

Dags för DiSKo!

Didaktisk Spatial Kompetens

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Presentera modell

**Erfarenheter från Sjöstridsskolan,
Karlskrona**

Diskutera praktisk tillämpning

Utgångspunkt

Teachers are professionals with experience of and knowledge about varying learning spaces in higher education.

The challenge is to support teachers to foreground their spatial competence as a part of the didactic and pedagogical competence.

Didaktisk spatial kompetens (DiSKo) Didactic spatial competence (DiSCo).

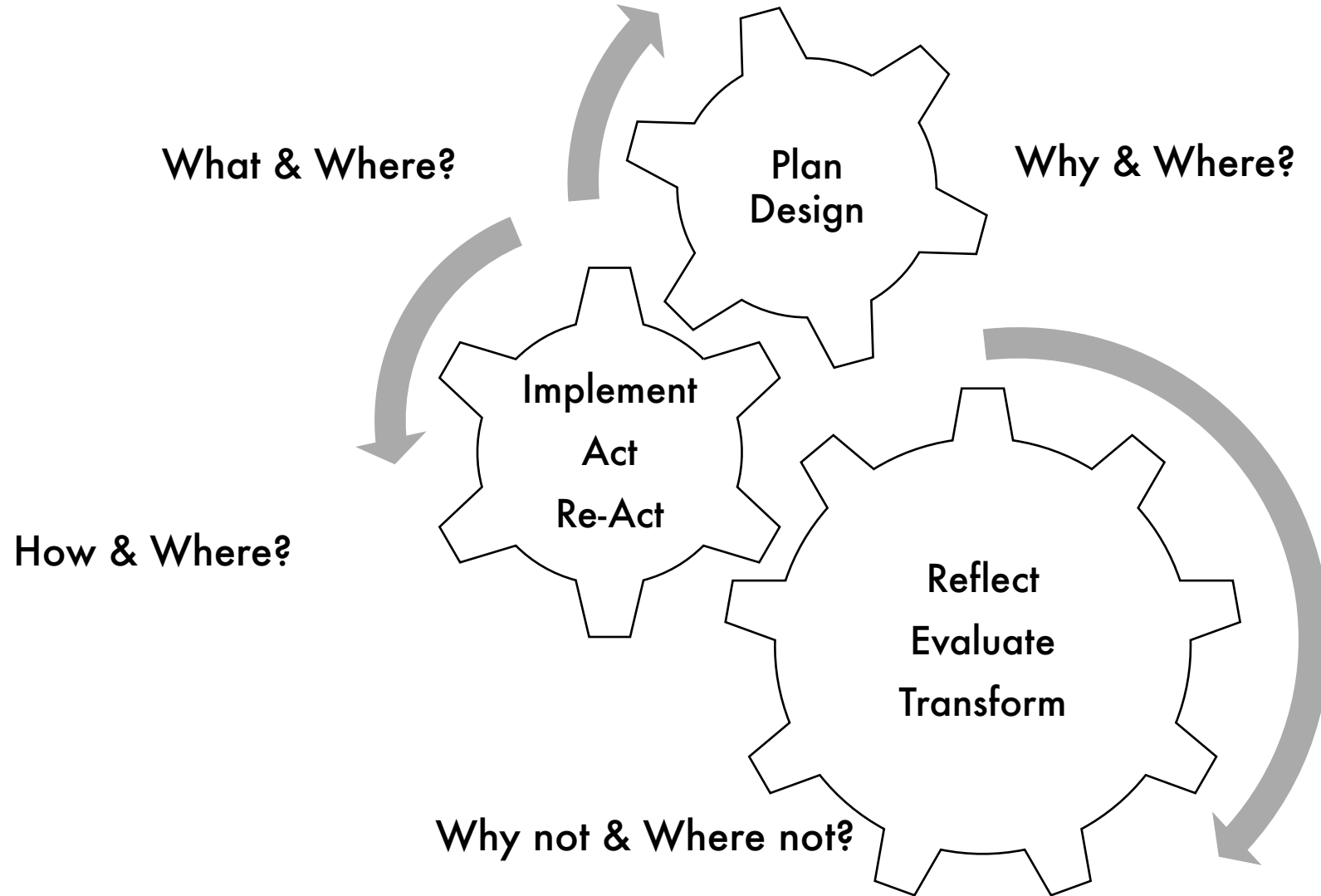
Utifrån beprövad erfarenhet och vetenskaplig grund ha förmåga att planera och utforma undervisning och lärande i varierade lärandemiljöer.

Att kunna genomföra undervisning, agera och reagera i varierade lärandemiljöer och att utvärdera och utveckla undervisningen och lärandemiljön.

Based on proven experience and science to have the ability to plan and design teaching and learning in a variety of learning spaces.

To implement teaching and learning, act and react in a variety of learning spaces and to evaluate, reflect and transform both pedagogy and the learning space.

DiSCo: Didactic Spatial Competence



Research and proven experience: learning, teaching, subject AND learning space

Didactic spatial competence (DiSCo)

Didactics

describe, analyze and understand the complex pedagogical reality, where the teacher's "purposiveness and degree of awareness" as well as the "continuous shifting between reflection and decision-making, planning and action, evaluation and action"

(Uljens, 1997, p56 & p.60)

Didactic **spatial** competence (DiSCo)

Space
physical
+ digital

A learning space is a place of intra-actions between students, teachers and materials where both people and material objects have agency (Kumpulainen & Kajamaa, 2020).

Learning spaces are no longer a 'container' for human activities, a product (architectural design, a built space) that can be appropriated by their teacher and student users and that can impact on learning outcomes.

Spatiality is primarily to be seen not in terms of a backdrop against which action takes place, but in terms of activity or practice

(Mulcahy et al, 2015, p. 580)

Competence

Environmental competence: awareness of the impact a learning space may have on both student and teacher interaction; knowledge about how a learning environment is related to behaviour and skills to make changes in a learning environment (Lackney, 2008, p. 137).

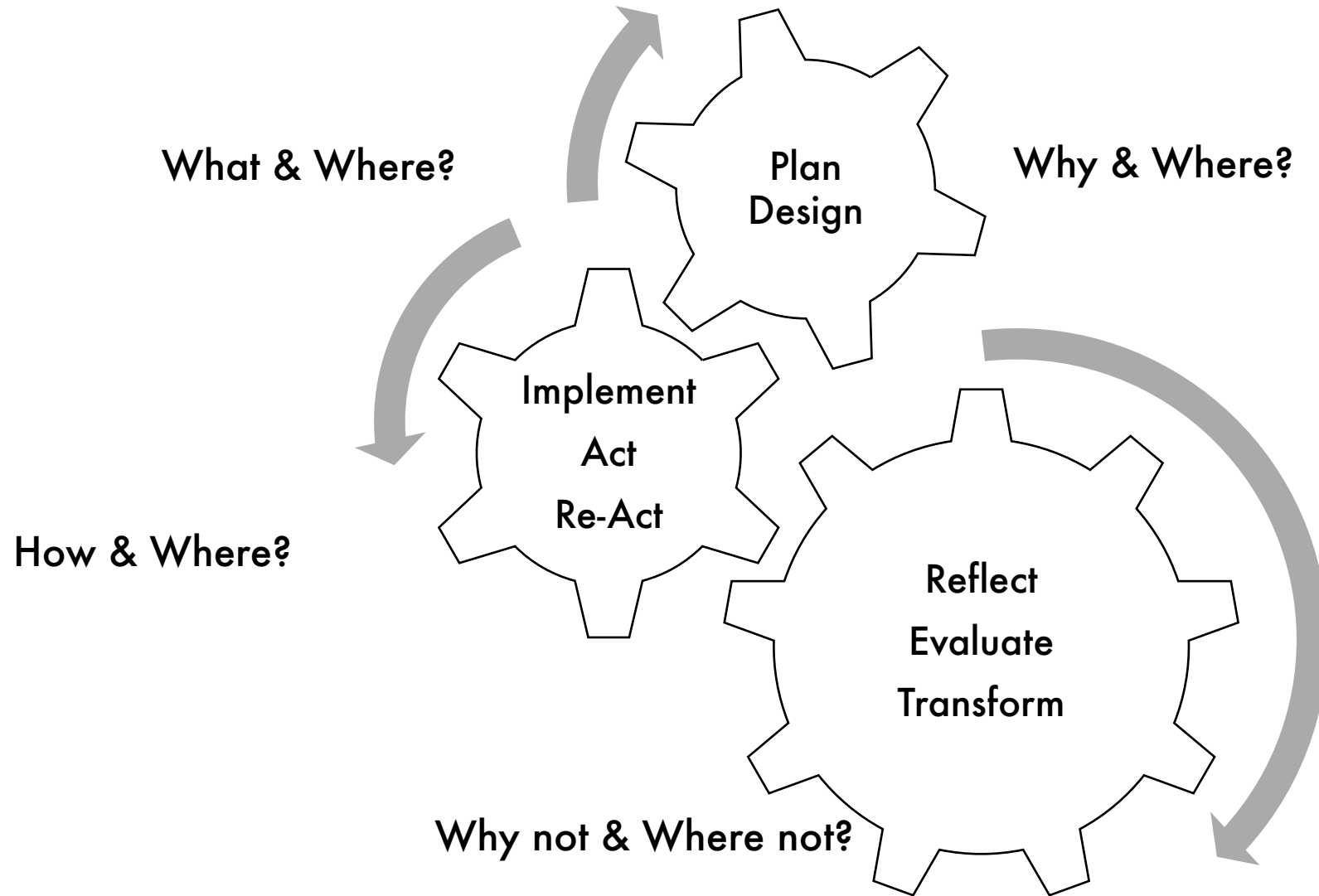
Spatial competency: evaluate how affordances in a space affect learning and adjust the learning space, adapt pedagogies and evaluate the spatial impact on learning. Mahat et al (2018)

Spatial literacy: how teachers understand a learning space, how they describe activities and how they actually act and interact in a learning space. (Troelsen, (2018)

Didactic questions
Why, What, How?
Where? Where not?



DiSCo: Didactic Spatial Competence



Research and proven experience: learning, teaching, subject AND learning space

DiSKo på Sjöstridsskolan

- En lång tradition av att utbilda
- En stor variation av lärandemiljöer
- Utmaningar utifrån
- Något nytt – kanske en lösning

**Det är inte samma sak
att vara lärare på SSS
idag som det var för fem
år sedan ...**

Hur stödjer vi?

- Aktivt lärande i alla lärmiljöer – förhållningsätt
- Kursutveckling mot blended learning
- Möten i olika miljöer – få med cheferna
- Stöd på gruppnivå – att bygga gruppens kompetens
- Stöd på individnivå – våga pröva och vi hjälper dig
- Uppföljning enkät – vad vet vi och vad behöver vi göra
- Administratörer och lokalbokningssystem – få med alla

Var börjar vi?

Explore and experience a variety of classroom designs so that a teacher can leverage any classroom

Experience different learning activities in various classroom spaces

Room exploration discussions

Shared reading experiences about research on learning spaces.

Technical support, before, during, after teaching.

Plan, act, and reflect upon teaching in a space together with a colleague or educational developer

Support in identifying and book learning spaces that is suitable for this specific pedagogical design

Develop a short digital evaluation form so that teachers can note their reflections after teaching in space. These evaluations could then be shared and discussed with colleagues and other stakeholders.

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Ranka förslagen.
Klicka på förslaget och flytta med pilarna.
Viktigast överst.



Inspiration from ILECT and Birdwell & Uttamchandani (2019)

Hur fortsätter vi?

- Vad har vi missat?
- Vilka tankar har du om vad lärare behöver för att utveckla sin didaktiska spatiala kompetens?
- Grupper, padlet

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