



Learning Architecture Online and Offline

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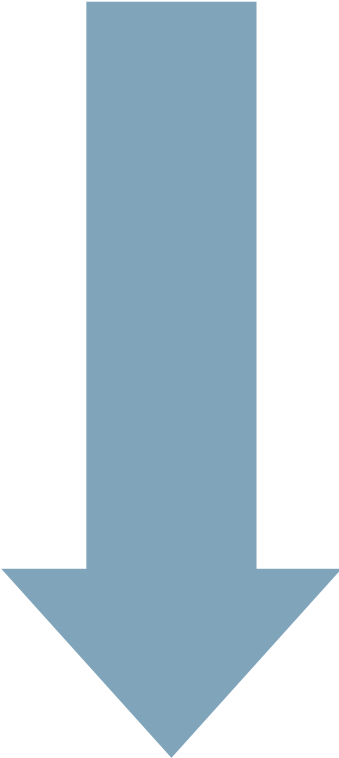
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Overview: Learning Architecture Online and Offline

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1. *Spatial turn in (media)educational research?*
 2. „*School Building Award 2008*“
 3. Offline learning architecture: lines of argument
 4. *Third educator*: effects of space
 5. Conclusion and outlook
 6. Discussion



Spatial turn in education?

theories of education: *metaphorical concepts*



physical spaces of learning: architects, engineers

- *functional, durable and inexpensive*
- *neutral container, other – more important- factors...*



Spatial turn in (media)educational research?

- tradition of design and use of „learning space“ in *pedagogical practice*,
- *theoretical and systematical reflexion* primarily in recent years
 - no *systematical theory* of „pedagogical space“
 - „space“ is not explicit *pedagogical (analytical) category*
 - no explicit *pedagogical anthropology* of „space“

e.g. von Dürckheim (1932), Bollnow (1963), Lange 1967, Perlick 1969, Göhlich (1993), Plöger (1993), Girmes (1999), Jelich, Kemnitz (2003), Sesink (2007), Böhme 2009



Empirical Study: „school building award“ 2008/ 2013

Schulbaupreis 2008
Auszeichnung beispielhafter Schulbauten in Nordrhein-Westfalen



Ministerium für
Schule und Weiterbildung
des Landes Nordrhein-Westfalen



Architektenkammer
Nordrhein-Westfalen



[link](#)



„school building award“



- **Award:**
„exemplary and outstanding school architecture“
 - Ministry of School and Further Education (Northrhine-Westfalia, federal state of Germany)
 - Chamber of Architects (NRW)
- **Jury**
 - 2 Politicians, 3 Architects, Historian (architecture), headmaster, board of directors / foundation.
- **Awarded schools**
 - 2008: 23; 2013: 23



„school building award“: criteria



- Quality of *use and inhabitation*
 - learner adequate structure of building
 - Functionality (practicability, flexibility of rooms)
- Quality of *appearance*
 - Integration in urban district
 - Quality of architecture
 - Quality of interior / outdoor area
- Quality of *process*
 - Planning: participation / integration of students and teachers
 - Cost effectiveness



„school building award“: research questions



- (How) is awarded offline and online learning space *related*?
- Do awarded schools
 - *explicitly* make their *offline / online* learning architecture a subject of (pedagogical) reflection?
 - Which pedagogical *references* do they establish?
- Analysis of jury rationale, school website



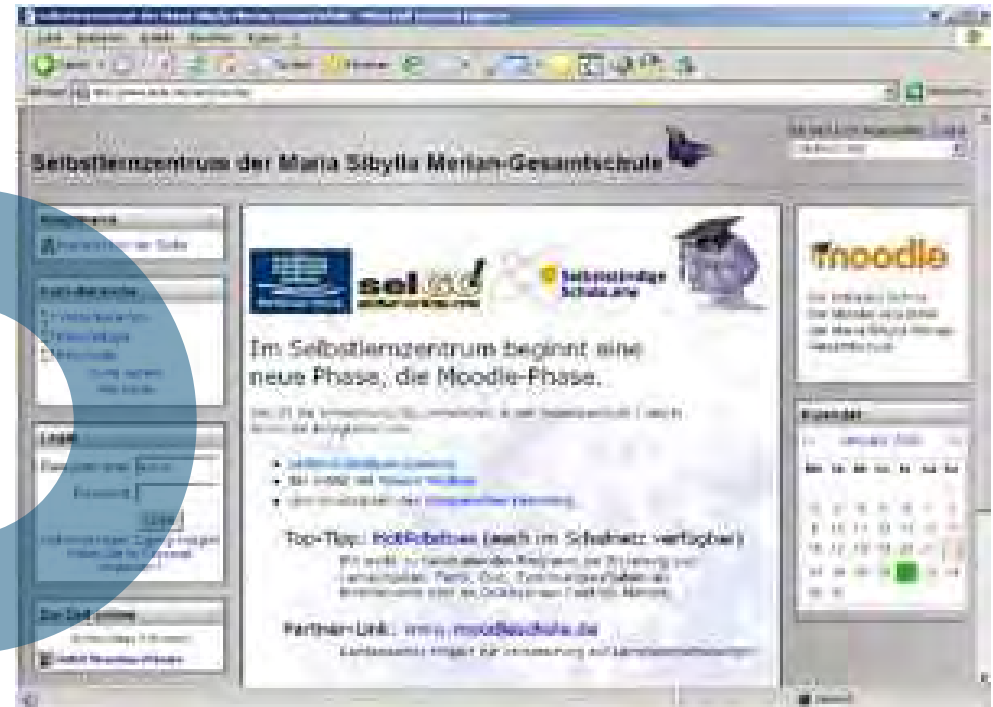
„school building award“: results



- Hardly any ***explicit -pedagogical- statement:*** neither offline nor online learning space
- No statement about ***relation offline – online***
- Effects of pedagogical space ***self-explanatory and obvious:***
 - no information on *usage*
 - no (*critical*) *reflexion* (difference assumed – actual effects?)
- ... even though ***pedagogical and architectural concepts*** were part of application for award



„school building award“: results





Spatial turn: New understanding of *educational space*?



two separate discourses:
hardly any references!

- ***Offline (physical) space***: quality of school buildings, classroom design.
(→ historical educational research)
- ***Online (virtual) space***: quality of e-learning
(→ media education)



Mutual benefit?



Physical learning spaces: school building, classroom

Lines of discussion (Göhlich 2009)

- *Relation of teacher and learner*
- *Relation of School and World/Living*
- *Relation of School and Home*
- *Conceptualisation of „learner“*

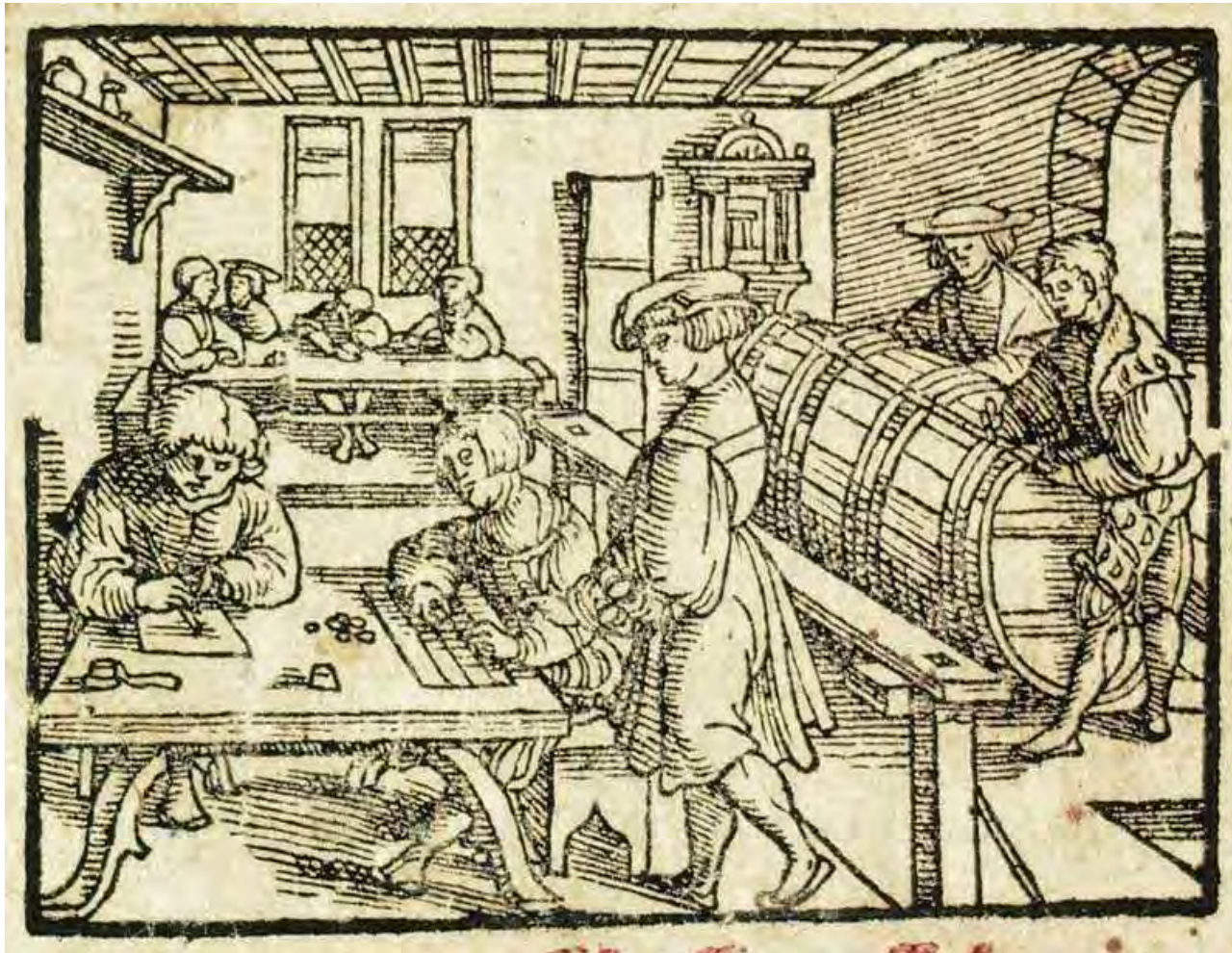


Lines of discussion

Relation of teacher and learner

- ***centralisation vs de-centralisation***
Class-room / seating arrangement:
 - ***central***: e.g. clerical schools (16th. century)
 - focussed on teacher (teacher-oriented)
 - heightened teacher's desk (cathedra)
 - learning as relation of speaking – hearing
 - ***decentral***: e.g. school for calculation
 - focussed on fellow pupils (learner oriented)
 - learning as operating with (educational) material
- ***Reformulation E-Learning***:
 - e.g. Computer-Based Training vs. formal online learning environments, ...









Lines of discussion

Relation of School and World/Living

- ***opening vs closing***
excluding vs. including world in/from pedagogical space
- ***more fundamental:***
Separation of living and learning in school
 - Relation of living and learning?
 - transition from learning to living?
- ***Reformulation E-Learning:***
 - e.g. learning results published on internet, LMS vs. PLE, New media in school, mobile phones in school, ...





Lines of discussion *Relation of School and Home*

- ***cosiness/homeliness*** of school / classroom
- excluding vs including **private, personal and familiar** in/from pedagogical space
- „school as learning and **living space**“
(e.g. progressive education movement)
 - eg. „school“ as house of a teacher (sitting / livingroom),
No separation of profession (teacher) and private life
- ***Reformulation E-Learning:***
 - e.g. teachers and learners becoming *Friends* on Facebook,
including Facebook in teaching, creating personal profiles,...







Lines of discussion *Conceptualisation of „learner“*

- *external vs. internal control*
- Different understandings of human beings and their role in society (hidden curriculum)
 - active – passive
 - capable - incapable
 - individual – social
 - ...
 - citizen / worker in industrial / knowledge society
 - priest - merchant
- *Reformulation E-Learning:*
 - e.g. E-Portfolio, Online-Assessment, Web-Quests, hierarchical LMS (Moodle) vs cooperative Wikis



Second Life as learning space



- SL as **focal point**: **constructive character** of learning space (of possibilities)
- freedom to create *any* learning space you want...
 - traditional didactical models and spaces dominate
 - few *innovative* learning spaces
- **positioning** according to *lines of discussion*
 - *centralised – decentralised*
 - *excluding – including*
 - *Cosy - factual*
 - *Conceptualisation learner (active-passive, ...)*



Third educator: Pedagogical effects of space

how architectural space is supposed to effect (influence / to support / to enable) a specific kind of learning / teaching?

There is no doubt that space itself has an educating effect. Nevertheless it is not clear how this can be. What is the variety, diversity, intensity and duration it implies?

(Kemnitz 2003, 12)



Third educator: Pedagogical effects of space



Common ground: „educational space“ / „new media“ as (deterministic?) ***catalyst*** to **reform school** as well as *teaching*

... turning away from teacher-centered learning to...



Third educator: Pedagogical effects of space

- *no determinism*, no direct effect of ped. space on pedagogical practice (autonomy of learner / teacher)
- Pedagogical space as *space of possibilities*
 - possibilities – constraints and limitations *suggest* or *inhibit* specific kind of learning
 - *Offering*: realised or not!
- Which possibilities are provided?
(How) are these possibilities used?



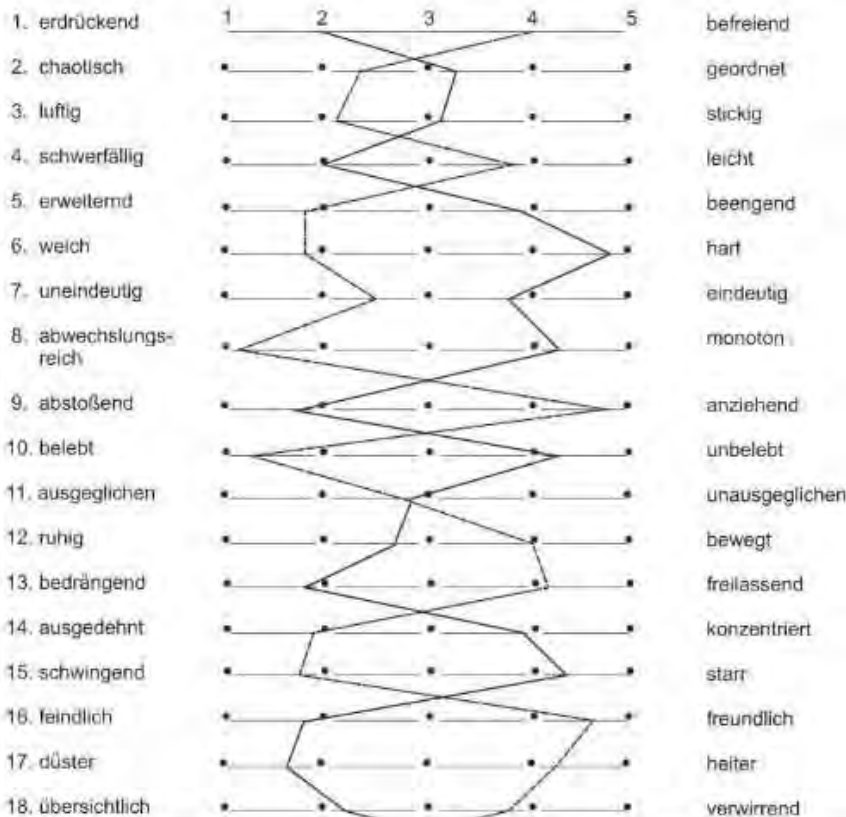
Third educator: Pedagogical effects of space

- effects of *pedagogical space*:
 - *Intended and expected effects*
 - *assumed effects*
 - *actual effects*



Actual effects of school architecture

Der Bau wirkt auf mich:



Perception of (offline) learning architecture by students (Rittelmeyer, 2002, 2008)

Method:

- **Semantic differential** to judge pictures of school architecture
- (chaotic – regulated), (breezy - close)

Result:

- Students use vocabulary of **bodily and social perception**
- learning space as **aesthetical, emotional space** (besides functional, symbolical, ...)



Conclusion and outlook



- **Connecting** two separated discourses: concerning *methods* and *results*
 - × Strengthen perspective of **pedagogical space**
 - × *space as element of pedagogical professional reflexion;*
 - × Pedagogical **involvement** in design of online and offline learning spaces
- learning space as **aesthetical, emotional space**
- **5. line of discussion:**
 - relation of online and offline educational space on condition of mediatisation / virtualisation



Thank you!

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