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.

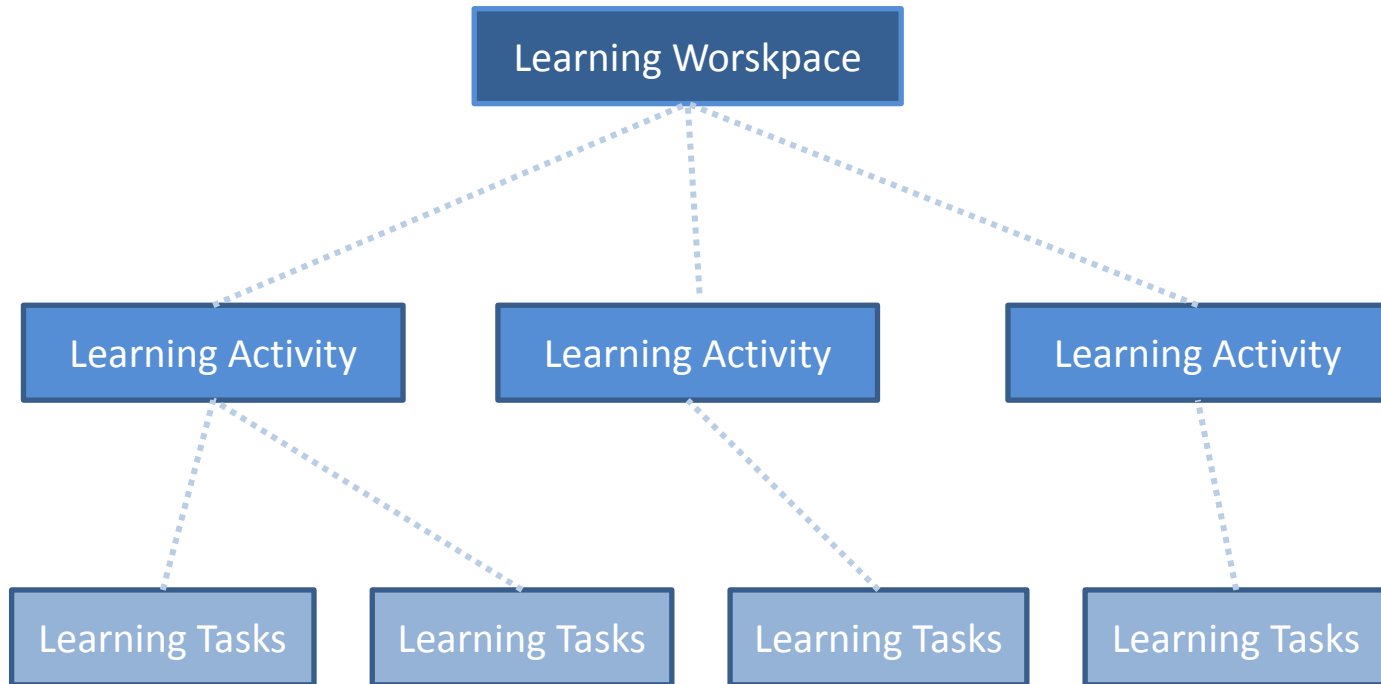# Guidelines for teachers 1_
_PEDAGOGIC MODEL

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.
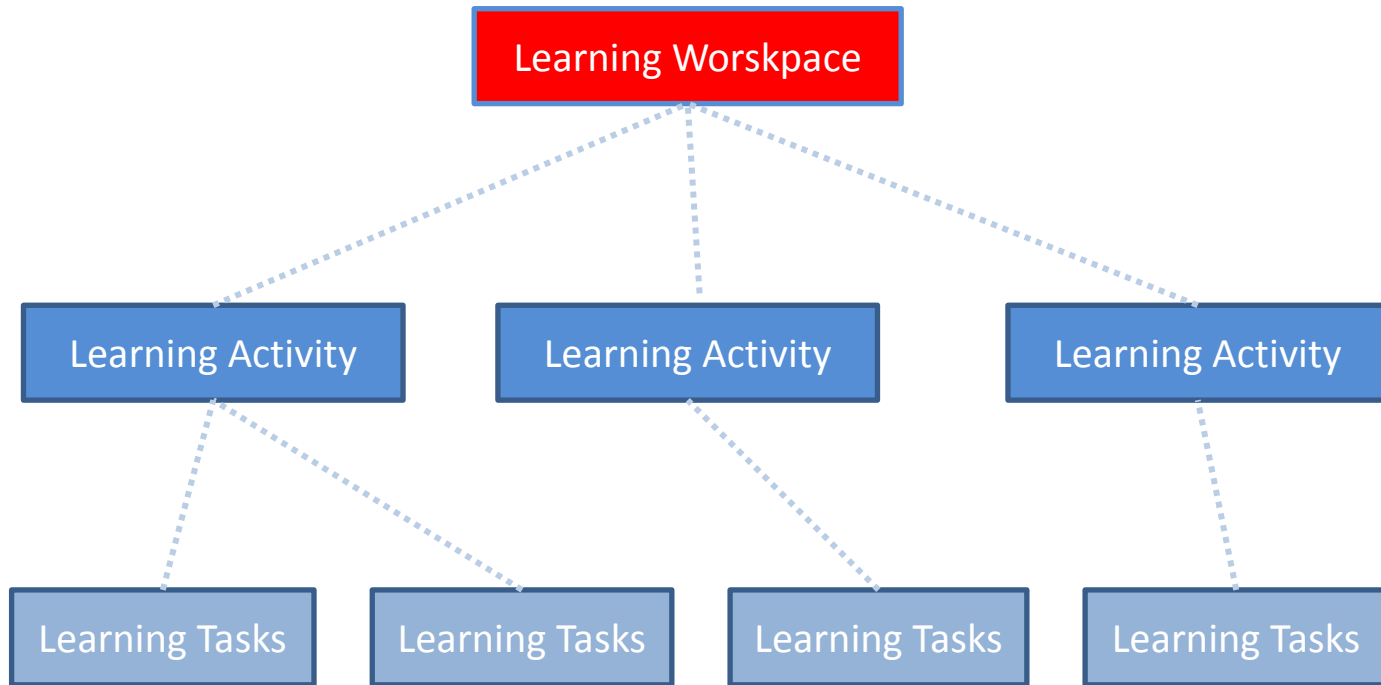
1. The pedagogic model: *learning structure*

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

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                    ┌─────────────────────┐
                    │ Learning Workskpace │
                    └─────────────────────┘
                       /       |       \
        ┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐
        │ Learning Activity│ │ Learning Activity│ │ Learning Activity│
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    ┌──────────────┐ ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
    │Learning Tasks│ │Learning Tasks│ │Learning Tasks│ │Learning Tasks│
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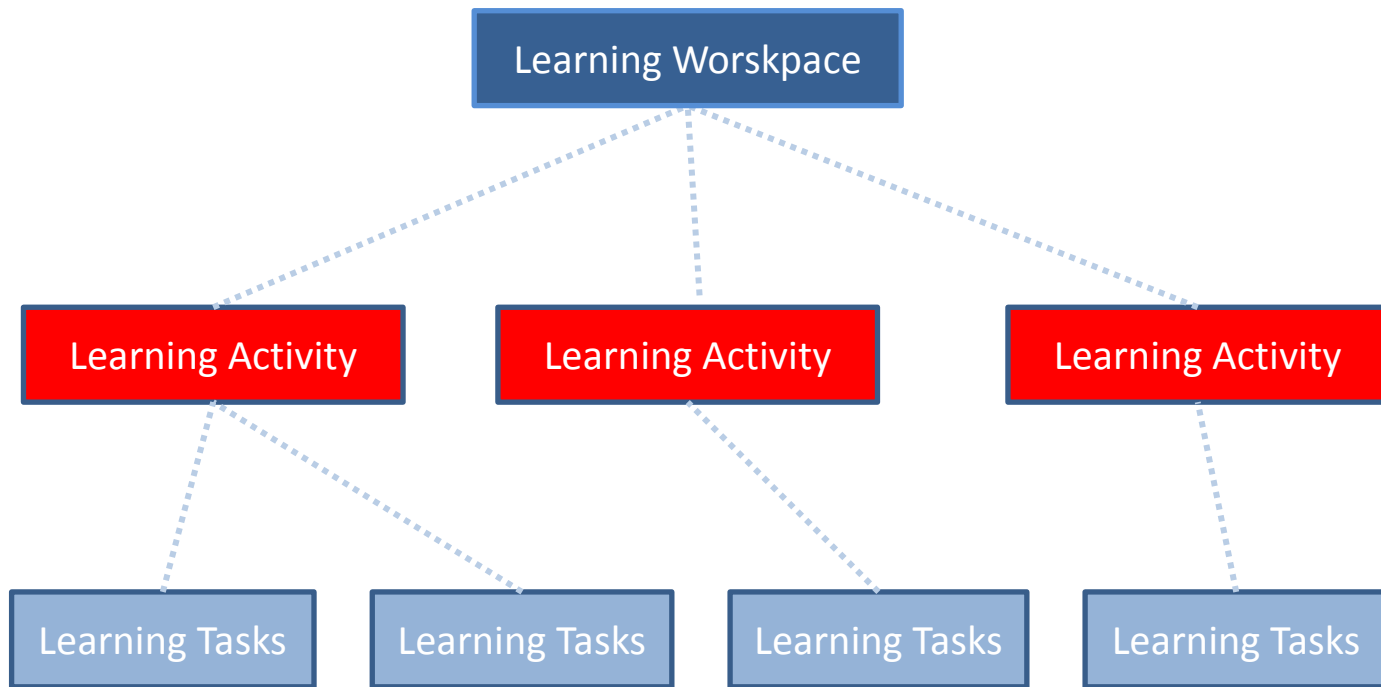# 1. The pedagogic model: *learning structure*

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A <u>Learning Workspace</u> 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")

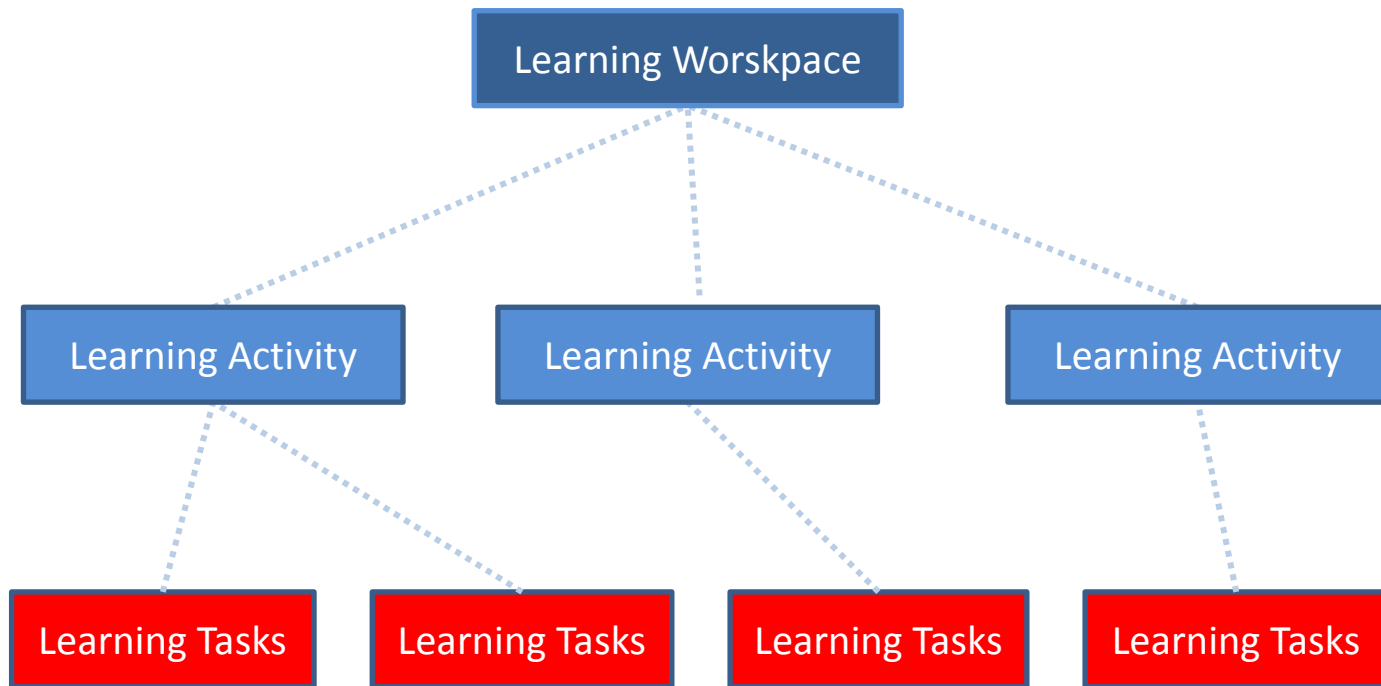# 1. The pedagogic model: *learning structure*

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                        ┌─────────────────────┐
                        │ Learning Workspace  │
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          ┌───────────────────────┼───────────────────────┐
┌──────────────────┐    ┌──────────────────┐    ┌──────────────────┐
│ Learning Activity│    │ Learning Activity│    │ Learning Activity│
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┌──────────┐  ┌──────────┐  ┌──────────┐  ┌──────────┐  ┌──────────┐
│ Learning │  │ Learning │  │ Learning │  │ Learning │
│  Tasks   │  │  Tasks   │  │  Tasks   │  │  Tasks   │
└──────────┘  └──────────┘  └──────────┘  └──────────┘
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A Learning Activity is a well-defined stage in the process of learning, for instance, "Site analysis", "Analysis of precedents", ...

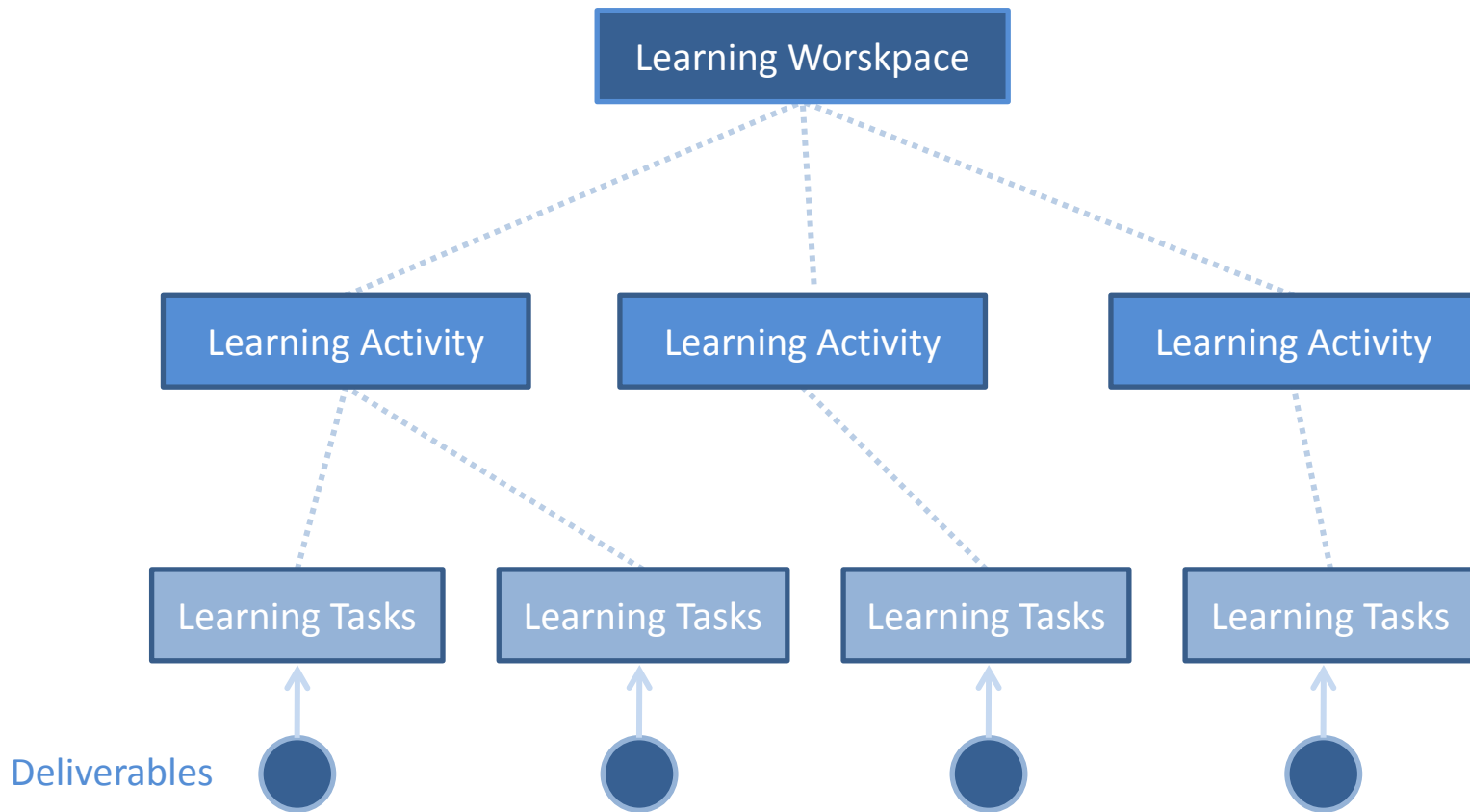# 1. The pedagogic model: *learning structure*

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                    ┌─────────────────────┐
                    │ Learning Worskpace  │
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  ┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐
  │ Learning Activity│ │ Learning Activity│ │ Learning Activity│
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     ┌──────┴──────┐          │                      │
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│Learning Tasks││Learning Tasks││Learning Tasks││Learning Tasks│
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A <u>Learning Task</u> 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 <u>Deliverable</u> (e.g. student work) is the result of a Learning Task

1. The pedagogic model: *learning structure*
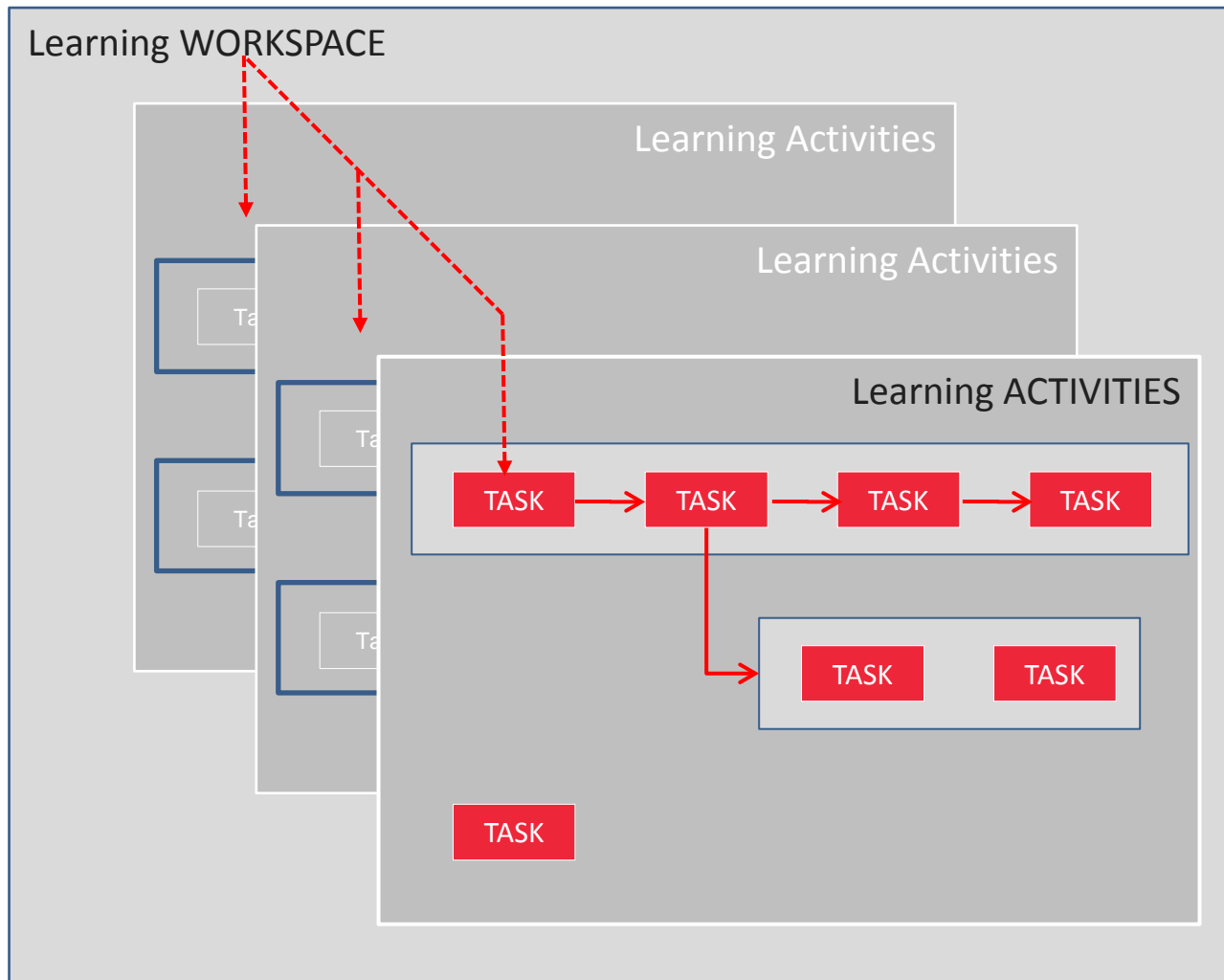
Tasks can be single or grouped in sequences. Sequenced tasks can be constrained to a single Learning Activity or cut across several of them.

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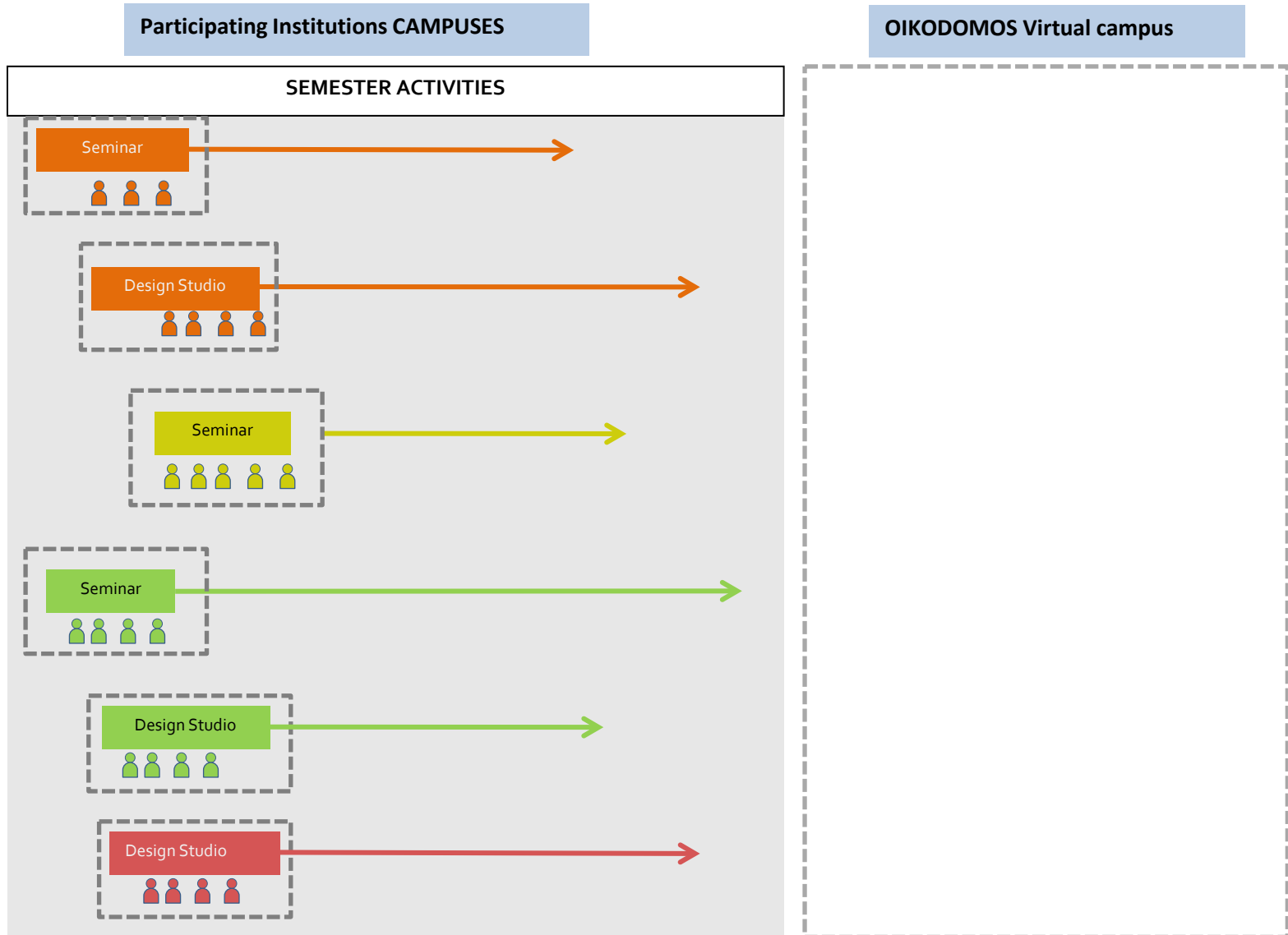
At the start, each school has its own curricula with its own "local"courses (seminars, design studios) and timetables.

1. The pedagogic model: *blended learning*

Participating Institutions CAMPUSES

OIKODOMOS Virtual campus

SEMESTER ACTIVITIES

Seminar

Design Studio

Seminar

JOINT WORKSHOP

Seminar

Design Studio

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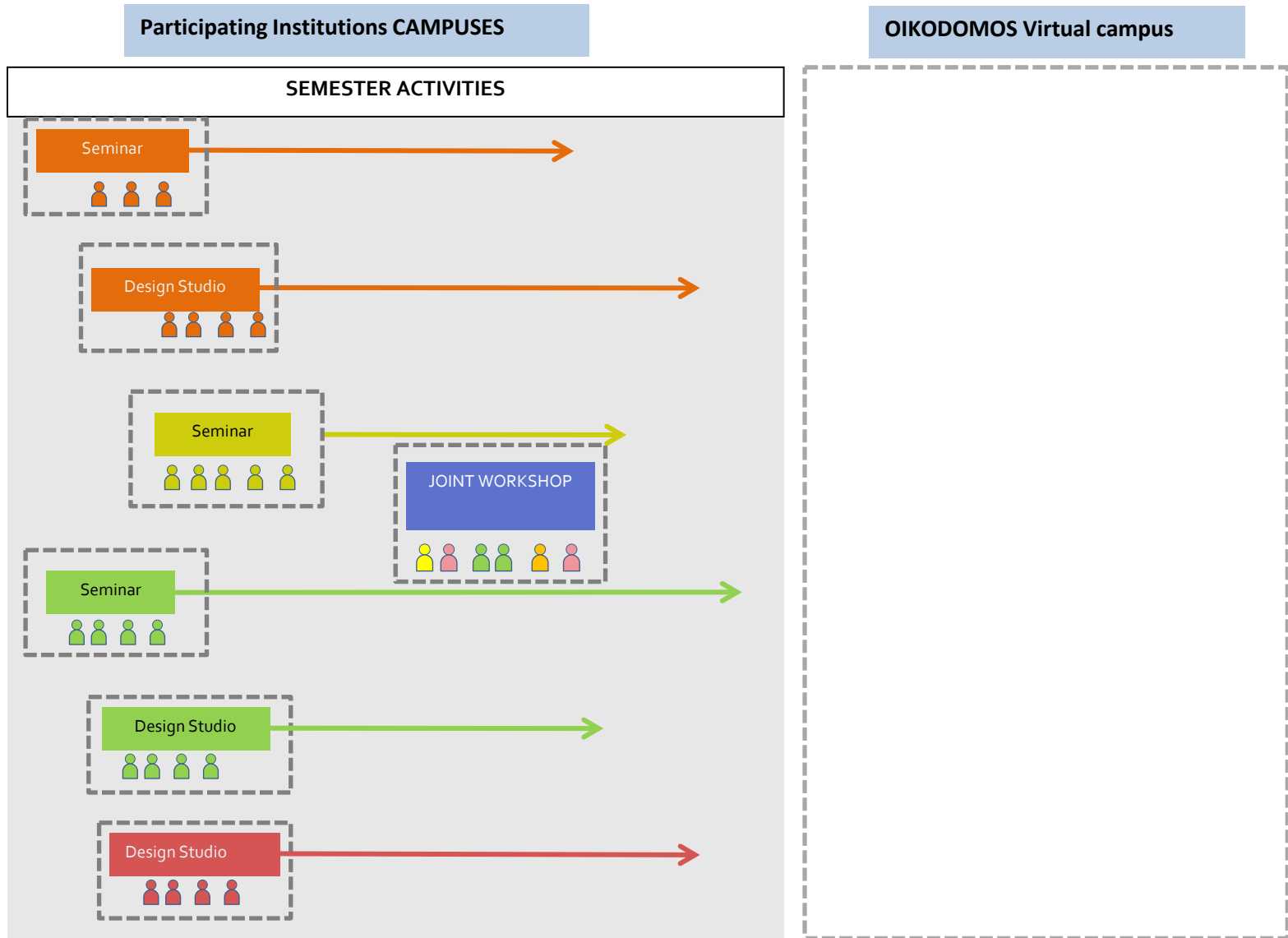
Besides, participating schools can agree to carry out one ore more joint activities -physically, for example a joint workshop hosted in one of the institutions.

1. The pedagogic model: *blended learning*
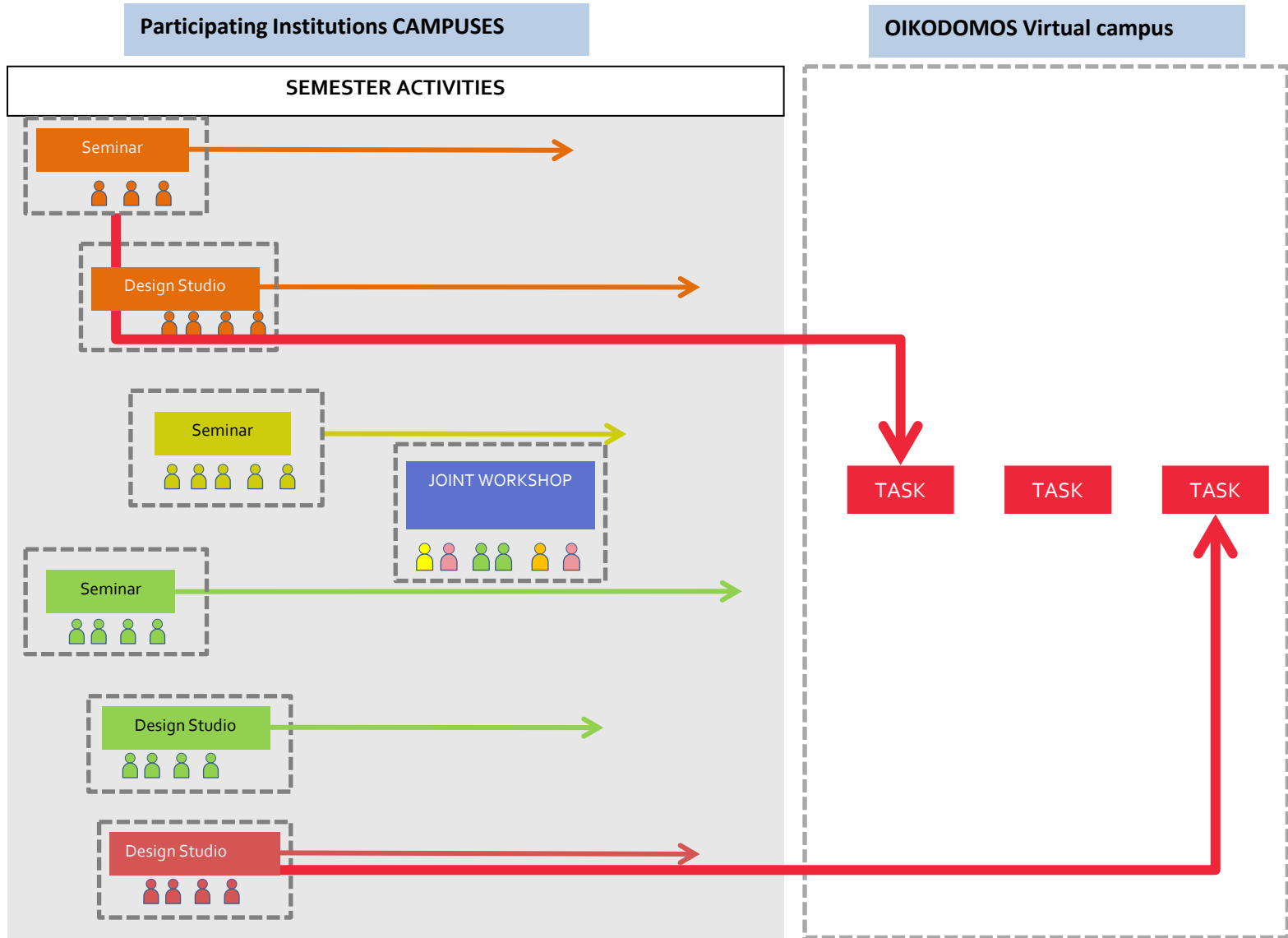
Some of the work can be done within their respective courses, while other work can be done collaboratively in the virtual campus.

1. The pedagogic model: *blended learning*
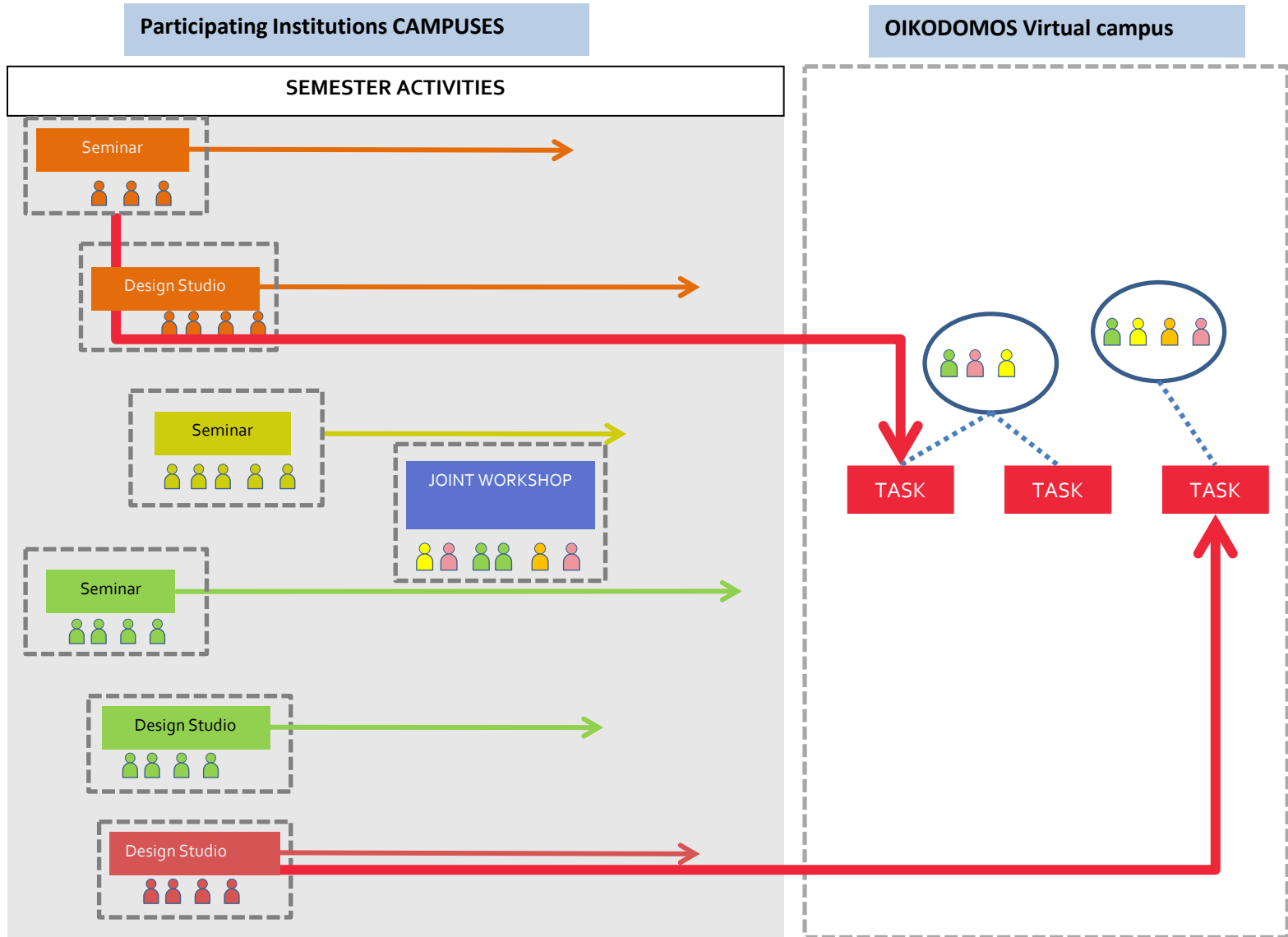
In the virtual campus, work can be done by teams of students from different institutions

1. The pedagogic model: *blended learning*
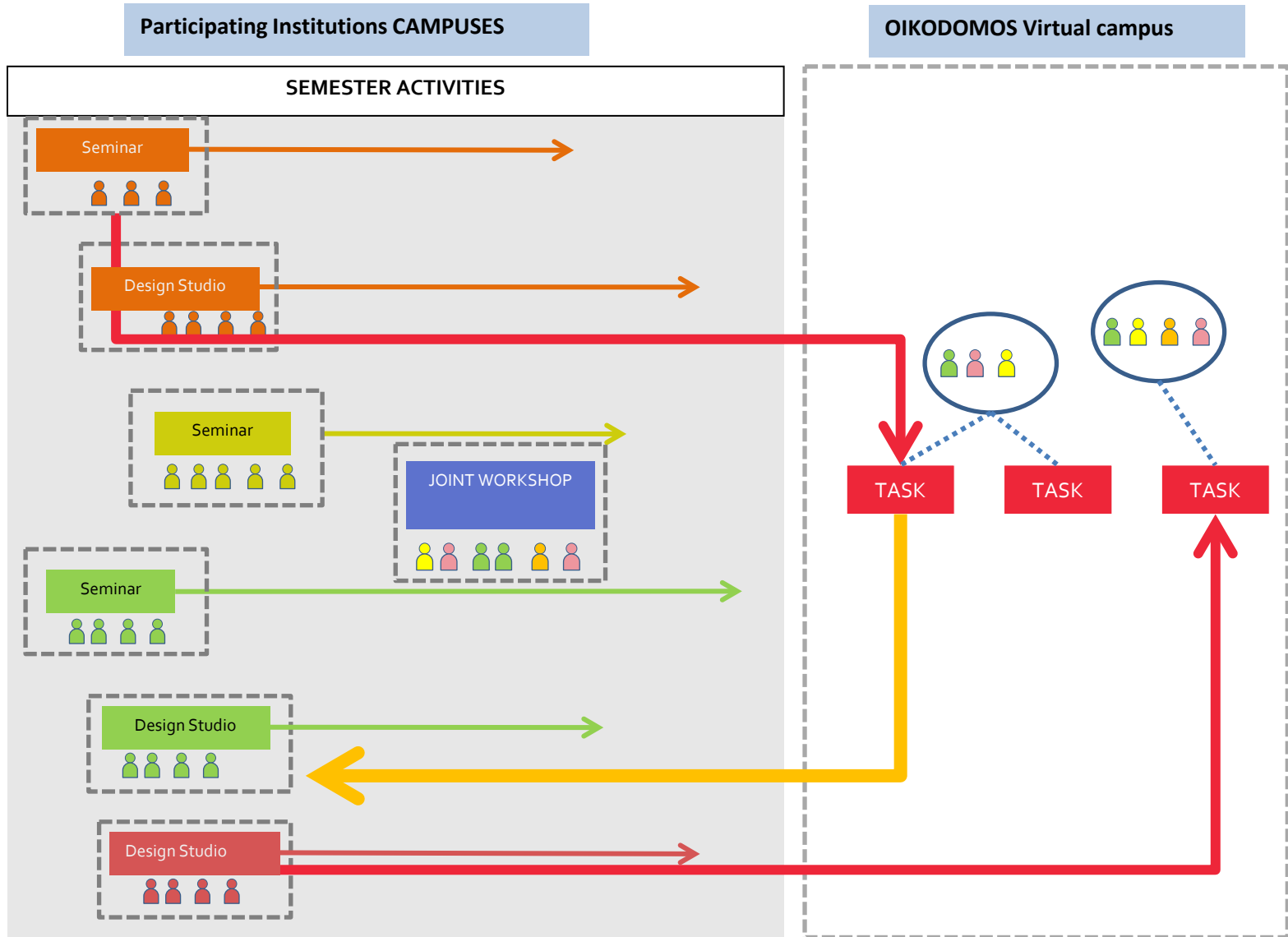
The work done in the virtual campus can informs the local courses

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*

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.
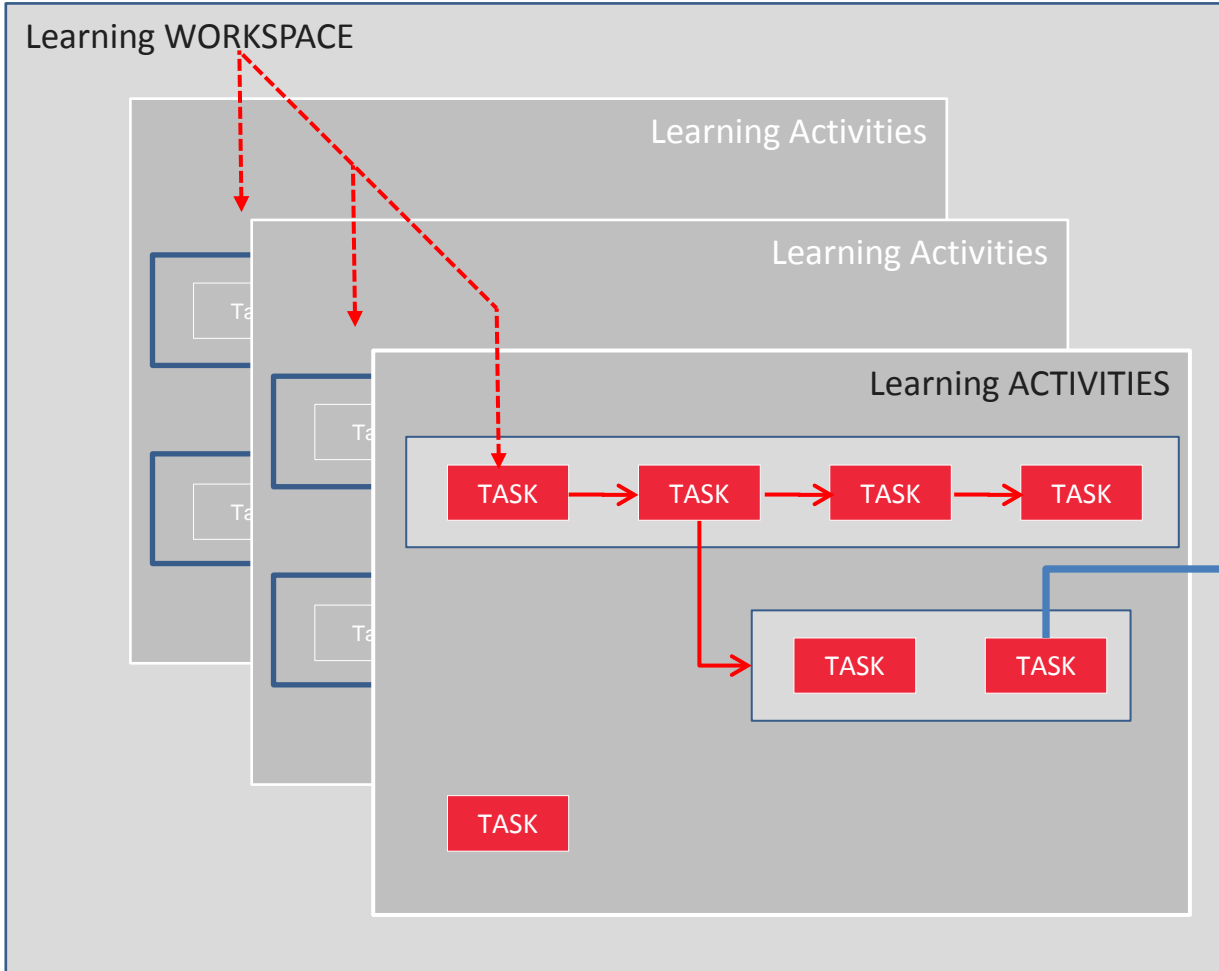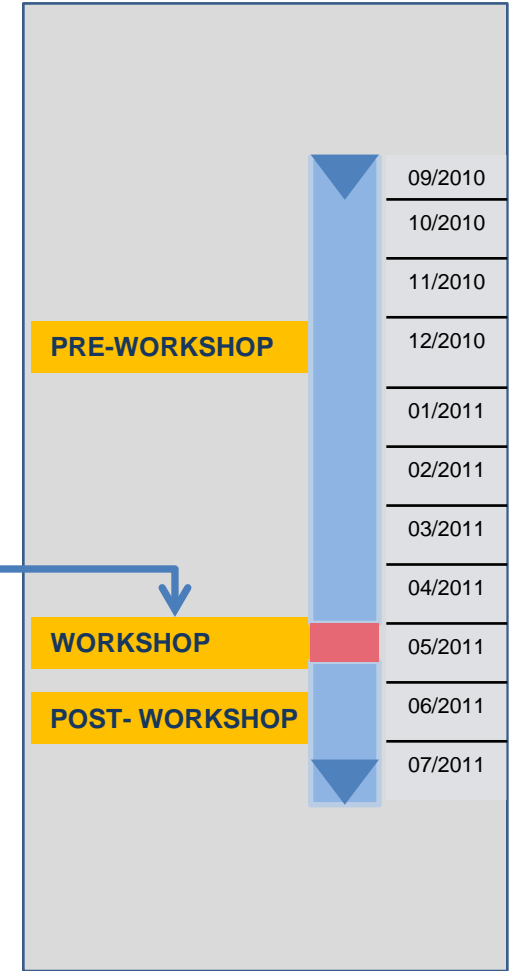
1. The pedagogic model: *blended learning*

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.
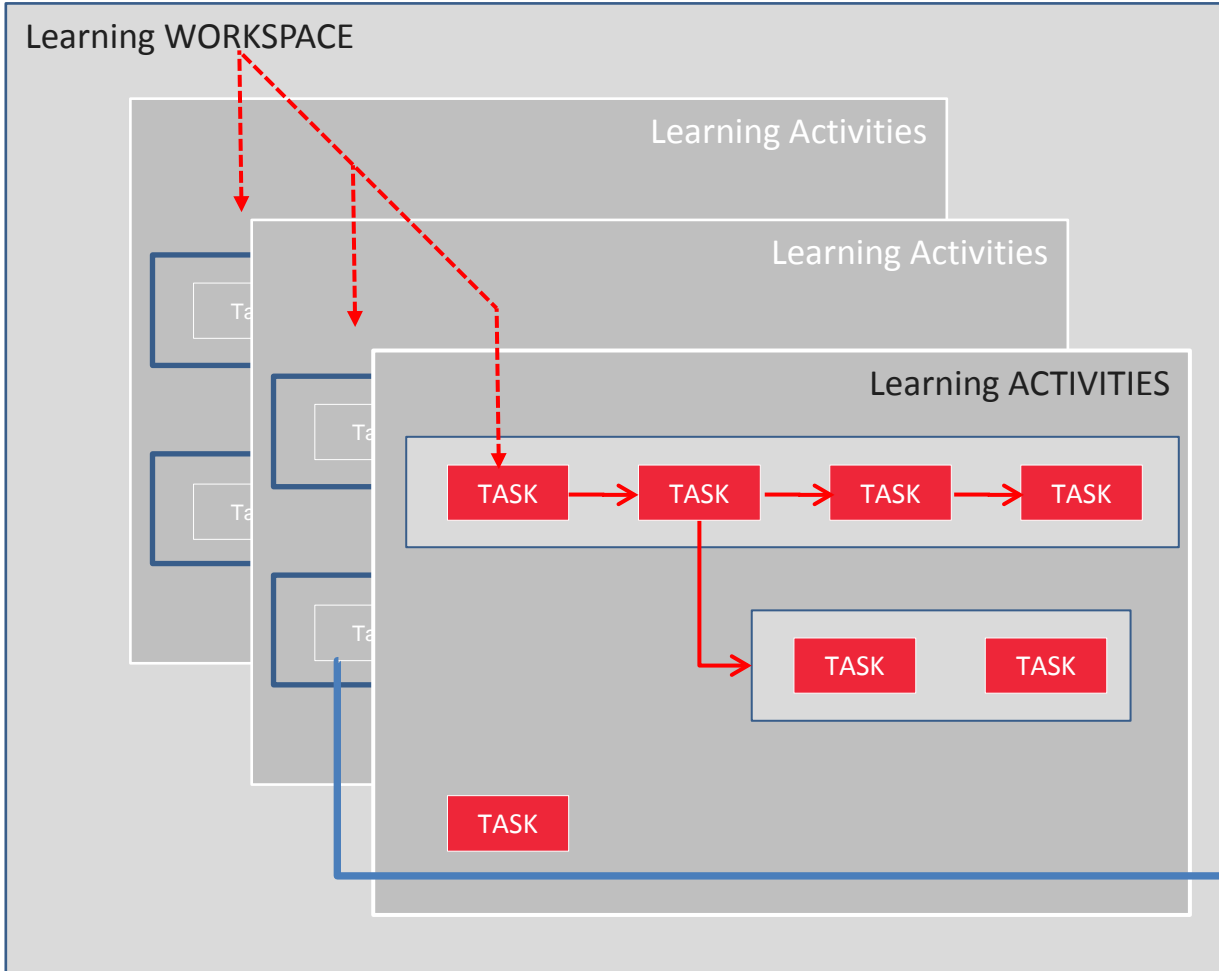
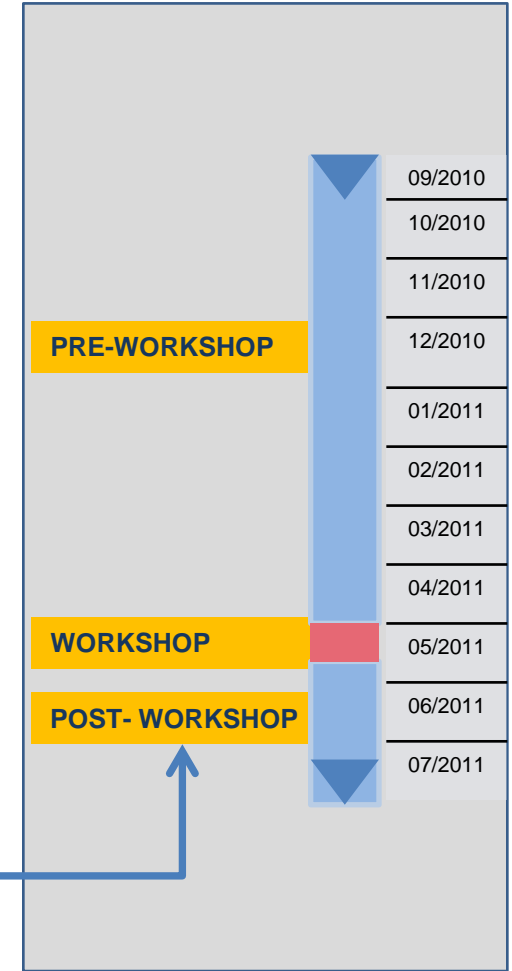# 1. The pedagogic model: *blended learning*

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

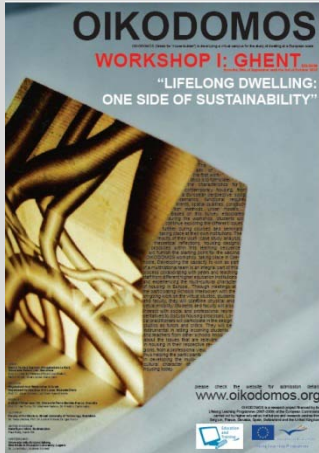# 1. The pedagogic model: *blended learning*

Mapping of the learning activities and learning spaces: some learning activities will be done in the Post-Workshop stage.
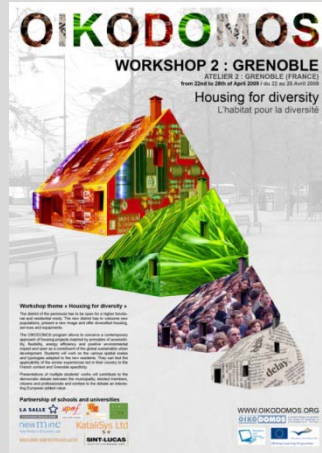
1. The pedagogic model: *blended learning*

Learning WORKSPACE:
"Lifelong dwelling"

Learning WORKSPACE:
"Housing for diversity"

Learning WORKSPACE:
"Effective housing"

PRE-WORKSHOP		WORKSHOP	POST- WORKSHOP
PRE-WORKSHOP	09/2010		
	10/2010		
	11/2010		
	12/2010		
	01/2011		
	02/2011		
WORKSHOP	03/2011		
	04/2011		
POST- WORKSHOP	05/2011		

Workspace 2 "Housing for diversity":
PRE-WORKSHOP 09/2010, 10/2010, 11/2010 — WORKSHOP 12/2010, 01/2011 — 02/2011, 03/2011, 04/2011 — POST- WORKSHOP 05/2011

Workspace 3 "Effective housing":
PRE-WORKSHOP 12/2010 — WORKSHOP 01/2011, 02/2011 — POST- WORKSHOP 03/2011

In these three Learning Workspaces, Learning Activities were structured in three stages:
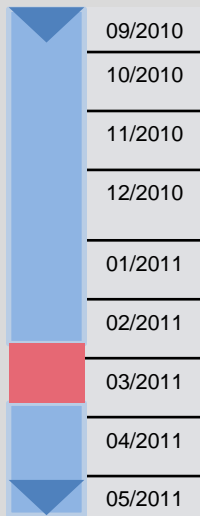
-Pre-Workshop, activities to prepare students and teachers for the work to be done in the joint workshop

-Workshop, activities done by students and teachers working physically together in the joint workshop
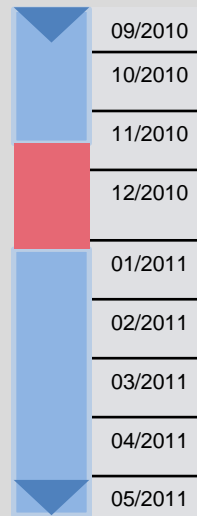
- Post- workshop, activities carried out locally, following the work done in the workshop.

In each stage, the learning activities were carried out both in local courses and seminars as well as in the OIKODOMOS Virtual Campus.
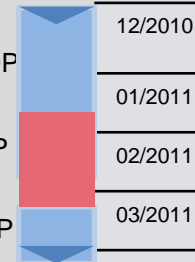
These are examples of the different implementations of the learning spaces in past learning workspaces.

-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).

Did you find these guidelines useful?

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

support@oikodomos.org