

Guidelines for teachers 2_ _APPLICATION CASE: Learning design with Oikodomos Workspaces

After we have introduced the basic principles of the OIKODOMOS pedagogic model in Guidelines_1, 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

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:

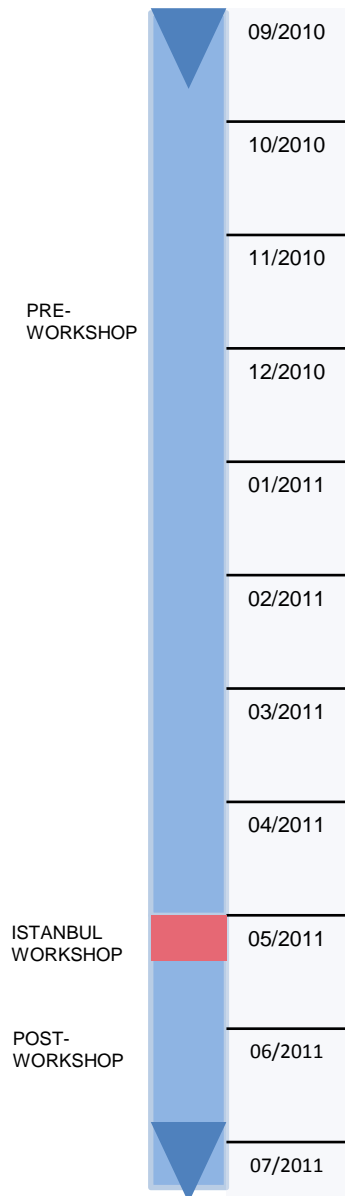
-Locally, at the courses and seminars in the participant institutions, in multiple forms: as a concrete assignment (e.g. analyzing the concept), as a theme for a whole design studio,....

-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

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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

OIKODOMOS WORKSPACES: A platform to support learning design - Mozilla Firefox

http://arc.housing.salle.url.edu/oikodomos/workspaces/index.php/users/index

OIKODOMOS: WORKSPACES No workspace active User not connected

Active Workspaces Completed Workspaces

Workspace: Proximity

Date Start: 16 February 2011 Date End: 31 July 2011

This Workspace is dedicated to analyze or rethink the status and design of the contemporary domicile in densification processes in European (sub)urban landscapes. Besides existing theories and practices of the compact city as a way to preserve the natural landscape, reduce energy consume and consolidate social cohesion, reality often shows a contrasting practice of low dense landscapes conditioning an efficient and sustainable functioning of urban systems. A Joint Workshop dedicated to this theme will take place in the Istanbul Technical University, from May 2nd to 6th 2011.

Institutions participating in this workspace:
Escuela Técnica Superior de Arquitectura de Valencia, ITU, Sint Lucas, IUG, FA STU, EMU, Gebze Institute of Technology, URL - La Salle, Eastern Mediterranean University, USI, Others, SUPSI

Relevant deliverables:

Learning Activities

OIKODOMOS Workspaces: A platform to support learning design

This learning environment supports project-based learning activities, such as the development of a project -architectural and/or urban- in a collaborative manner. It facilitates collaboration among distant learners who carry out joint learning activities in different settings (courses, seminars, design studios), both on-site and on-line (blended learning).

In the home page, both registered and non-registered users can navigate through the structure of learning activities and tasks. This way, non-registered users can better understand the context in which student works are produced. Also, external users can now add comments to the works which will be read by students and teachers.

If you need more information about the OIKODOMOS project, please visit the web portal or write to project@oikodomos.org.

Please see here a description of the learning environment.

Oikodomos Workspaces

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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

The screenshot shows the OIKODOMOS WORKSPACES System Admin interface. A modal dialog titled "Modify Workspace" is open, allowing a user to edit a workspace. The dialog has the following fields and options:

- Title:** Proximity
- Rich Text Editor:** Includes bold (B), italic (I), underline (U), text color (ABC), list (bulleted and numbered), link, unlink, image, and HTML options. The style is set to "Paragraph".
- Description:** This Workspace is dedicated to analyze or rethink the status and design of the contemporary domicile in densification processes in European (sub)urban landscapes. Besides existing theories and practices of the compact city as a way to preserve the natural landscape, reduce energy consume and consolidate social cohesion, reality often shows a contrasting practice of low dense landscapes conditioning an efficient and sustainable functioning of urban systems. A [Joint Workshop](#) dedicated to this theme will take place in the Istanbul Technical University, from May 2nd to 6th 2011.
- Date Start:** February 16, 2011
- Date End:** July 31, 2011
- Buttons:** "Modify Workspace" and "Cancel"

The background interface shows a list of workspaces with columns for title, start date, and end date. The current workspace being edited is "Proximity" with a start date of 2011-02-16 and an end date of 2011-07-31. The footer of the page reads "© ARC Enginyeria i Arquitectura La Salle-Universitat Ramon Llull, Barcelona - 2009".

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 screenshot shows a web browser window with the URL <http://arc.housing.salle.url.edu/oikodomos/workspaces/index.php/users/view/#>. The page title is "OIKODOMOS WORKSPACES: A platform to support learning design - Mozilla Firefox". The browser's address bar shows the URL and a search icon. The page content includes a navigation menu with "Institutions", "Users", "Workspaces", "Users:workspaces", "Learning Outcomes", "Keywords", and "Learning Activities". A "Tutorial" link is also visible. The main content area displays a list of users with columns for "Order by: Username", "First Name", and "Last Name". A modal window titled "Add New User" is open, showing a form with the following fields: "Username *", "Password *", "Email", "First Name *", "Last Name *", "Institution *", "Date Of Birth" (with dropdowns for "August", "2", and "2000"), "Role *" (with a dropdown for "Student"), and "Picture" (with an "Examinar..." button). The form also includes "Add User" and "Cancel" buttons. The footer of the page reads "© ARC Enginyeria i Arquitectura La Salle-Universitat Ramon Llull, Barcelona - 2009". The Windows taskbar at the bottom shows the "Inicio" button and various application icons, with the system clock displaying "13:35".

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.

Learning WORKSPACE: *Proximity*

LA 21 : **DEFINING** PROXIMITY

This learning activity will start from 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

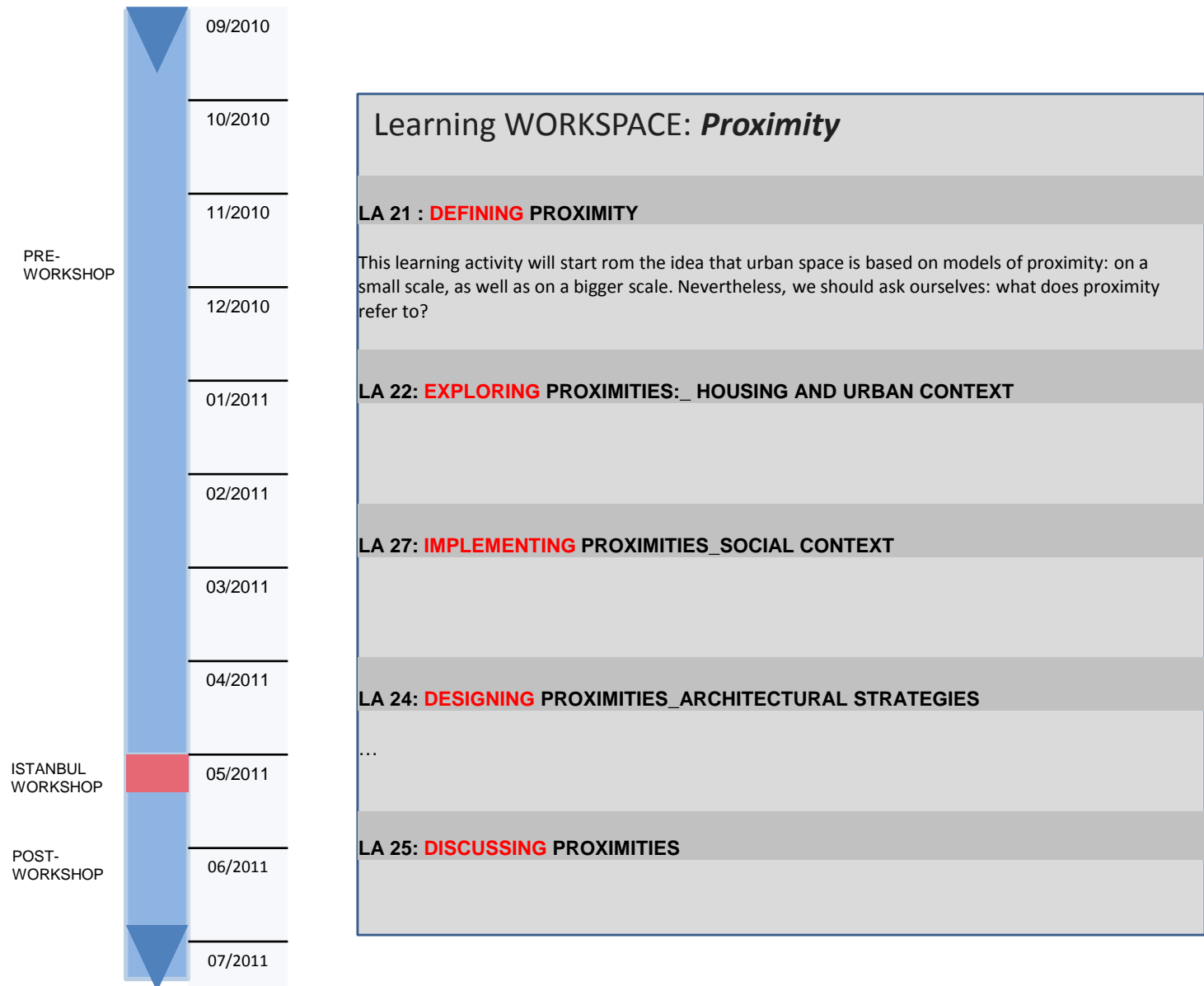
LA 24: **DESIGNING** PROXIMITIES_ ARCHITECTURAL STRATEGIES

...

LA 25: **DISCUSSING** PROXIMITIES

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

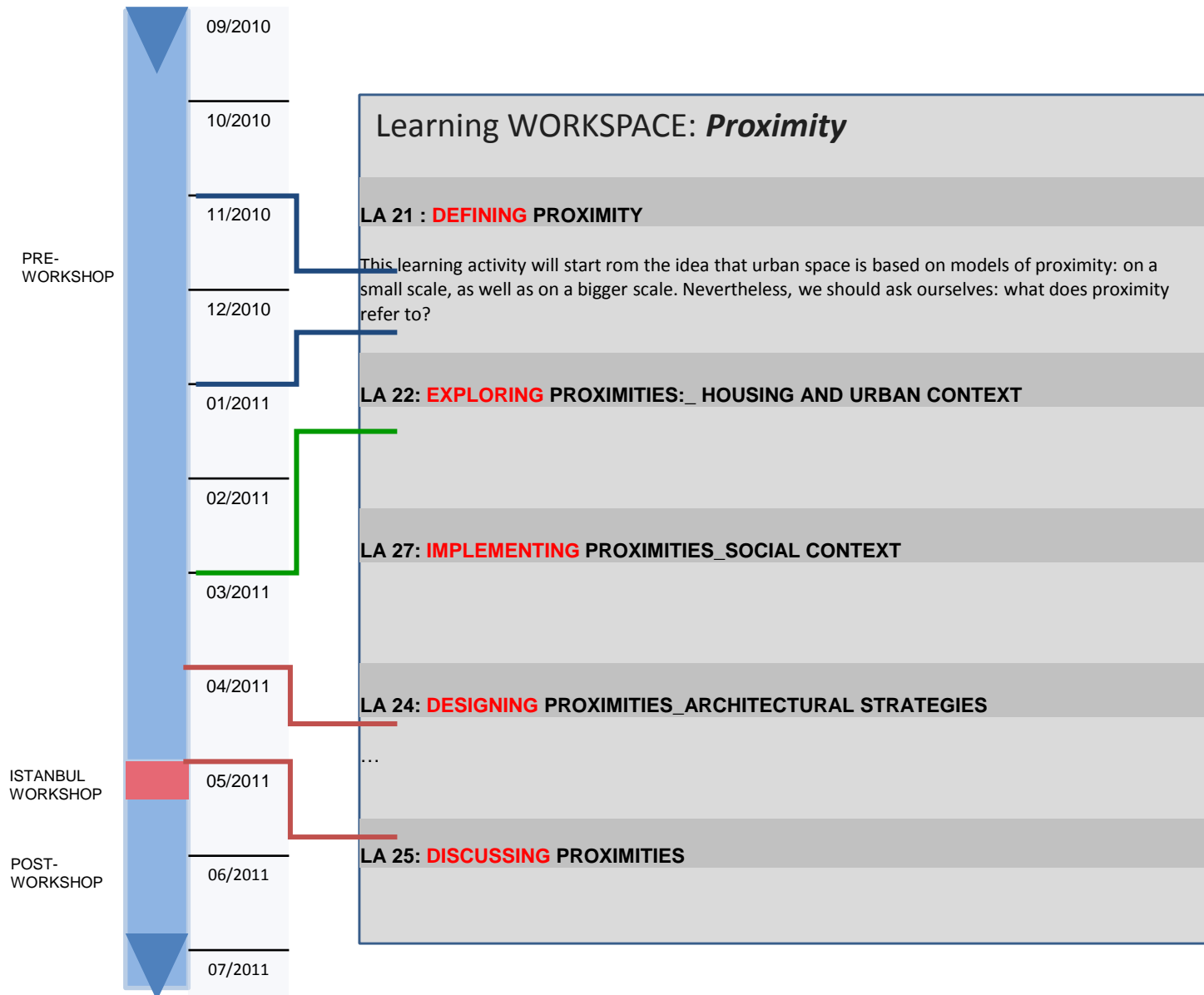
STEP2 Designing the learning process: *defining the learning spaces*



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

The screenshot shows a Mozilla Firefox browser window displaying the OIKODOMOS web application. The address bar shows the URL <http://www.oikodomos.org/alpha2/index.php/activities#>. The page header includes the OIKODOMOS logo, the text "WORKSPACES SystemAdmin", and a notification "Inadrazo is connected current workspace: SystemAdmin logout". The navigation menu includes "Institutions", "Users", "Workspaces", "Users:workspaces", "Learning Outcomes", "Learnings Activities", and "Keywords". The "Learnings Activities" menu item is highlighted. A modal dialog box titled "Add New Learning Activity" is open in the foreground. It features a "Title" input field, a rich text editor with a toolbar (including bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, insert link, insert image, insert video, and HTML), and two buttons at the bottom: "Add Learning Activity" and "Cancel". The background shows a list of "Workspaces" with edit and delete icons. The footer of the browser window displays "Terminado" and "© ARC Enginyeria i Arquitectura La Salle-Universitat Ramon Llull, Barcelona - 2009".

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

The screenshot shows a Mozilla Firefox browser window displaying the Oikodomos web application. The address bar shows the URL: http://www.oikodomos.org/alpha2/index.php/activities/view/activity_id:49#. The page header includes the Oikodomos logo, navigation links for 'WORKSPACES' and 'SystemAdmin', and a status bar indicating 'Imadraxo is connected' and 'current workspace: SystemAdmin'. The main navigation menu includes 'Institutions', 'Users', 'Workspaces', 'Users:workspaces', 'Learning Outcomes', 'Learnings Activities', and 'Keywords'. The 'Learnings Activities' menu item is currently selected. A modal dialog box titled 'Assign Keywords to Learning Activities' is open in the foreground. It features two columns: 'Existing Keywords' and 'Keywords in Learning Activities'. The 'Existing Keywords' column contains a list of terms: 'Urban Analysis', 'blended-learning', 'Knowledge mining', 'Learning process', 'enquiry formation', 'Mapping', 'interfaces', 'territories', 'boundaries', and 'thresholds'. The 'Keywords in Learning Activities' column is currently empty. Between the two columns are right-pointing (>>) and left-pointing (<<) arrow buttons. At the bottom of the dialog are 'Assign Keywords' and 'Cancel' buttons. The background page shows a 'New L.A.' form with a 'URL' field and a 'Workspaces' dropdown menu set to 'Workshop Grenoble'. The footer of the browser window displays 'Terminado' and '© ARC Enginyeria i Arquitectura La Salle-Universitat Ramon Llull, Barcelona - 2009'.

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,.....

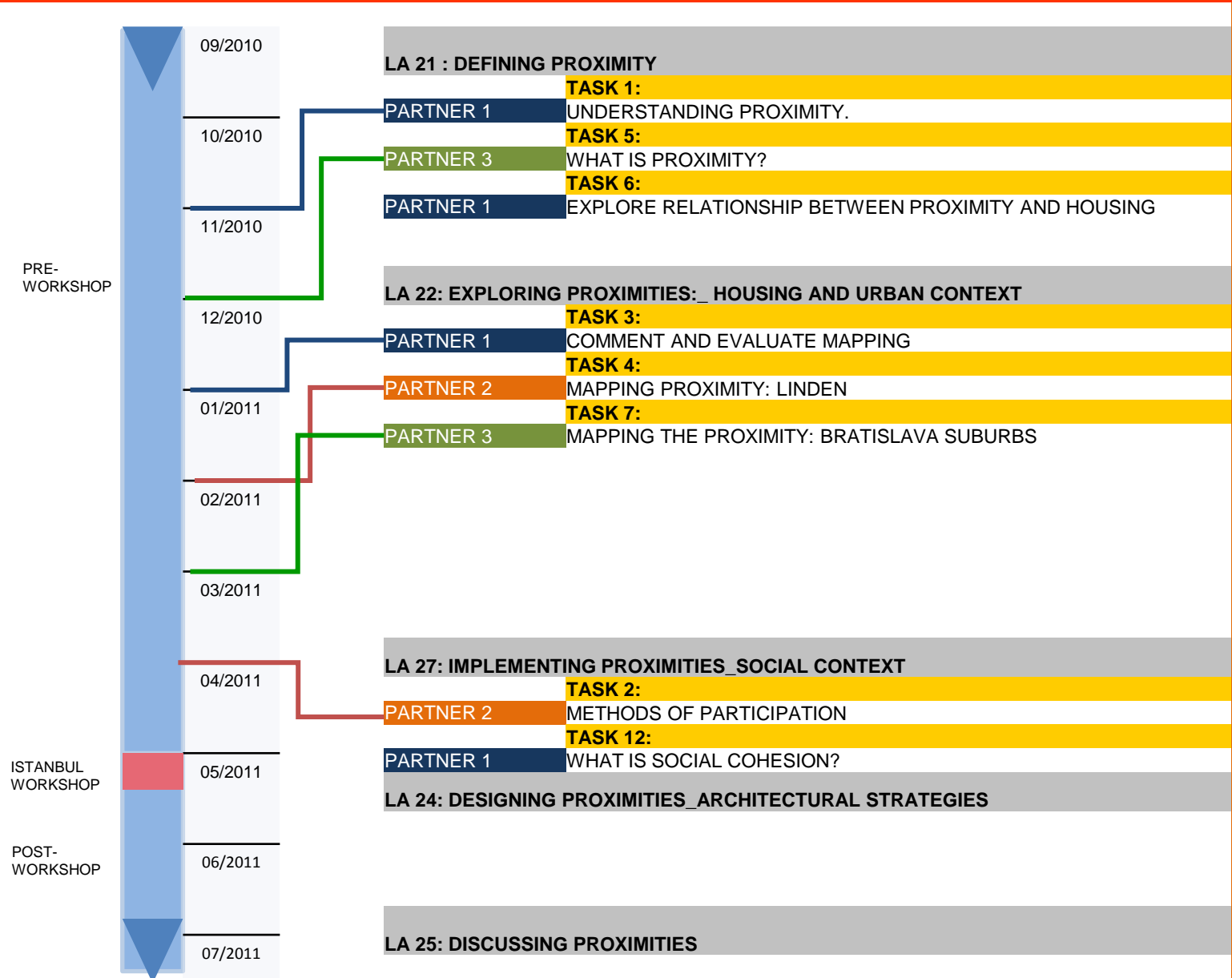
HANDS-ON: Creating the Learning Activities

The screenshot shows a Mozilla Firefox browser window displaying the Oikodomos web application. The page title is "OIKODOMOS: WORKSPACES SystemAdmin". The current workspace is "SystemAdmin". The main content area shows a dialog box titled "Assign Learning Outcomes to Learning Activities". The dialog box has two columns: "Existing Learning Outcomes" and "Learning Outcomes in Learning Activities". The "Existing Learning Outcomes" column contains a list of outcomes, including "apply design methods appropriate to housing and urban development design iss...", "apply design guidelines for the implementation of a housing design.", "construct a clear and, functionally correct conceptual housing design which...", "apply compositional skills on the level of a basic dwelling; expression of s...", "apply the principles of urban analysis", "select new technologies and make appropriate use of them in the different st...", "make a complex synthesis of cross-disciplinary approaches to the project.", "demonstrate and discuss notions of composition and urban/architectural desig...", "show an understanding of the different construction systems (concrete, steel...", and "integrate and synthesise relevant information into a new context and solutio...". The "Learning Outcomes in Learning Activities" column is currently empty. There are "Assign Learning Outcomes" and "Cancel" buttons at the bottom of the dialog box. The footer of the page reads "© ARC Enginyeria i Arquitectura La Salle-Universitat Ramon Llull, Barcelona - 2009".

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

The screenshot shows a web browser window with the URL http://arc.housing.salle.url.edu/oikodomos/workspaces/index.php/activities/viewwork/activity_id:25#. The page title is "OIKODOMOS: WORKSPACES Proximity". A modal dialog box titled "Add new Task" is open, containing the following fields and options:

- Title:** A text input field.
- Type:** A dropdown menu.
- Description:** A text area with the placeholder "[Please enter description]".
- Date Start:** A date selector set to August 2, 2011.
- Date End:** A date selector set to August 2, 2011.
- Existing Task:** A list box containing the following items:
 - LA21 TK1 Understanding of Proximity
 - LA36 TK24
 - LA27 TK2 Methods of participation
 - LA22 TK3 Comment and evaluate Mapping Exercise by Urban S...
 - LA22 TK4 Mapping Proximity: LINDEN
 - LA21 TK5 What is proximity?
 - LA21 TK6 Explore relationships between proximity and housi...
 - LA22 TK7 Mapping the proximity - Bratislava suburbs
 - LA21 TK8 Evaluate and comment previous tasks: Understandin...
 - LA25 TK19 Göksoy Quarter Revisited.
- Preceding Task:** An empty list box.
- Buttons:** "Add Task" and "Cancel".

The background page shows a sidebar with "Learning Outcomes" and a main content area with text about architectural concepts and housing design. The footer of the page reads "© ARC Enginyeria i Arquitectura La Salle-Universitat Ramon Llull, Barcelona - 2009".

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

The screenshot displays the OIKODOMOS platform interface within a Windows Internet Explorer browser. The browser's address bar shows the URL: http://arc.housing.salle.url.edu/oikodomos/workspaces/index.php/tasks/view/task_id:118. The page header includes the OIKODOMOS logo and the text "WORKSPACES Effective Housing [Workshop Bratislava]". A navigation menu at the top contains links for Home, Calendar, Participants, Groups, Learning Activities, Tasks, Resources, and Galleries. A "Tutorial" link is also visible. The main content area shows a task titled "LA4 TK2" with a description. A modal dialog box titled "Add New Task Resource" is open in the foreground. This dialog box contains a "Title" text input field, a "Type" dropdown menu set to "Text", and a "Filename" text input field with an "Examinar..." button next to it. Below these fields is a rich text editor toolbar with icons for bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, anchor, image, video, and HTML. The dialog box also features "Add Resource" and "Cancel" buttons at the bottom. The background page is partially obscured by the dialog box.

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



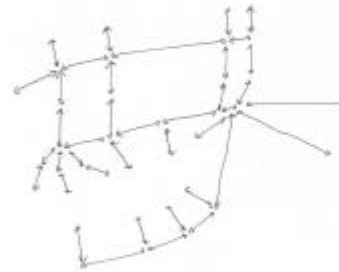
OIKODOMOS is a Virtual Campus co-financed by the Long Life Learning Programme of the European Union to support housing studies in Europe. In the first two years of the project, 2007-2009, OIKODOMOS has developed, implemented, tested and evaluated an innovative pedagogic model based on a blended learning 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 Schuerlinck, 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.

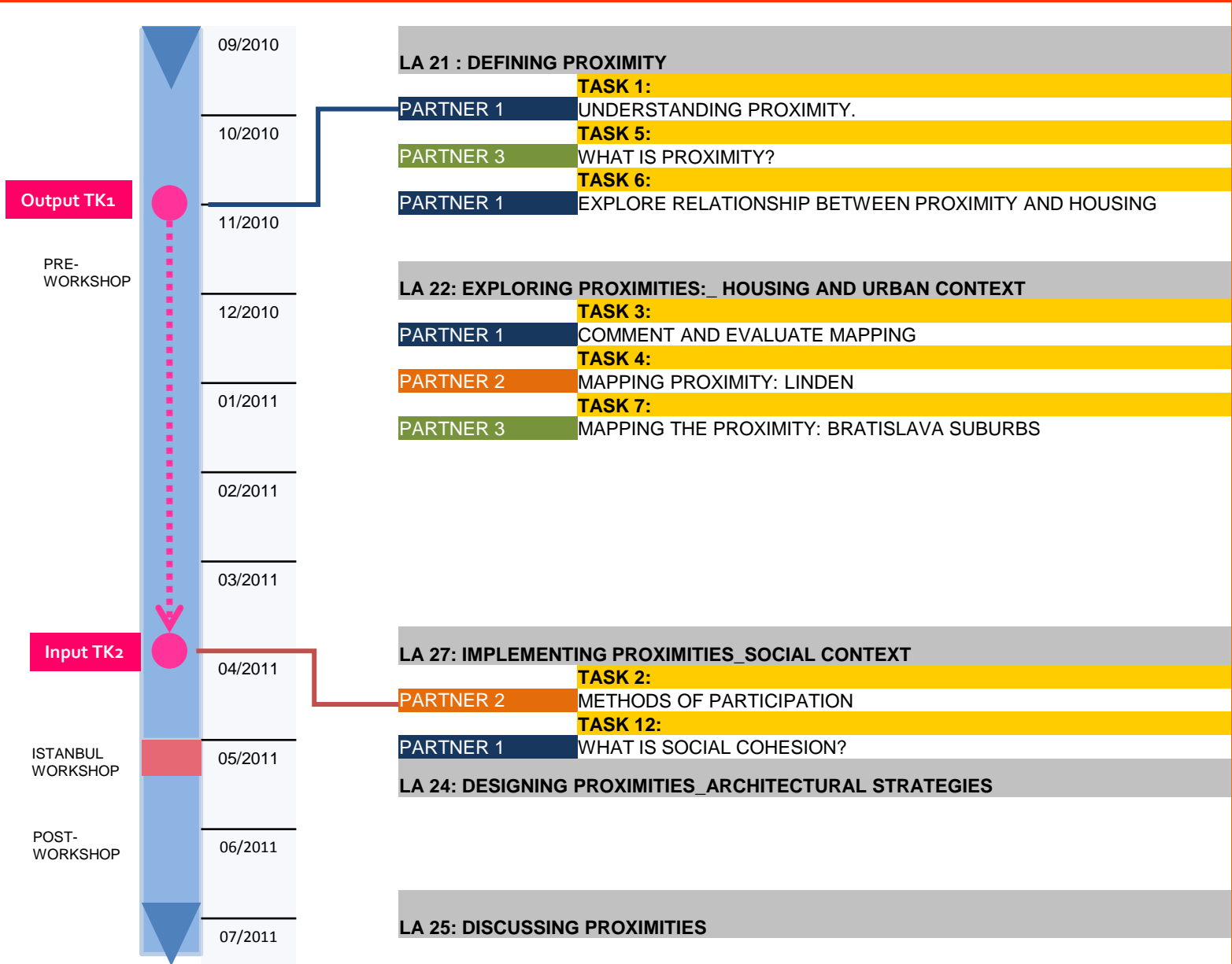
Manuel de Solà-Morales once stated that urban space can be seen as "a system of relative distances": systems of distances between housing blocks, between individual dwellings, between leisure facilities and residential neighborhoods, between industrial areas, wastelands and residential development areas. 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 screenshot displays the OIKODOMOS web application interface. The browser window title is "OIKODOMOS WORKSPACES: A platform to support learning design - Windows Internet Explorer". The URL is "http://arc.housing.salle.url.edu/oikodomos/workspaces/index.php/tasks/view/task_id:118". The page header shows "OIKODOMOS: WORKSPACES Proximity" and a user name "Madrazo, Leandro | Logout". The navigation menu includes "Home", "Calendar", "Participants", "Groups", "Learning Activities", "Tasks", "Resources", "Galleries", and "Tutorial".

The main content area shows a task sequence for "LA21 TK1 Understanding of Proximity" (Personal Task, 22 February 2011 to 29 July 2011). The task description includes a list of tasks:

- LA21 TK5 What is proximity?
- LA21 TK8 Explore relationships between proximity and housing
- LA22 TK7 Mapping the proximity - Bratislava suburba
- LA21 TK8 Evaluate and comment previous tasks: Understanding Proximity
- LA25 TK16 Proximity: extracting themes

A modal dialog titled "Assign Successor Task to Task" is open, showing a list of existing tasks and a list of later tasks in the sequence. The "Existing Task" list includes:

- LA27 TK2 Methods of participation
- LA22 TK3 Comment and evaluate Mapping Exercise by Urban St...
- LA22 TK4 Mapping Proximity: LINDEN
- LA22 TK11 Urban development dynamics, Housing, proximity
- LA27 TK12 What is social cohesion?
- LA22 TK13 Micro Urban Strategies
- LA22 TK14 Interfaces I: Analysis of local houses
- LA22 TK15 Interfaces II: Housing groups in Lefkosa
- LA22 TK18 Mapping Proximity: Gökso Quarter
- LA31 TK21 task 1

The "Later Task in Task" list includes:

- LA21 TK5 What is proximity?
- LA21 TK6 Explore relationships between proximity and housin...
- LA22 TK7 Mapping the proximity - Bratislava suburba
- LA21 TK8 Evaluate and comment previous tasks: Understanding...
- LA25 TK16 Proximity: extracting themes.
- LA25 TK19 Gökso Quarter Revisited.
- LA22 TK17 In Situ Gökso Quarter: Signs of Proximity.
- LA24 TK20 Empowering Suburbia: Architectural Strategies in L...
- LA31 TK22
- LA36 TK24

The dialog has "Assign Successor Task" and "Cancel" buttons. The background shows a gallery of task deliverables.

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Error en la página.

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

PRE- FAB

Industrialization

CRUCIAL CONCEPT SITUATION

Technological development has been a critical element for modern architecture development. Processes of rationalism like Le Corbusier and Walter Gropius, considered technology as a propulsive strength for change, which should be used and exalted in every design pretending to be modern.

A wide range of buildings from motors factory AEG in Berlin built by Peter Behrens in 1909 to the national building Seagram Built by Mies van der Rohe, are good examples of technologic progress.

More recently this sensitivity was reflected in the High-tech architecture evolution trend borned in the technologically optimistic decade of the 60's. At the edge in wich the existence of space industry sent a man on the moon, the provocations of the Archigram group moved the interest of a group of architects with current representatives as influented as Richard Rogers, N. Grimshaw and M. Hopkins.

The High-tech trend has been evolving with the systematic production joined to the radical functionalism.

What was started as an introduction in the architectural construction of industrial processes in order to create neutral and flexible environments, has been evolving up to turning into a style increasingly diffuse and complex. Nowadays this sensitivity includes wider worries related to the environment, the social conscience, the use of energy, the urbanism and the ecological concern. Meaning "Eco-tech" instead of "High-tech".

New structural systems such as an enormous topoc box, standardized panels and also new industrialized systems are good examples reflecting this new form of creative architecture.

Archigram manifestation

AEG Motor's factory, Berlin Peter Behrens 1909

Seagram Building Mies van der Rohe 1958

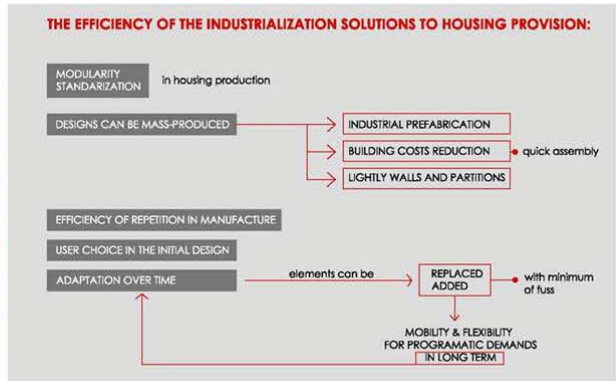
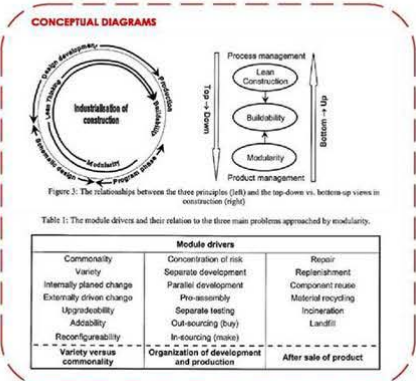
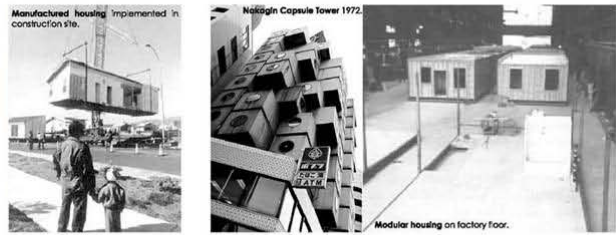
Waltrop Station, London Nicholas Grimshaw 1993

www.informaparc.com www.parc.com



TASK : IDENTIFYING CRITICAL CONCEPTS

LEARNING ACTIVITY : REFLECTIONS ON HOUSING



EXAMPLES

R. Rogers "The creation of an architecture which includes new technologies breaking the previous idea of an airtight world, enclosed by the perfect and finished object that design gives us, modified, altered, changed" that have defined the architecture ever and ever, making growing. In architecture is a concept.

Centre Pompidou, Paris

"In flexible design allows the owners to choose between different finished interiors, to change the distribution depending on the needs thanks to the mobile walls and give opportunities to add new prefabricated modules. One of the key components of these constructors resides in what developers called Ecohot, a system that allows the reutilization of the warm air to reduce the consumption of energy."

Prefabricated Houses, Paris

W. Gropius The introduction of individual housing components, a an opportunity to provide the greatest possible flexibility in the final plan HOUSE: GET TO COMPONENTS MULTIPLE housing for the future client.

Wissen Hof Steglitz, Gropius introduced in this project some of the key elements of the future prefabricated house.

Archigram houses, are often at partners for the house building sector because they have encountered their problem by using modular partitions built from bulk purchased parts.

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Arq.Arquitectura variable Ed. Parcell - Concours par joines architectes CODAC 2008

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

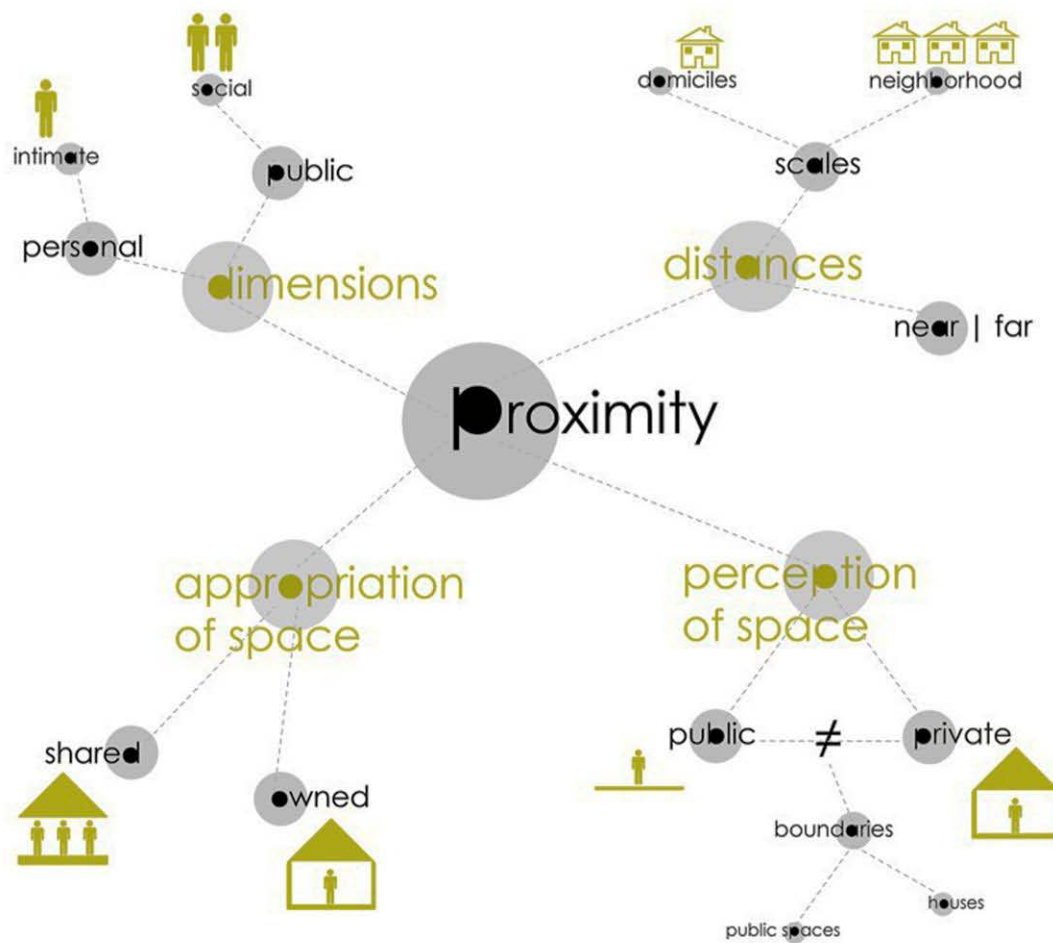
The student has summarized her findings on the topic of housing industrialization to which she has arrived through readings, and working under the guidance of her tutors.

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, cities, 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 about 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

The screenshot shows a web browser window displaying the OIKODOMOS WORKSPACES interface. The page title is "OIKODOMOS: WORKSPACES Effective Housing [Workshop Bratislava]". The user is logged in as "Martin Cojo, Angel". The navigation menu includes Home, Calendar, Participants, Groups, Learning Activities, Tasks, Resources, Galleries, and Tutorial. The current task is "LA4 TK2 Critical concepts" by "Madrazo, Leandro", a "Personal Task" from "18 September 2009 to 03 October 2009". The task description states: "The objective of this activity is to explain the meanings of two concepts chosen from the proposed list summarizing critical issues about contemporary housing (see below). In order to explain them you can turn to texts (books, articles) which discuss the concept and/or buildings/projects that exemplify the concept." Below the description, there are two sections for deliverables: "Deliverables of FASTU1 (0)" and "Deliverables of Seminar-La Salle (24)". The latter section is sorted by date and shows a grid of student submissions. Each submission includes a thumbnail icon, the student's name, the date (02/10/2009), a brief description, and a "Ga." label with a checkbox. The thumbnails include a clock, house icons, a newspaper clipping, a geometric pattern, a collage, a Venn diagram, and a PDF icon.

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

When the work is submitted, they specify if 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

The screenshot shows a web browser window displaying the OIKODOMOS WORKSPACES platform. The page title is "TK1 Understanding of Proximity / Deliverable" dated 28 February 2011. It features a "Deliverable" section with a thumbnail image of a drawing and a "Description" field. Below the deliverable, there is a "Comments" section with three entries from users Madrazo, Radeva, and Loffler, each with a date. An "Evaluations" section is also visible. The footer of the page includes the copyright notice "© ARC Enginyeria i Arquitectura La Salle-Universitat Ramon Llull, Barcelona - 2009".

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 containing 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

The screenshot shows the OIKODOMOS: WORKSPACES SystemAdmin interface. The top navigation bar includes 'Institutions', 'Users', 'Workspaces', 'Users:workspaces', 'Learning Outcomes', 'Keywords', 'Learning Activities', and 'Tutorial'. The 'Learning Outcomes' section is active, displaying a table of existing outcomes. A modal window titled 'Add New Learning Outcome' is open, showing a dropdown menu for 'Type' with options 'generic' and 'specific', and a text area for 'Description'. The modal also contains 'Add Learning Outcome' and 'Cancel' buttons.

Type	Author	Institution	Description	Date_Creation
generic	hernandez, mario		The student will be able to understand Test2	2011-06-28
generic	Riddy, Paul	KataliSys	The student w techniques (ve communicate	2011-05-06
generic	Riddy, Paul	KataliSys	The students w	2011-05-06
generic	Riddy, Paul	KataliSys	The student w site.	2011-05-06
generic	Riddy, Paul	KataliSys	The studentt w contribution to	2011-05-06
generic	Ozmen, Beril	EMU	The students w housing blocks	2011-04-17
generic	Ozmen, Beril	EMU	The students will be able to identify differenet levels and types of interactions amongst housing units using the concept of proximity.	2011-04-17
generic	Ozmen, Beril	EMU	Each participant will present one document for each of the assigned four houses to	2011-04-17

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

The screenshot shows the OIKODOMOS: WORKSPACES SystemAdmin interface. The top navigation bar includes 'Institutions', 'Users', 'Workspaces', 'Users:workspaces', 'Learning Outcomes', 'Keywords', 'Learning Activities', and 'Tutorial'. The main content area displays 'LA23 Designing Proximities: Social Context created by Scheerlinck, Kris URL - La Salle'. Below this, there are three dropdown menus for 'Learning Outcomes', 'Keywords', and 'Workspaces'. A text description reads: '-The student will be able to apply compositional skills on the level of a basic dwelling; expression of strategic development pre-scenarios of the analysed site'. A modal dialog box titled 'Assign Learning Outcomes to Learning Activities' is open, showing a list of 'Existing Learning Outcomes' on the left and a list of 'Learning Outcomes in Learning Activities' on the right. The dialog box has 'Assign Learning Outcomes' and 'Cancel' buttons at the bottom. The footer of the page reads '© ARC Enginyeria i Arquitectura La Salle-Universitat Ramon Llull, Barcelona - 2009'.

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.

The screenshot displays the OIKODOMOS: WORKSPACES Proximity interface. At the top, the user is logged in as Madrazo, Leandro. The main navigation bar includes Home, Calendar, Participants, Groups, Learning Activities, Tasks, Resources, and Galleries. The current task is 'LA21 TK5 What is proximity?' by Pulhan, Hifsiye, dated 22 February 2011 to 30 April 2012. A dialog box titled 'Assign Learnings Outcomes to task' is open, showing a list of 'Existing Learning Outcomes in L.A.' on the left and a 'Learning Outcomes in Task' list on the right. Below the dialog, several task thumbnails are visible, including 'HW1.pptx', 'proximity.pd...', 'proximity.jp...', 'task1.jpg', 'task1.pdf', and 'AMINREZA-IRA...'. The footer indicates the system is © ARC Enginyeria i Arquitectura La Salle-Universitat Ramon Llull, Barcelona - 2011.

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 screenshot shows the OIKODOMOS WORKSPACES Proximity interface. At the top, there is a navigation bar with the logo and the text "OIKODOMOS: WORKSPACES Proximity" on the left and "Madrazo, Leandro | Logout" on the right. Below the navigation bar is a menu with items: Home, Calendar, Participants, Groups, Learning Activities, **Tasks**, Resources, Galleries, and Tutorial.

The main content area is titled "Deliverable" and "Description". Under "Deliverable", there is a thumbnail for "Marius, Grachova" showing a diagram and the file name "proximity-group5.pdf".

Below the deliverable, there are two sections: "Comments" and "Evaluations".

Comments:

- Scheerlindk, Kris** on [28/02/2011]: Thanks for this interesting reflection. More feedback will follow soon. Kris
- Ferniza, Sheila** on [11/03/2011]: I think that using the chemistry elements is a good idea, and the E.T.Hall's diagram explains a generic classification of proximity. It would be interesting to also analyze other factors that consider the relativeness of the concept; for example, the geographical place where a society is; proximity is different for people living in overpopulated cities; than it is for the ones that live in low population density cities. Also cultural factors have influence, there are groups of people that are used to live closer to other people, and for them the intimate, personal, social and public space have different dimensions and could even mix and interact.

Evaluations:

-Tuset Davo, Juan Jose

S		A	B	C	D	E
LO1	The student will be able to discuss the most relevant urban concepts and their designs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2	The student will be able to define the issues affecting the actual design of residential architecture (following the new social structures, globalisation, materials...)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Good theoretical reflection. It is accompanied by a good layout. Simplicity and clearness offers an easy readability of the document. It is also interesting the conceptual chain: language, space, housing. However, it is missed out a synthesis of the concept of proximity.

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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