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Sustainable Accessible Future Environments

T 3.1

Create a joint pedagogical approach
for the study module



SAFE

SUSTAINABLE, ACCESSIBLE FUTURE ENVIRONMENTS

The course is a collaboration between five European Universities

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T3.1 Create a joint pedagogical approach for the study module

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INTRODUCTION AND GENERAL DESCRIPTION

This summary will introduce the pedagogical approach, which is compiled of pedagogical approaches applied in partner universities of the project SAFE. SAFE stands for 'Sustainable, Accessible, Future, Environments'. In cooperation with stakeholder representatives and cities, SAFE's objective is to create new ways to learn, design and create sustainable solutions to making services and spaces more accessible and inclusive.

Higher Education Institutions (HEI) representing Safety and Security, Tourism, Hospitality, Social Work, Socioeconomics, Creative Industries, IT, Urbanism, and Architecture collaborate to share innovative learning methods in developing a joint study module for future international, interdisciplinary studies.

One of the main tasks of the project SAFE is to create an online learning environment. It will be utilized and tested during the project. Furthermore, it should provide permanent learning possibilities. The learning environment should be self-explanatory, meaning that learners can use it independently. The flow and structure of the materials and tasks need to be accessible and easy to follow. The learning environment should be inspirational and encourage participants to be involved and study the material thoroughly.

The specific objective of WP3 is to create learning opportunities for accessible communities. The learning community provides a platform for creating a collective pedagogical approach that will be implemented. The joint study module will contain diverse disciplines that formulate a comprehensive collection of perspectives on accessibility and how to improve it. The focus is on common EU values, the principles of unity and diversity, as well as cultural identity and awareness when providing learning in the fields of sociology, hospitality management, tourism, collaboration with public authorities (cities), safety and security, socioeconomics, futures thinking, and urban development, architecture, and the use of urban open spaces (European Union, 2023).

1. COIL

This summary will present the primary concepts for providing online learning possibilities. We will start with the concept of COIL since it can be seen as a framework for pedagogical solutions. Further, this summary presents the pedagogical approaches of all participants at the universities of project SAFE.

1.1 COIL - Collaborative Online International Learning

This project utilizes the approach of COIL, Collaborative Online International Learning. The learning technique supports learners' possibility to collaborate online in an international framework. Furthermore, it enables international collaboration without traveling (Coventry University).

The COIL approach is helpful when utilizing learning opportunities in online courses. However, it is notable that during the Intensive Study Programs (ISP), face-to-face collaboration and ethnographic fieldwork require physical presence. During ISPs, actors will represent diverse target groups from five European countries. Students will work together with the target group of people online before and after to design sustainable and accessible solutions.

COIL has its connections to virtual mobility since it is IT-supported international learning. The main idea of COIL is that two or more universities or industry professionals from different countries are working together on a task via online interaction. The work is done in real-time, and there must be interaction involved. (Coventry University, 2023.) SAFE will also utilize a collaborative online learning approach to enhance interaction with associated partners.

Helping students develop their intercultural competencies is one of the benefits of employing COIL in online study solutions. One primary outcome of COIL is that actors practice interaction with people from different cultural backgrounds (Coventry University.) Project SAFE offers possibilities for learning with people from different background and interests.

International online collaboration lowers the barriers between diverse people. In a COIL environment, stepping into the shoes of different target groups is possible. In the project SAFE, associated partners can participate and thus create a European network with the support of ISP, the learning community, and other activities of SAFE.

COIL is a beneficial approach to rehearse skills and knowledge needed in working life (Coventry University). In addition to improving cultural competencies and skills, students will learn from the associated partners. Next, online tools are presented, which can help students to develop their digital skills.

1.2 TOOLS TO USE

In the project SAFE it is vital to evaluate chosen tools and digital channels and platforms since the core idea is to support accessibility, which also concerns the digital environment. It is essential to carefully consider how to select the tools that will be implemented in the project. Many factors impact the selection of the tool, for example, the number of participating students, their communication skills and interests, or the learning pedagogy of involved universities. Verbal confidence also must be considered when selecting the tools and platform. In addition, it is primary to consider security and privacy issues. For example, private and personal data and information need to be stored in a secure database.

The following table evaluates the applicability of tools in use in partner Universities for the SAFE project, and these tools are evaluated through the crucial factors of the project.

Tool	Category	Evaluation	Usage in SAFE
Canvas	learning environment. offers possibilities for communication, material storage. On the other hand, requires registration	⊗ / ✓	might be ok during ISPs if needed common platform
E-Mail	Communication. in use for communication for starting the pre-tasks, or for arrangements for ISPs etc.	⊗ / ✓	reaches well - material is stored-However it is loading and not collaborative, does not support collaboration. Sometimes it can be considered as too slow communication tool in an urgent situation
E-portfolio	digital form of a portfolio or learning diary. The e-portfolio consists of digital collection folders with which students can document, reflect on and/or present their own learning process (i.e. for example their own learning goals, learning plans, task and work results).	⊗	Maybe not, since it is not widely in use. There are some possibilities though.
Facebook	Social media	⊗	Groups are possible. But it is too personal for educational purposes and file sharing is not as easy as on collaboration platforms. Also, there are data/privacy issues.
Google Drive	Collaborate/Online Storage	✓	Yes, there is no cost (at least now). it is also easy to use and is integrated with google documents that allow collaborative working method
Google meet	Using Google Meet (one university has an academic account in Google Meet). This allows us to receive automatically the list of participants and if we need to record the sessions, and to deny the access to external people.	⊗	Maybe not, since the academic account is in use only in one university

Tool	Category	Evaluation	Usage in SAFE
Instagram	Social Media	✗	No, except for marketing purposes and for project management
Intranet system (ISAPS)	On-site classes are supported with e-mail communication, office hours and intranet system (in one UNI)	✗	Not a collaborative channel.
Kahoot	Moreover, there are different tools that can be use both in the classroom and remotely, such as Kahoot (kahoot.com),	✗ / ✓	It can be used as an extra tool for inspiration or testing but is not necessary.
Microsoft Teams	used for real-time online lectures, 1-to-1 consultations, during the pandemic also for more interactive types of classes such as workshops or seminars	✗ / ✓	fits for the smaller groups for communication, also for material storage
Miro	Collaborative design platform	✗ / ✓	ok for groups to collaborate. However, supervises towards electronic collaboration and might limit creativity
Moodle	Learning Management System. The platform allows to create discussion forums for students to debate, chat with them, do exams, surveys, and so on which greatly facilitates the teaching task.	✗	Already in use in some partner organizations. challenge is inflexible and formal usage (need for registration etc.)
ONTE	general e-learning platform for the entire university (based on Moodle but enhanced and tailored). The platform has been in used since early 2010s to support and enhance the classroom learning process (in one HEI)	✗	in use in one partner university. challenge is inflexible and formal usage (need for registration etc.)
Padlet	collaboration	✗ / ✓	Yes, suitable tool for innovations, generating ideas. However, it is not a primary choice for the platform, only supporting collaboration.
Quizizz	Quizizz (quizizz.com) and so on that helps us to develop an adequate blended learning and to achieve the engagement of the students with the subject.	✗ / ✓	It can be used but is not necessary.
Slack		✗ / ✓	project work elements Recent development has improved the usability
Trello	Collaboration, organizing	✗ / ✓	Might be ok for organizing teamwork, planning

Tool	Category	Evaluation	Usage in SAFE
Twitter	Social Media	✗	Possibility for information collection or disseminating project actions. Not suitable for teaching. Development of Twitter is not going on encouraging direction
Webex	occasionally used for general seminars for staff and students provided in one HEI by external partners (e.g. training companies)	✗	in use in one partner university
WhatsApp	Instant messenger	✓	Yes, can be used for example among team communication. For a larger group, it might cause too much information and challenges with finding the right information etc.
Wiki	Content can be created and edited collaboratively in virtual space. As part of an assignment/examination, a text can be created collaboratively and, if necessary, supplemented by various other media such as audio or image files. An assignment could, for example, be to summarize a certain text in a group work and make it available to the other fellow students in a wiki.	✗	not in general use, maybe not suitable to this purpose
WordPress	for learning material, webpage	✓	Yes. easy access and usability, also enables individual usage.
YouTube	Social media/video sharing	✓	Needs another solution for communication purposes. A huge free learning resource.
Zoom	for teaching, collaboration, widely used in universities. Video conferencing	✗ / ✓	not for permanent use, but maybe for short teaching during the pre-tasks etc. Safety issues can be taken care of with UNI versions

2. LEARNING PEDAGOGIES OF SAFE PARTNER UNIVERSITIES

This section will discuss pedagogical solutions utilized in partner universities to apply in the shared pedagogical approach in the project SAFE.

2.1 Design studio

The Design Studio is a pedagogical solution that is applied in University of Ljubljana. "The Design Studio course commonly referred to as the "Seminar" represents the backbone, i.e. the realization of architectural and urban studies. Within the seminar, the students who are assisted by the mentor and assistants, technical collaborators, and invited professionals get to know the principles and procedures of design and project approach to planning and designing architecture and urban space. Using a methodological approach, they learn how to overcome the fear of the blank page, where to start and how to complete a task, how to identify and define problems, and how to solve these problems using theoretical and practical knowledge." (Fikfak, 2013)

"Working on a real project, the student deals with architectural, urban, functional, technical, environmental, social, and other issues of the building/area. The subject is adapted to practical challenges and needs, thus substituting routine academic work with emergent new, vital, and timely forms that are responsive to social and spatial issues. In the final project, the student learns how to integrate essential building/area properties, such as mechanical resilience and stability, safeguarding hygiene and health, safety, and energy preservation. During the studies, the student work in the Design Studio course evolves with increasingly growing demands and is upgraded and finalized in the Master Thesis. The Master Thesis includes the subject matters that help the student to reach the goals and competencies of architectural studies: the theoretical and practical aspects of urban planning and design, mastering methods of planning and knowledge of basic legal aspects of spatial management, the basics of action planning and strategic evaluation, the basics of the communal and housing economy, in-depth knowledge of the operation of the public sector, the government level to local communities to corporate public services, knowledge, and mastering of urban design techniques, planning and design, knowledge of basic project management and quality control." (Fikfak, 2013)

Architectural and Urban Workshop

"At the UL FA, student urban design and architectural workshops have had a tradition of more than 40 years. First, the workshops were organized in the framework of study seminars at the local level with individual teachers at the Ljubljana School of Architecture." (Fikfak, 2013) Already in the early 1980s, Professor Edo Ravnikar organized the first five international workshops in cooperation with the architecture schools in Trieste, Graz, and Vienna (Gabrijelčič 2010).

"Within the study program, the students are each year included in different urban design and architectural workshops. Importantly, students of different years and study programs (architecture, urban design, spatial planning, landscape architecture, etc.) are included in the work and education. In this way, the work of the students of architecture is enriched by knowledge from other fields." (Fikfak, 2013) The student workshops address real professional questions, set up dialogue between professions, expand contacts among domestic and foreign universities, transfer the knowledge of foreign experts to the domestic professional environment and, last but not least, establish durable professional and personal ties and, on this basis, shape a common cultural awareness about the meaning of a planned environment (Gabrijelčič 2010: 151).

¹ The elements are in compliance with the principles of Construction Products Regulation (EU) No 305/2011 (CPR) which repeals the Construction Products Directive (EU) No 89/106/EEC (CPD).

Creative learning. "Creativity and experiential learning are inseparably linked, whereby the inclusion of the individual person into the experience, thinking and group cooperation is vital. Architectural and Urban workshops are the platform that opens new visions and exposes spatial and structural change (not only solutions); for the understanding of built and/or natural environments, the right way of thinking and work process is necessary, i.e. as a by-product of experiential learning. Indeed, this form of work is necessary for the development of understanding between students and teachers, and the dialogue among them (and within a group)." (Fikfak, 2013)

In our work, we follow four steps of **connecting practical and theoretical education**, which, in the Design Studio and Architectural/Urban workshops, are defined as a process of developing the following empirical work (Burnard, Chapman, 1990):

1. **Concrete experience.** The lecturer / past situation/reflection / simulations of idea development with the student (group).
2. **Reflexion of experience.** Through the interactive interpersonal exchange of ideas and visions, the problem, and the possibility of concept development.
3. **Giving meaning** to experience. Abstraction/concept ideas, visions, meaning to the problem/ learning process experience / all involved in the process.
4. **Practical experimenting** or operating in a different (new) way, **or repeated reflection.** Analyze the experience / different perspective, a different situation / Influences of the next experience.

Part of the process in **Design Studio and Urban Design and Architectural workshops** is teaching sustainable architecture and urbanism. The starting position has been previously well defined in the UNESCO program TEACHING AND LEARNING FOR A SUSTAINABLE FUTURE, which has been established for the United Nations Decade of Education for Sustainable Development in 2002 and is a major contribution to the United Nations World Summit on Sustainable Development (Johannesburg, September 2002). "...The program can be used as it is or adapted to local, national, or regional needs. It provides professional development for student teachers, teachers, curriculum developers, education policymakers, and authors of educational materials. The modules are divided into 4 themes: Curriculum rationale, Sustainable Development across the curriculum, Contemporary Issues, and Teaching & learning strategies."

The set of modules TEACHING & LEARNING STRATEGIES develops professional skills for using teaching and learning strategies that can help students achieve the wide range of knowledge, skill, and values objectives of Education for Sustainable Development. The UNESCO program proposes eight important strategies (http://www.unesco.org/education/tlsf/mods/theme_d/mod20.html): **experiential learning, storytelling, values education, inquiry learning, appropriate assessment, future problem-solving, learning outside the classroom, and community problem-solving.** (Fikfak & Grom, 2014)

2.2 Highlights of learning solution from WSG, UGR, and Kiel UAS

At Kiel UAS, the online and blended learning studies are based on self-regulated learning guided by constructivist learning theory. Classroom learning, in turn, is founded on interactive teaching guided by constructivist learning theory.

As a practice-focused, applied sciences university WSG gives high priority to:

- providing the link between the academic knowledge and practice through case studies, field visits, on-site learning, professional internships
- supporting students' responsibility and teamwork skills through project tasks
- involving experienced practitioners as lecturers

Their learning approach supports social skills and critical thinking through dialogue and open discussions.

At the University of Granada, both for online learning, as well as for classroom learning and blended learning, the fundamental point is to implement learning based on participation, which encourages students' commitment to the subject, with their classmates and with society as a way to achieve a complete and useful learning. This, from our point of view, is what should guide any type of learning.

Their pedagogical approaches are further discussed in detail in separate subsections in this summary.

2.3 LbD – Learning by Developing

LbD, abbreviation from Learning by Developing, is a model for operating and learning. It aims to solve authentic working and real-life problems (Henriksson, Korkiakangas & Mantere, 2014). It sees students and others as active actors in the learning process. It has been presented in several publications, qualified, and assessed nationally and internationally. According to several evaluations, it has been considered as creating required successful learning and positive impact on studying.

A project is a context where learning happens, and teamwork is the core element of the project and learning. It is necessary that learning occurs together, and there should be little work division. Instead, the whole learning process is conducted together collaboratively.

The critical element is learning in an authentic environment with real-world projects and collaboration with working life, businesses, and other organizations. These authentic situations provide a platform for learning new skills. It is crucial to notice that all the actors are learners. Teachers must realize that they are not an unquestionable authority; instead, they must stand for uncertainty and equal collaboration with others.

Learning by Developing (LbD) is a learning and action model used at Laurea University of Applied Sciences since 2006 (Henriksson, Korkiakangas, and Mantere 2014, 7). It is rooted in the project- and research-oriented teaching and learning (Rajj, 2007).

Learning by Developing (LbD) is founded on “a pragmatic educational philosophy” (Henriksson et al. 2014, 7). It relates to continuous learning (OKM) and how learning occurs in the context of reality (Dewey 1984, 443 – 450).

The LbD model is presented through the following features: experiential, research-oriented, expansive, problem-based, and constructive learning approaches. Even though LbD is project and case-based, it differs from problem-based learning since it emphasizes a “more holistic view of students” in a real-world situation. (Vyakarnam, Illes, Kolmos, and Madritsch 2008, 10.) A conceptual framework is formed from different learning approaches, and it can be employed to analyze events in conjunction with the learning process (Henriksson et al. 2014, 7).



Figure 1. LbD Action Model. Henriksson & al. 2014, 10 ; Laurea University of Applied Sciences.

Figure 1 illustrates the learner as the center of the whole phenomenon. In addition, it presents the dimensions that define the model: authenticity, partnership, experiential nature, creativity, and research-oriented approach. (Henriksson, et al., 2014.) Learners work with others, other students, business or working life representatives, society, teachers, and other staff members. In a partnership, they increase their learning.

Partnership refers to the way collaboration occurs in an equal manner. Authenticity means no hypothetical teaching cases; all the problems came from real-world contexts. The experiential nature enables learners to have experiences of learning and generating skills in a safe context. There is a need for creativity and innovativeness and the experimental nature of studying and working to solve problems. All the decisions and solutions must be research-oriented, meaning information retrieval and theoretical understanding.

LbD challenges the traditional roles of the actors. Teachers are coaches and support the learning process, as well as they also learn. They can provide material, theoretical information, teaching tools, and methods. There should always be possibilities for guidance, too. Students are not only receiving information, and instead, they are active actors and leading their learning process.

LbD requires interactivity, and it is a primary element for activities. Collaborative work, which is grounded on interaction, will lead to learning for all the participants.

2.4. ISPs as pedagogical solutions of project SAFE

One essential activity of SAFE is the five Intensive Study Programs (ISP) at selected destinations. ISPs allow students and local stakeholders representing diverse target groups to improve accessibility and safety in operated regions. Actions taken during the ISPs are developed to enhance gaining knowledge for all the actors.

Participating students will gain five ECTS for the ISP. To ensure that they have gained enough learning to manifest as knowledge and skills, in addition to the five days of intensive work, they will complete preliminary tasks and post-tasks. Material for preliminary tasks will be available on the SAFE website in the learning environment. In addition to provided material, students are encouraged to interact using external tools that the project will present depending on the occasion and purpose (such as Padlet, Miro, or other collaborative platforms).

Preliminary tasks ensure that students have the needed information on the topics and approaches utilized during the ISP. Preliminary tasks will take 2-3 weeks to orientate and inspire students to participate in a multicultural and multidisciplinary team to study during the intensive week.

The project SAFE aims to ensure that students improve relevant professional skills during the ISPs. As experts in future working life, they must have skills and competencies to consider accessibility and safety issues. It will benefit them to understand the needs of particular target groups. That will allow them to authentically respond to the needs of diverse people and provide them a competitive advantage in working life.

One of the critical elements of working in ISPs is that students will work in multidisciplinary and intercultural teams. In addition, the student teams meet representatives from associated partners with whom they will work during the whole ISP.

Teachers and associated partners provide support for working teams throughout the ISP. Staff will provide short lectures and other materials to offer sufficient theoretical understanding for students. However, the working process will mainly be based on practical workshops connected to theoretical issues. ISPs are founded on fieldwork, which integrates teaching into a real-world context. Figure 2 summarizes the collaboration between the actors of the learning process and how information flows and resources, such as skills, are shared between and among the participants ensuring the common goal and activities.

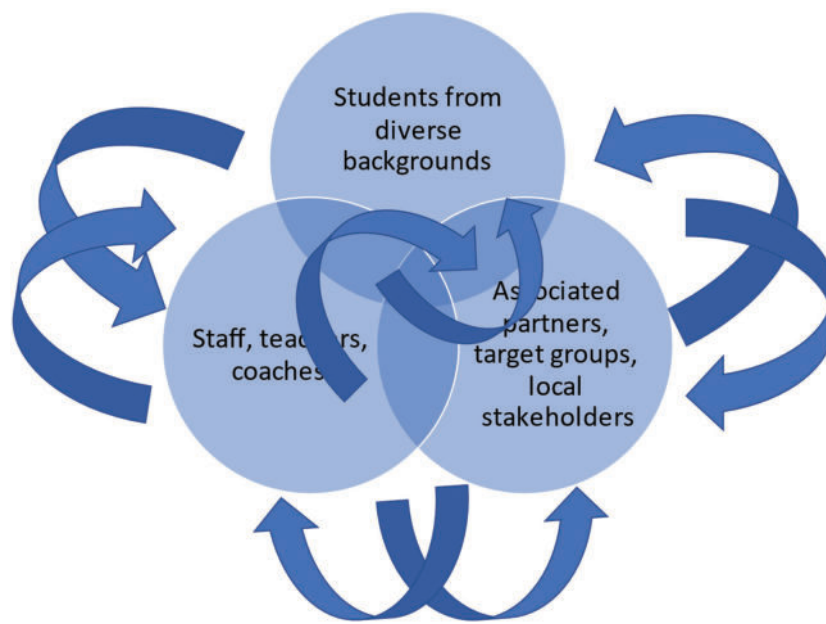


Figure 2: collaboration between stakeholders

At the end of the ISP, findings are presented in an exhibition. Material created for one exhibition will also be presented in the coming ones. Student teams' work will formulate a growing capital utilized in diverse situations.

After the ISP, with the post-tasks students will summarize their learning process. to conclude their learning process, students will disseminate their learning and findings. They can, for example, take the form of posts for social media, a webpage where students share their learning and reflect, etc. Post-tasks will spread the results to a broader audience and ensure that students understand the significance of their learning process and findings.

Intensive study programs (ISPs) are the most valuable tasks of project SAFE that integrate project objectives into practical activities. They apply chosen pedagogical approaches to practical solutions.

Content for collaborative work is grounded on the project's topics and the tasks' objectives. Based on planning that already happened during the project application time, the preliminary schedule was decided. Pedagogical choices were made based on discussion and analysis.

Primary actions of SAFE are integrated into ISPs, which are the key for work package actions and, thus, outcomes of the project SAFE.

Student, teamwork- and project-based learning is applied in the Intensive Study Programs to ensure that students are at the core of all the actions. They will work with target groups, other stakeholders, and university staff. A collaborative way of working enables learning and innovation generation. Intercultural teams are formed to represent different disciplines and experiences. It is beneficial for students to work with people sharing different skills. Collaborative working methods will enable the utilization of diverse skills and knowledge when designing the accessibility and sustainability of services and environments.

Coworking should support a design-based research approach (Andersson & Shattuck, 2012). The organizing HEI together with stakeholders provides needed information and insight for student teams. Student teams meet the associated partners and other stakeholders and will be working with them throughout the ISP.

Before ISPs, students must gain enough knowledge to support their learning process. Before and during the ISPs, students will get acquainted with key concepts, perspectives, and methods that they will apply in practice in workshops and development work throughout the ISP. Notably, learning occurs in a process, step by step. Students get guidance from teachers, and representatives of the target groups (associated partners) are involved in the supervision and guidance of the project. All these actions are taken place in a natural, authentic environment. Guidance throughout the ISP work will support the learning experience in a short time.

Student work should be innovative and creative. When working together in the ISP, teams collaborate with users and potential users of the services and urban areas, investigate the environment, interview people, observe the environment utilizing diverse fieldwork methods, such as Jane Jacobs walk, behavioral mapping, conduct field research, and use diverse methods to design sustainable and accessible solutions.

After five days of intensive work, the students present their final results as an exhibition, and all students, teachers, associated partners, and others interested. Associated partners, other students, and teachers will give feedback to student teams. In addition, students will provide self-evaluation, which will help them reflect on their learning process and understand the value of teamwork.

The project team will evaluate each ISP after their implementation. The shared discussion will help to assess learning, teaching, and working processes. It is essential to monitor students' work throughout the ISPs. Intensive study programs are hectic and implemented quickly; thus, it is vital to address the need for changes or exceptional support immediately.

Teachers must work as a team with the collective aim and supporting attitude and working methods toward colleagues.

3 PLANNING THE SHARED PEDAGOGICAL APPROACH

3.1 Process

As a part of project SAFE it was necessary to aim to define a shared pedagogical approach, to be implemented throughout the activities of the project. Figure 4 illuminates the process.

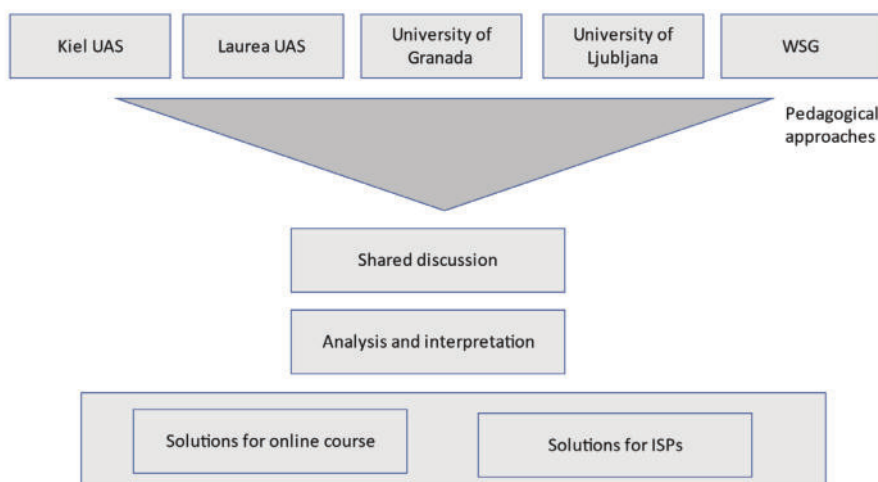


Figure 4. Process of creating shared pedagogical approach

The first task for all partner institutes was to define their pedagogical approach. This task was particularly conducted through the viewpoints of online, blended, and classroom learning. Each partner defined learning procedures, at least from the perspectives of communication, best practices, challenges, and how to solve those. Figure 4 presents how the project team in SAFE collaborated to create a shared understanding of pedagogical decisions.

Pedagogical approaches were then shared, and a draft conclusion was created based on the data. The team discussed pedagogical approaches and findings and reflected these on the online learning solutions implemented in this project. It was also essential to reflect the schedule and program of ISP to pedagogical solutions. The outcome of the discussion is presented in Figure 5.

The online course is integrally connected to the online course, to its content and activities.



Figure 5. Summarizing preliminary and post-tasks

Figure 5 illustrates the main findings of the shared discussion of pedagogical solutions related to online learning. It was discussed how to engage, be active, and educate learners through the ISPs and online course. The project aims to provide learning possibilities for students with interdisciplinary backgrounds and stakeholders with special needs. Diverse tasks and IT-supported tools and channels will be utilized when ensuring that before, during, and after ISP. It is continuously necessary to consider also how these decisions could be implemented in the online course, even without ISP experience.

3.2 Best practices

In addition to technical and practical issues, it is crucial to consider the pedagogical aspects of online learning that require different approaches. Transparently sharing best practices supports learning and successful management of learning possibilities. In the project SAFE these best practices were shared. Below, the main findings and tips are presented:

- planning of the online teaching and the design of learning activities
- Combination of learning activities include individual work and teamwork
- In relation to the classroom teaching, it is appreciated to use participative and active teaching methodologies close to the management arena.
- Some methods or solutions:
 - COIL: Collaborative Online International Learning
 - Case studies
 - Collaborative working methods
 - Learning based on projects/learning services
 - Debates
 - Role-play
 - Professional seminars
 - Design Studios and Architectural/Urban workshops
 - Accessibility Lab

The best practices related to blended teaching

It is possible to use the methodologies referring to online and classroom teaching, combining the best practices from online learning and classroom learning (combination of contact meetings and online working). Development of activities that are compatible with both types of students is sought. In this sense, the same teaching methodologies are used in offline learning but adapted and supported by technology. For example, using flipped learning approach, where students get acquainted with the topic in advance, and the meeting can concentrate on sharing knowledge and reflection.

During “COVID-19” blended teaching was possible for lectures and exercises

Some practical tips for blended learning cases:

- it is good to remember to also reserve time for interaction, discussion and reflection
- Arranging short lecturing- micro contents
- Utilization of diversity: combination of student groups and shared learning with students from different study backgrounds

Some hints for supporting learning:

- Inviting experts from the field to give a talk
- Camera usage
- Interesting challenges
- Presence of teachers and other supporting staff
- Good planning of online learning; clear planning of the objectives
- Some extra tools might be useful (Flinga, Mentimeter, Kahoot etc./questionnaires, voting, communication).
- Instructions for students on how to act in the online courses: for example, is there a need for some online meeting program, how does it work on mobile devices, testing technicalities, needed use of camera (sounds, presentations).
- Basic rules for online communication are to join in the sessions with your own name (first name + last name).
- Students are supported to actively participate in the discussion and possible small group work.

3.3. Challenges and how to solve them

This subsection will discuss what kind of challenges partner institutions have experienced and what kind of solutions there have been to solve the problems.

Naturally, the time of the pandemic was challenging for teaching and learning. There was an immediate need to change all the teaching strategies and materials to online learning methods. It has also been challenging to orient the students towards online teaching, considering that most were only familiar with classroom teaching). There was also a challenge on how to teach different tools to first-class students, such as acad, GIS, etc., using YouTube tutorials. It was only possible to understand the specifics of the project area by visiting it. Also, during the COVID-19 pandemic, more extended periods of conducting classes in online mode only had a demotivating and tiring impact on students.

There might be challenges in hybrid teaching: since the interaction between offline and online students is complex. It is beneficial to think about how to control group work working online.

Online learning programs need extra time to design and communicate very clearly in advance to the students. There is a need to implement an interactive way to communicate among students and teachers to solve doubts or exchange information.

Some challenges:

- Consequences of isolated learning, self-motivation, self-discipline, and self-initiative, feeling of work overload of students
- Highly practical contents and topics are often difficult to be passed through online methods
- Organization for fieldwork, teamwork, and groups
- Limited digital skills of teachers in the use of online tools
- Limited digital competences of the learners
- Quality of the results, lack of innovation and creativity (outcomes, learning results)
- Based on student research project, there are too many tools and channels

Some hints to solve challenges:

- To promote the participation and active behavior of students during the class
- Clear communication
- to keep students motivated to participate; secure their continuous engagement in active processing of the learning material/ literature
- Good pedagogical planning
- IT support, teaching, training, education, material, gamification
- Specifics training courses orientated to the online learning, and we are continuing doing new courses to consider novelties
- Selecting the teaching methodologies more oriented to encourage the participation of students during the class (debate, case studies, learning based on projects), etc. Also using practical exercises
- Introducing more video & photo materials or zooming video cameras on particular objects
- Extra activities based on the idea of "edutainment" (quizzes, board games, etc.) to restore the atmosphere of teamwork and improve the communication
- Enabling supporting services (wellbeing services, special education teachers, mental health services) to support learning skills in specific and stressing time
- Teaching interesting topics, topics relevant for students' professional development; integrating video clips to illustrate content
- Engage students by asking for their opinions, personal knowledge or experience, group work. interaction, structure of the learning process and meetings, tasks that support internal motivation, sharing responsibilities with students (decision-making)
- When there are challenges related to technical problems, students are encouraged to search help from their learning space (use instructions/help) or service desk/ IT support
- Good scheduling of tasks and courses, sharing responsibilities, regular communication

3 CONCLUSION

This summary has presented the pedagogical approach for project SAFE. It discussed COIL, collaborative online learning, as a background approach to learning in this project, mainly for online solutions. The online learning course will be one of the primary results created in the SAFE. The online learning environment will also be closely integrated with ISPs since the learning process will begin from the material and tasks presented in the online environment. It will be utilized during the ISP and completing all the tasks after the intensive week.

A shared pedagogical approach is essential for creating a successful learning process. Naturally, all universities have various learning approaches that they apply. However, it was noticed that quite many similarities were present. It provided a good platform for creating an online learning environment and how to enable learning.

In the project SAFE, it is crucial to consider the needs of diverse target groups. For example, when planning the structure and content of a learning environment, it is good to understand the specific and significant role that associated partners have for the project. These associated partners represent different groups of people sharing diverse physical or non-physical disabilities. A separate document will discuss the specific needs of these diverse target groups related to the environment, material, and other decisions related to learning.

We can conclude that:

- Students can learn from associated partners and other local stakeholders. Collaboration supports gaining knowledge, skills, and authentic development and design experiences. Participation in the learning process in an international environment supports the development of students' capabilities and competences. The possibility for multicultural and multidisciplinary is valuable.
- Pedagogical collaboration can enhance universities to develop their partnership with associated partners. Created solutions can formulate a basis for future study cases for students of HEIs and other interested learners. Active, real-life co-creation enables university staff to keep updated on working-life situations. Thus, this indirectly supports students to improve skills that are currently and, in the future, needed in the working life.
- Associated partners can benefit from collaboration and may get new perspectives and insights from student teams. Improved insights help them to solve unique challenges that they are experiencing due to their physical or mental characteristics. Collaboration may support their experiences of urban areas also in the future.

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T3.1 Create a joint pedagogical approach for the study module