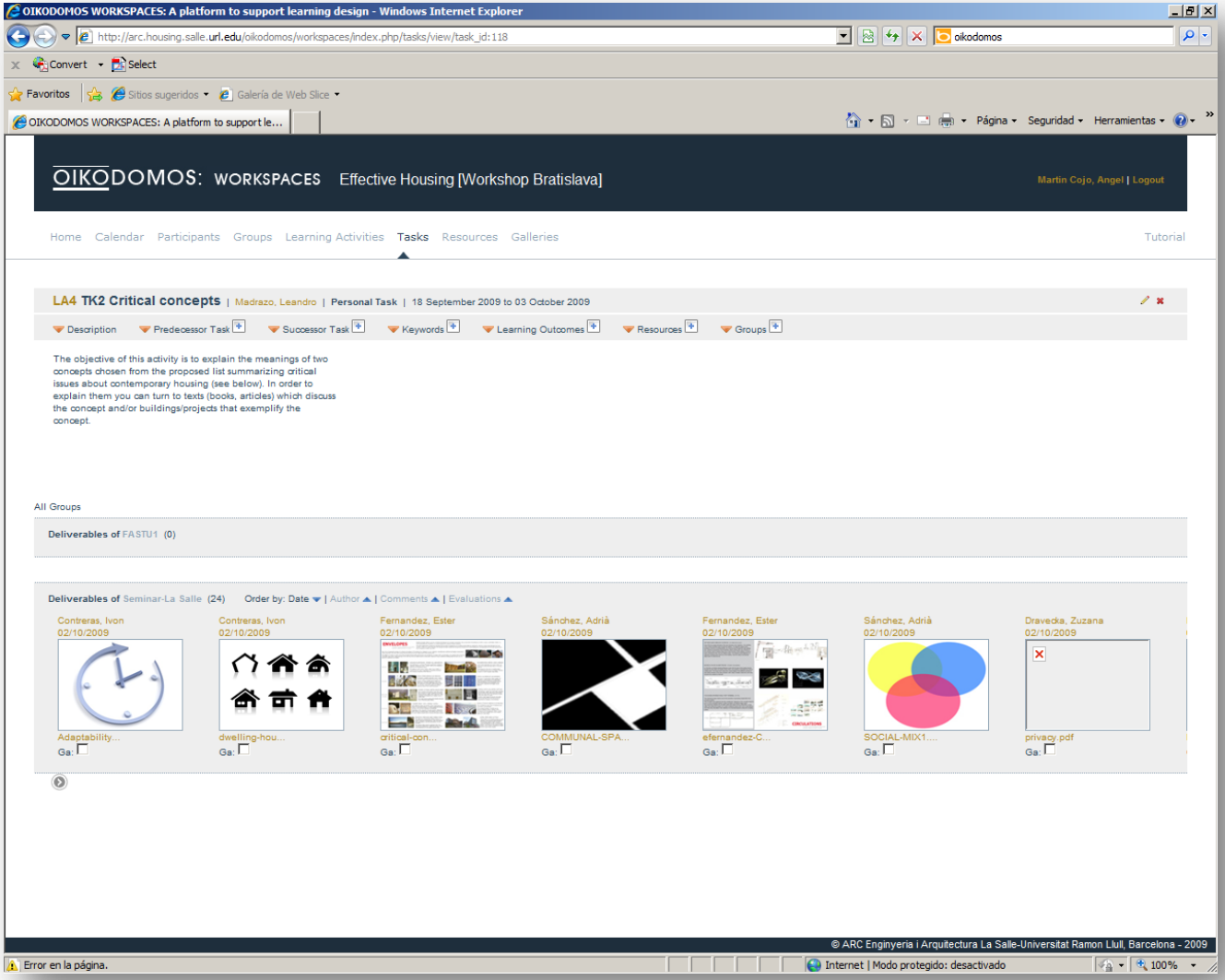
Students can turn to different styles to represent and communicate their ideas bout a particular subject of study.

In this example, the concept map is complemented with the description.

Both, map and text, contribute to communicate the ideas in an effective manner.

It is important that both students and teachers understand that the learning environment is a communication space. Therefore, works should communicate properly ideas and thoughts to others.

HANDS-ON: Submitting deliverables



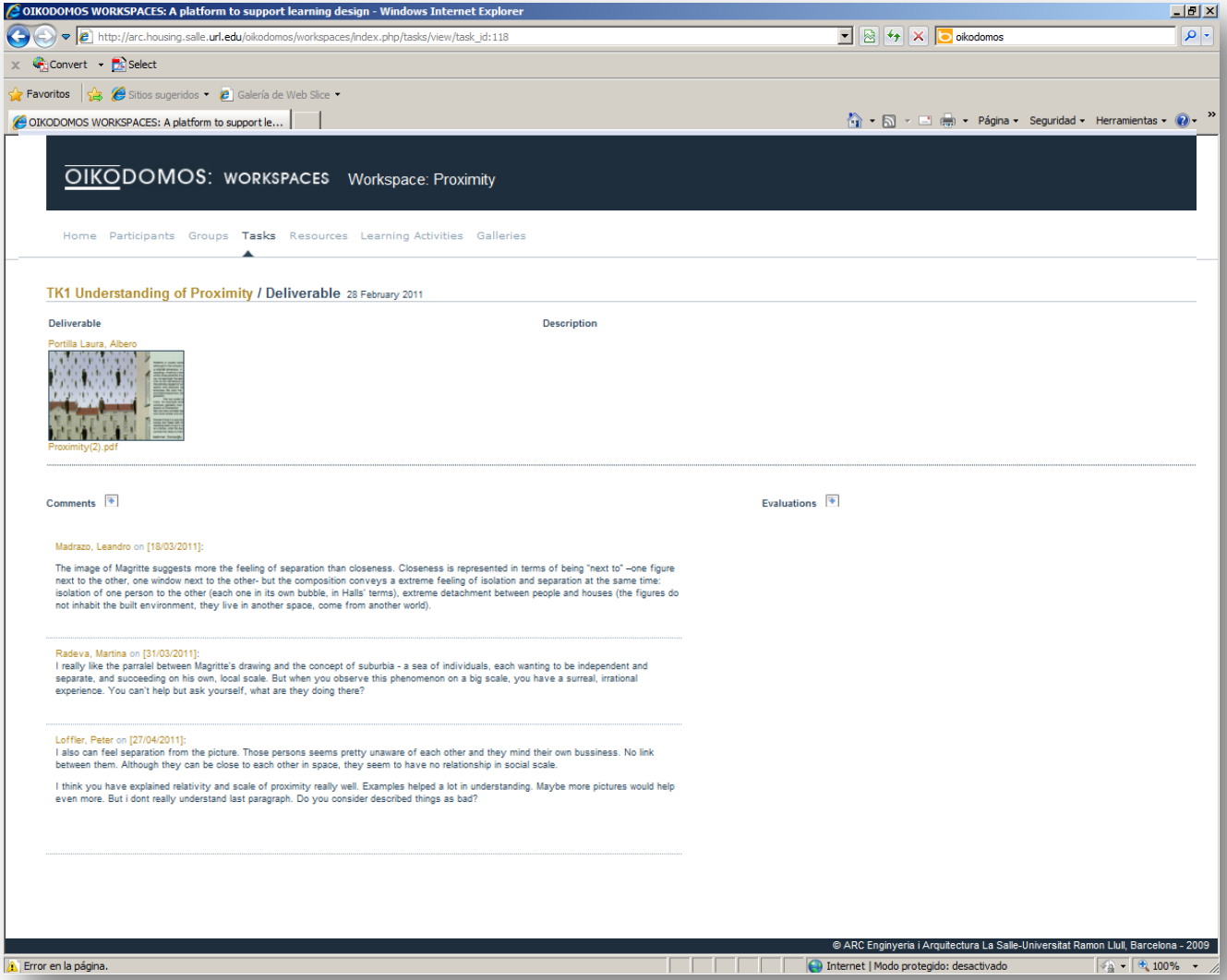
Students can carry out a task individually or working in a team.

When the work is submitted, they specify it the work is individual or collective.

Groups should not be confused with teams. A group refers to the students working under the guidance of a tutor; a team is a group of students which has done together a task.

The deliverables of each group of students are shown together. A deliverable consists of an icon representing the work, a concise description of the work done, and the attached file (.pdf).

HANDS-ON: Commenting deliverables



In the student submission is important:

-To select an icon which represents properly the work

- To complete the field "Description" with a concise explanation of the work done.

This will help other learners to understand the work done.

Student works can be commented by teachers and students, and evaluated by teachers, from any participating institution.

-Making a meaningful comment about a student work is a demanding task, both for students and teachers

- Making a comment is not simply giving an opinion of the kind "I like it", "Great work"..... It demands much more: critical understanding, capacity of making founded critics, use of references, expressing properly own ideas, suggesting thoughts,....

STEP 5 Evaluating students' works: *learning outcomes*

This is the process of creating, assigning and evaluating learning outcomes in OIKODOMOS WORKSPACES:

1. **A repository of Learning Outcomes is collaboratively created**

In SYSTEMADMIN

2. **Learning Outcomes are assigned to Learning Activities**

3. **The Learning Outcomes for a Task are chosen from those previously assigned to the Learning Activity to which it belongs**

In LEARNING WORKSPACE

4. **Student works are evaluated with a rubric contaning the Learning Outcomes assigned to a Task**

(1) Since Learning Outcomes are stored in the SystemAdmin repository, they can be used in many Workspaces.

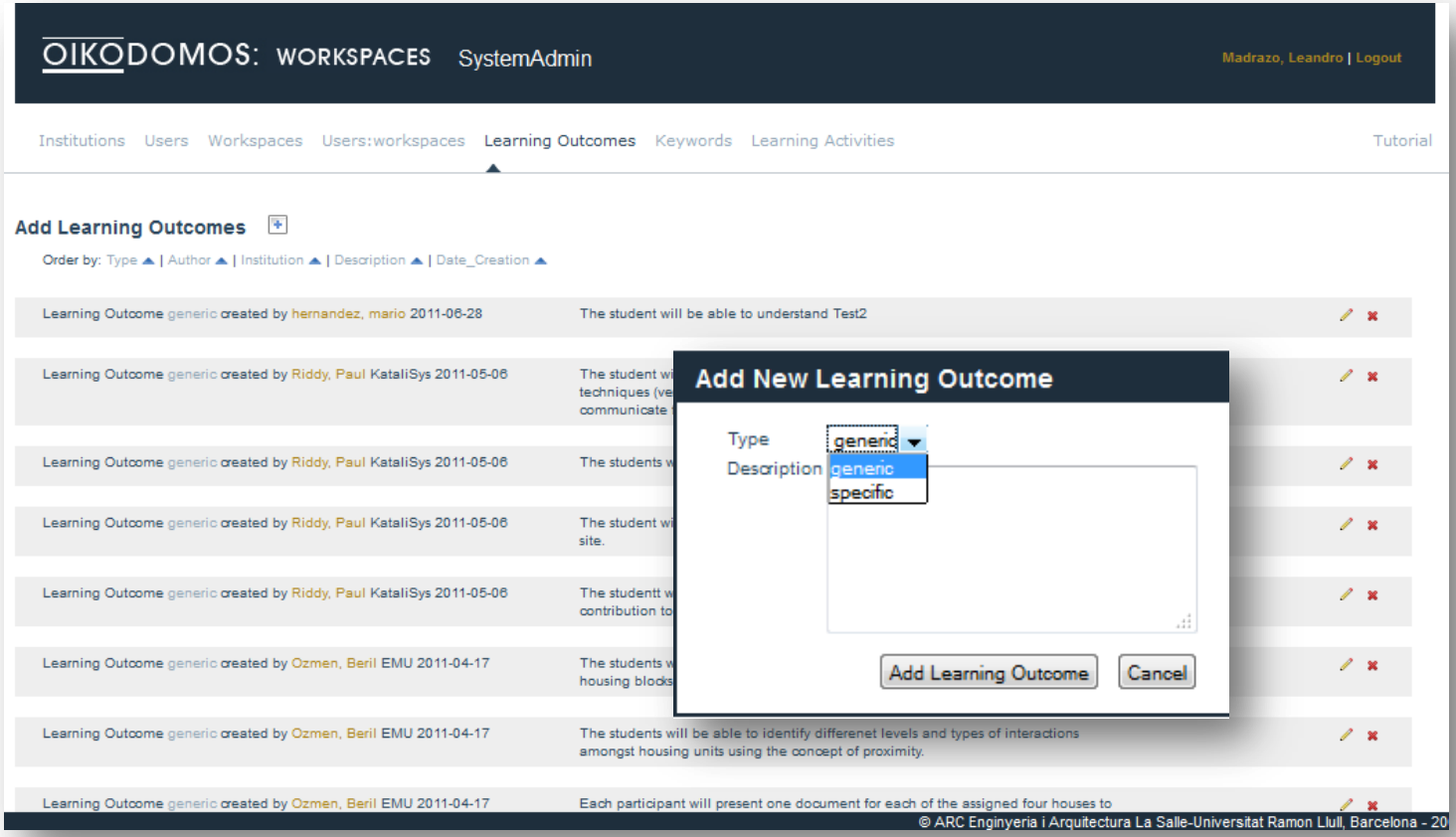
(2) Learning outcomes are chosen from the existing repository and assigned to the Learning Activity.

(3) Because a Task always belongs to a Learning Activity, the Task inherits its Learning Outcomes.

(4) Since a Task does not cover necessarily all the outcomes of a learning activity, it is possible to select only a few of them .

Evaluating learning outcomes and competences is a fundamental part of the OIKODOMOS pedagogic model. The design of learning activities and tasks includes specification of key competences which students will acquire and are inherent in the learning outcomes selected.

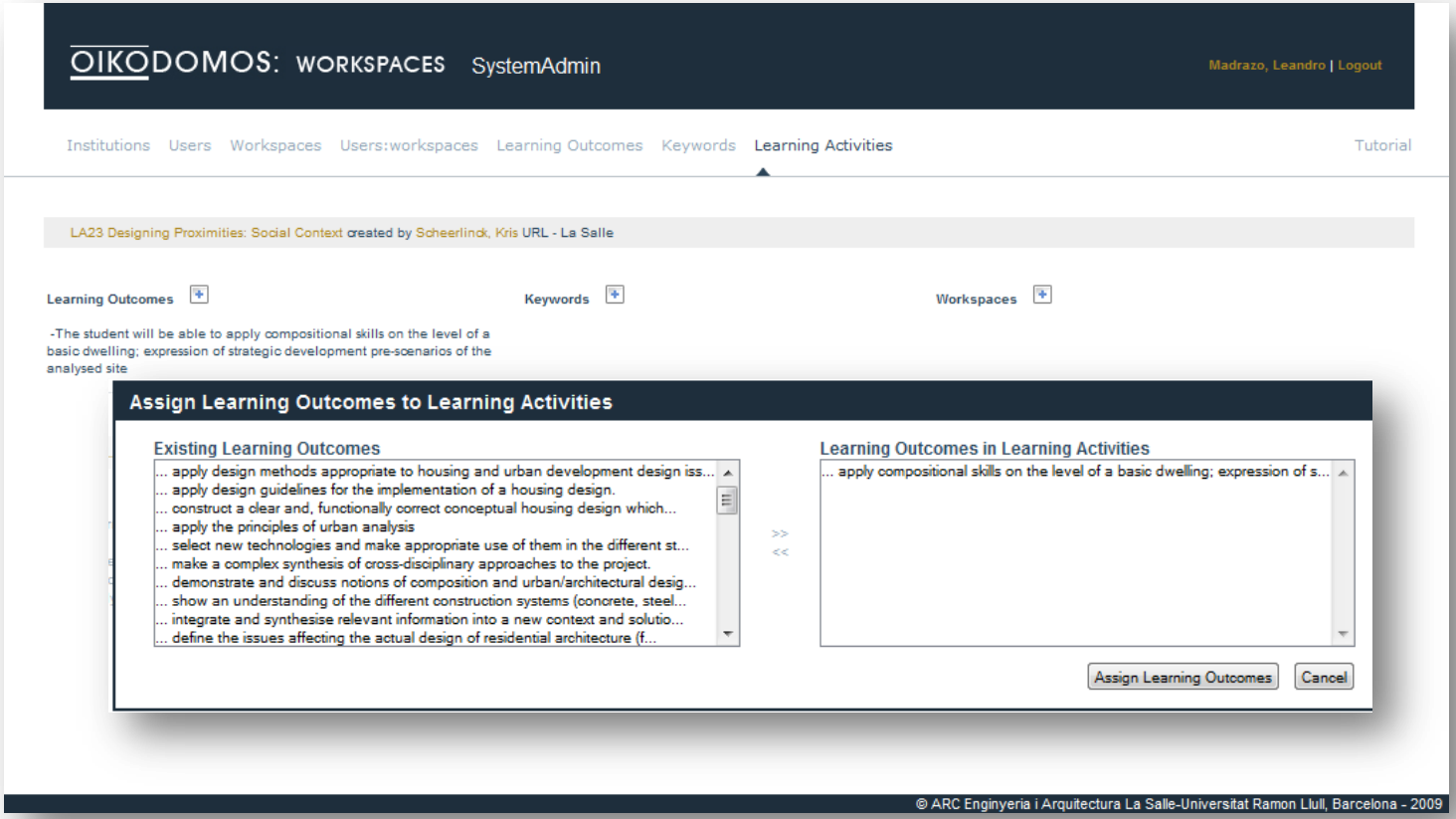
HANDS-ON: Creating a repository of learning outcomes



Following the model established by Tuning project, learning outcomes can be "generic" or "specific".

In SYSTEMADMIN: The Learning Outcomes defined by teachers are stored in a repository so that they can be used in several Workspaces. Before defining a new Learning Outcome, teachers should see first if an appropriate one already exists.

HANDS-ON: Assigning learning outcomes to learning activities

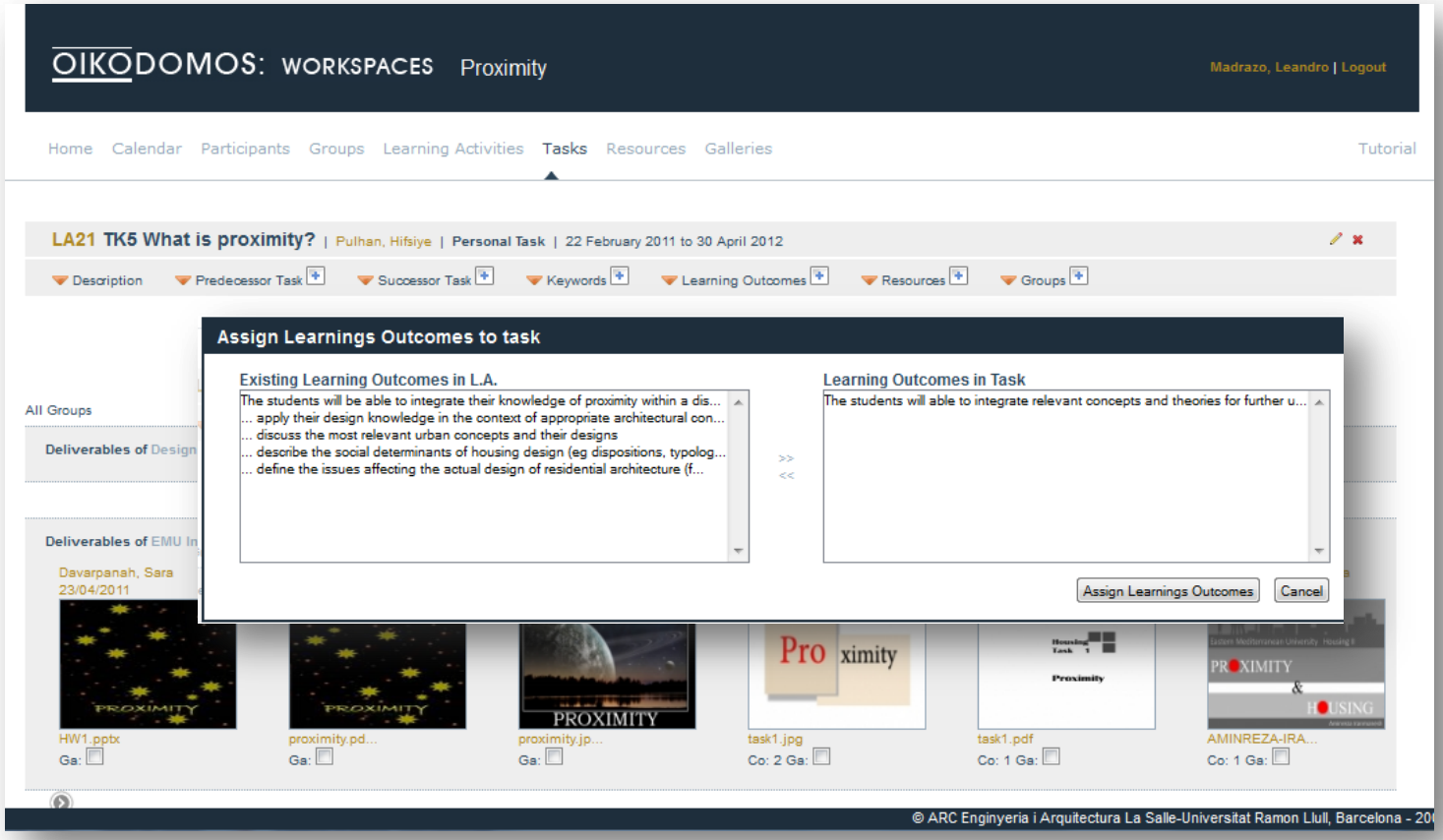


This action can be performed by the teachers who create the learning activities.

Each of them can assign one or several Learning Outcomes to the Learning Activity.

In SYSTEMADMIN: The Learning Outcomes existing in the repository are assigned to the Learning Activity

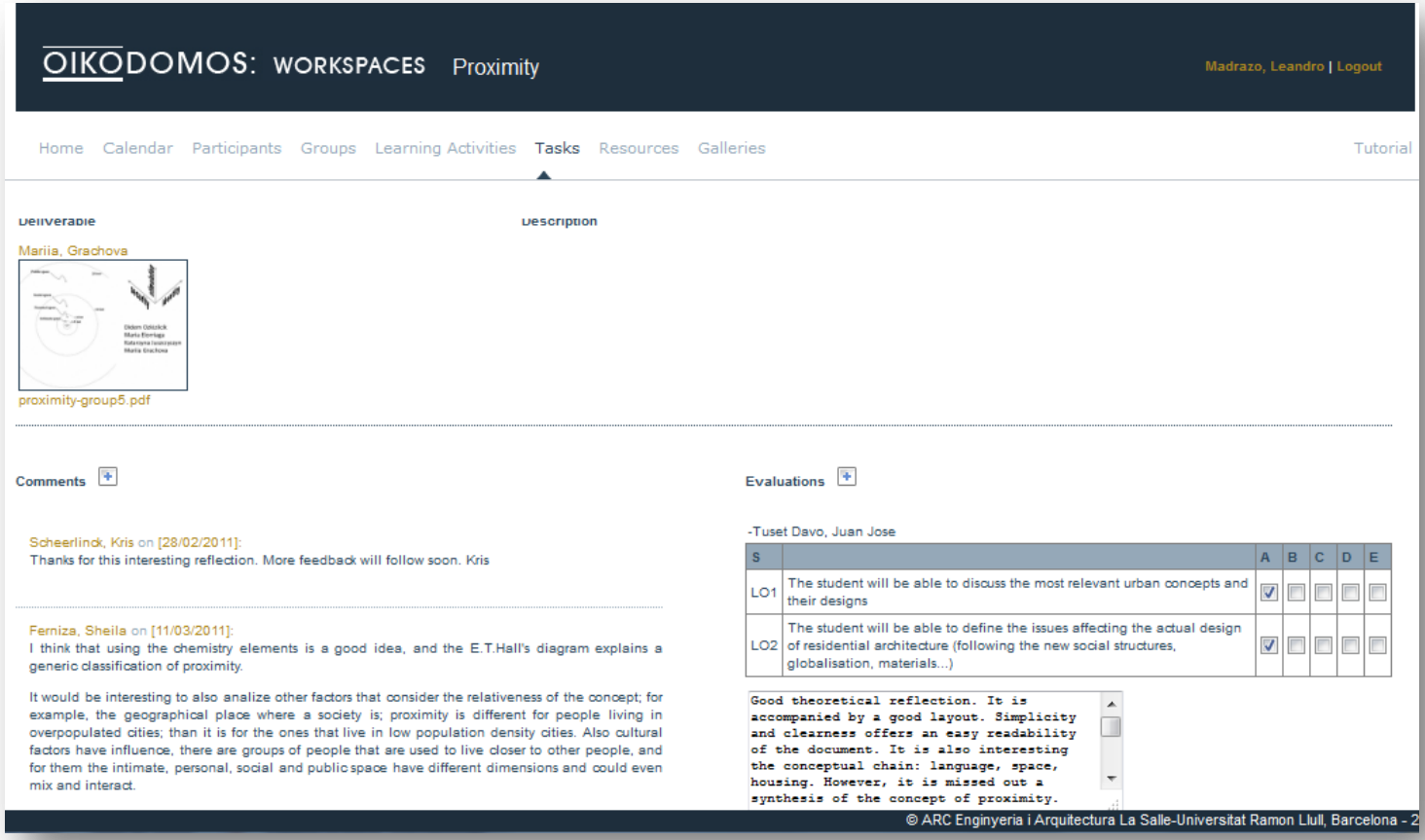
HANDS-ON: Assigning learning outcomes to a task



This action can only be performed by the teacher who created the task.

In LEARNING WORKSPACE, in menu Tasks, the list of learning outcomes previously associated to the Learning Activity in SystemAdmin appears in the left window of the popup menu. The learning outcomes of the task are chosen from this list.

HANDS-ON: Evaluating learning outcomes



The evaluation can be done by any registered teacher.

A comment can be added to explain the evaluation criteria, to the student and to the other teachers.

In LEARNING WORKSPACE , in menu Tasks, teachers can evaluate the selected work using the rubric which contains the list of learning outcomes previously assigned to the task.

- A learning environment is not just a file sharing system, but a communication space; a space to construct knowledge in collaboration.

- A learning space is the result of the interactions between learners; the knowledge that results would depend on the quality of the interactions.

- Tasks descriptions, learning materials, student works, comments, and evaluations are different kinds of inputs which feed the learning process.

Did you find these guidelines useful?

If you would like to make a comment or suggestion, please write to us :

support@oikodomos.org