

NEWSLETTER

5th edition
December 2018

Object: CmapER beta version

Dear Readers,

We are glad to send you the 5th edition of CmapER newsletter!

With this publication we want to keep you informed on all activities and results that will be realized by the project (sept 2017 – sept 2019).

In this 5th edition we will inform about:

- The two seminars with expert in Pedagogy and Learning with Technology
- The beta version of cmapER, now available at

www.energyretrofitlearningplatform.org

- Towards the empirical experiences

THE EDITORIAL STAFF
Dr Maurizio Sibilla
Dr Esra Kurul

Contact: msibilla@brookes.ac.uk



H2020-MSCA-IF-2016

Seminars with experts in Pedagogy and Learning with Technology.

Two seminars were held on 23th October and 13rd November 2018 with experts in Pedagogy and Learning with Technology.

Twenty experts coming from the School of Education of the Oxford Brookes University; the Department of Education of Oxford University; the School of Education of Reading University; the Department of Education of the Goldensmiths University, London and a selection of visiting academics from ITMO University, st. Petersburg, Russia, provided contributions with regard the implementation of the methodological and operative apparatus of the cmapER project.

The methodological procedure, which was used to collect and organise information in order to develop the main structure of the cmapER, was discussed. Furthermore, the functionalities of the cmapER and how to use this tool in an interdisciplinary context were presented and examined (Figure 1).

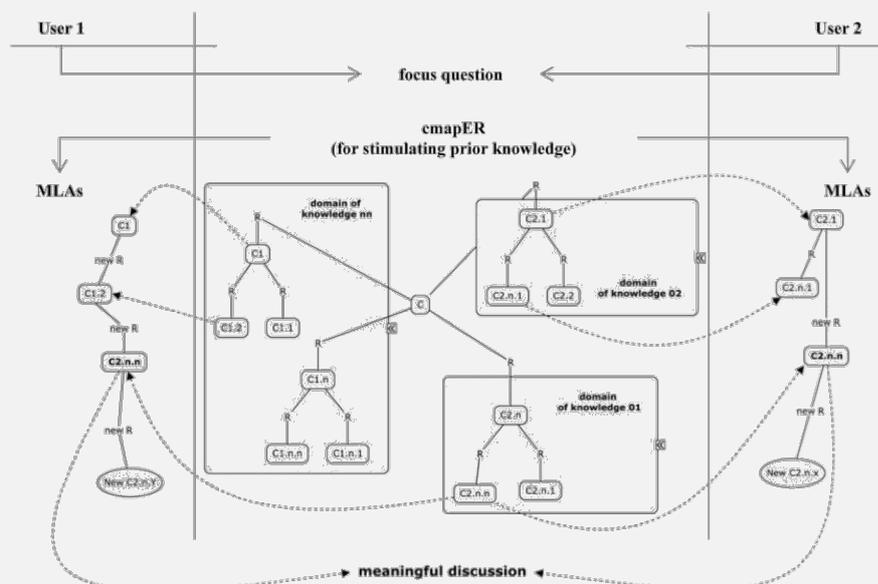


Figure 1. Simulation of the CmapER use



The participant's' opinions were collected in form of SWOT analysis (Figure 2). The results are currently under consideration.

...taken into account that this research seeks to improve
 INTEDISCIPLINARITY AND KNOWLEGE EXCHANGE IN HE...

What do you think about this approach?

Strengths (about this approach)	Weaknesses (about this approach)
A good way to pursue anti-disciplinary - should encourage more critical thinking.	Does it currently defend his mail on knowledge & equating established facts as opposed to disputed tenets?
Opportunities (about HE)	Threats (about in HE)
Could be used <u>within</u> single disciplin to define the breadth of particular topics, especially in encouraging students to define problems for themselves. Also in existing multi-disc courses at undergrad + grad levels	Resistance from academic who want to remain in disciplinary silos. Limitations of existing crowded curricula for many courses.

Figure 2. Example of the critical information collected.

These results will be useful to identify “Strengths and Weakness” about the approach adopted and “Opportunities and Threats” with regard to the integration of such as interdisciplinary learning method within the traditional programme in Built Environment Courses.

The beta version of cmapER.

The beta version of cmapER has been developed regarding the following focus question:

“WHAT ARE THE MAIN QUESTIONS WITH REGARD TO THE CONCEPT OF ENERGY RETROFIT AS A TOOL FOR LOW CARBON TRANSITION?”

The main structure of cmapER is based on 5 macro-domains of knowledge and 15 micro-domain of knowledge. Additional text notes have been included into the micro-domain in order to explain their perspective of investigation. Moreover, for each micro-domain a list of reference has been attached in case users what to improve their level of knowledge.



Furthermore, 10 case studies have been associated to specific concepts within the cmapER. These case studies have been elaborated in form of thematic-map representing a contextualization of complex energy retrofit issues. A data-sheet, in form of text has also been attached in order to provide further information about the case study analysed (i.e. geographical context, use, date and main features).

Users may use cmapER in several ways, which depend on their interests and scope. In any case, cmapER is an Open Education Resources, thus, it can be also modified and adapted for a multitude of teaching and learning activities.

We suggest using cmapER in association with a cognitive mapping technique and meaningful learning activities, in particular, if your scope is to improve the abilities to work within the complexity. Therefore, we propose a procedure which is especially dedicated to Undergraduate and postgraduate students.

First of all, learners have to elaborate a list of 15-25 concepts that represents their prior knowledge (or interest) regarding the focus question. After elaborating the list; they can compare their concepts with the concepts included in cmapER. This activity may require a certain amount of time, but it is important in order to activate/stimulate their memory and intuition. The list is an individual exercise, although we do not exclude that it is possible to elaborate a collaborative list as starting point.

The first scope is to connect one or more concepts of the individual list with concepts of the cmapER. Then, learners need to start with a process of classification, establishing the connections among concepts in order to produce meaningful discourse. This phase may be conducted in a collaborative and/or interdisciplinary context in order to improve the ability: to exchange and transfer information; to identify priority; to codify complex problems.



The Figure 3 below shows the main structure of cmapER both in the initial configuration (a) and expanded one (b)

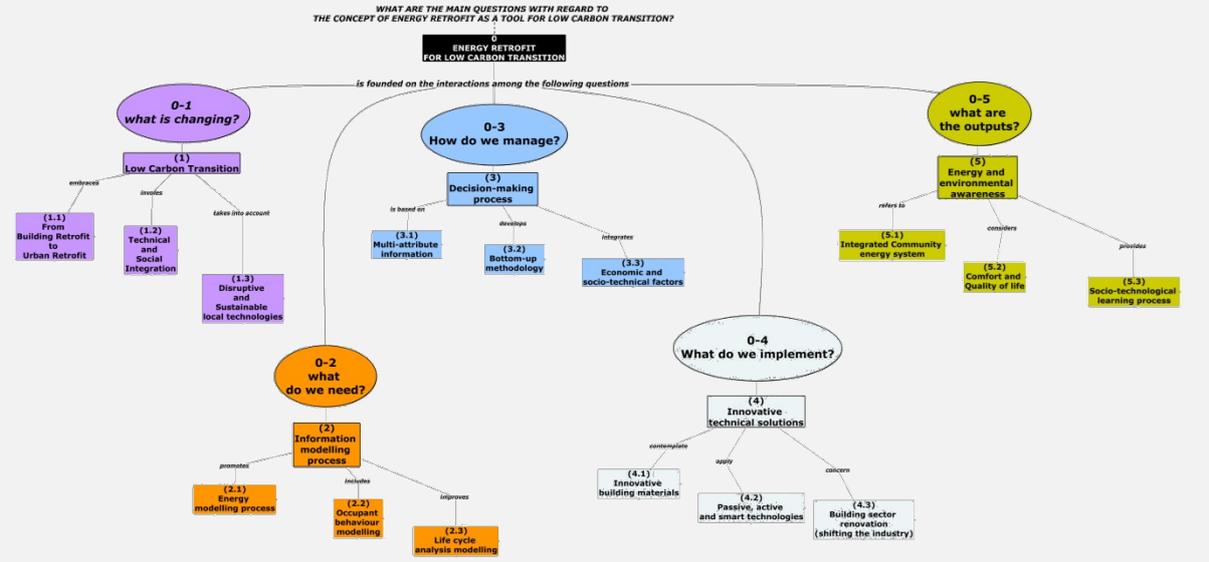


Figure 3 (a) CmapER, beta version, initial configuration

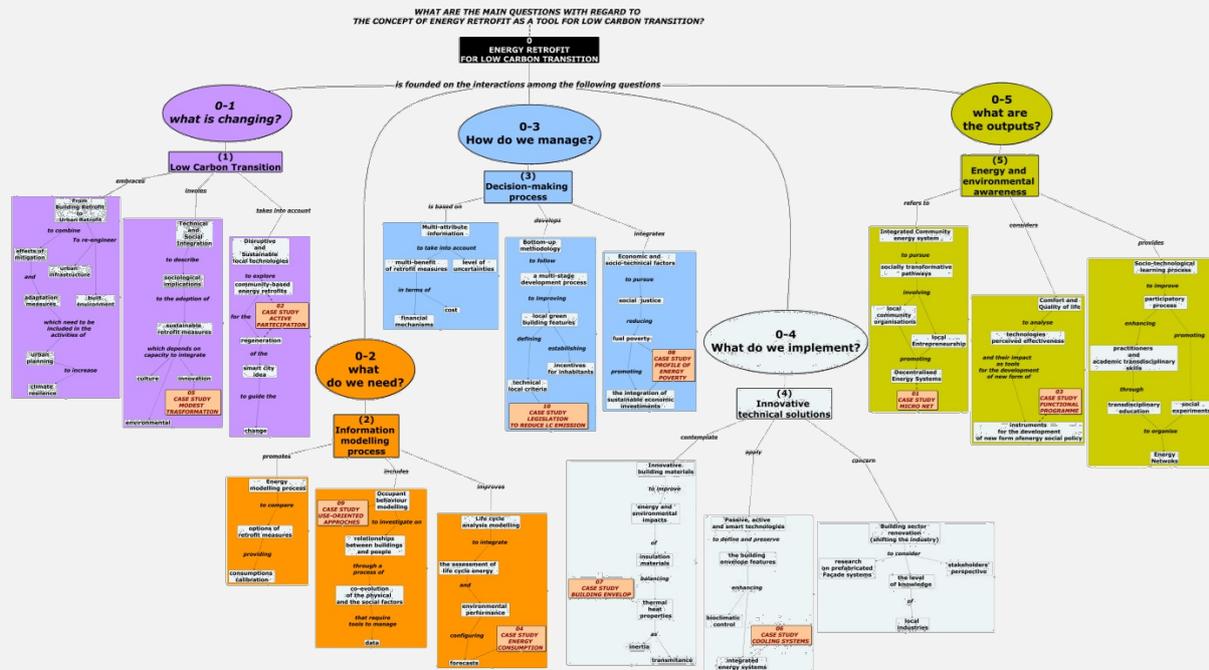


Figure 3 (b) CmapER, beta version, expanded configuration



Towards the empirical experiences

Workshops activities are currently in progress. Recently, two editions of workshops dedicated both to UG and PG students respectively have been organised. The results are in progress (Figure 4). A further edition (January 2019) has been planned for a group of experts. Several disciplines will be involved: economy, architecture, engineering, planning and energy modelling. Participants invited come from, Oxford Brookes Business School, Environmental Change Institute, University of Oxford, Real estate and planning department, Reading University, School of Architecture, Oxford Brookes University and School of Built Environment, Oxford Brookes university and Department of the Built Environment of UCL, London.

These scholars will be engaged with two scopes: on the one hand, we seek to disseminate the use of cmapER and consequently the innovative interdisciplinary learning approach; on the other hand, we need to implement the cmapER and its functionalities collecting suggestions which come from different groups of users.

In February, March, May and June others workshops for Undergraduate and Postgraduate have also been planned.

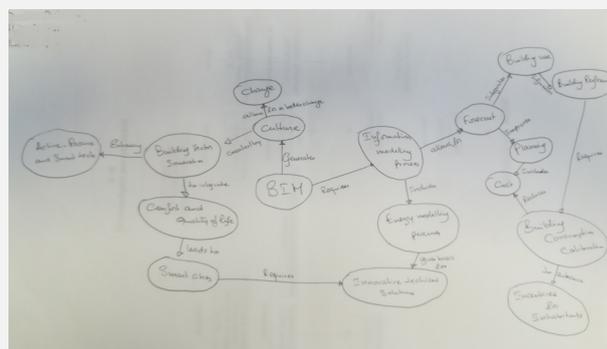


Figure 4 Map elaborated starting from the concepts of the CmapER in order to describe the use of BIM with regard ER approaches

