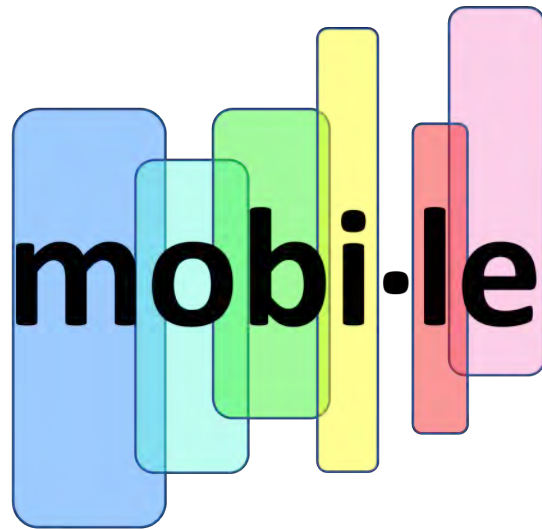


Mobilising Learning Environments

Training-Course on Learning Environments



Erasmus+

Enriching lives, opening minds.

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1. INTRODUCTION

1.1 Background

MOBI.LE: Mobilising Learning Environments

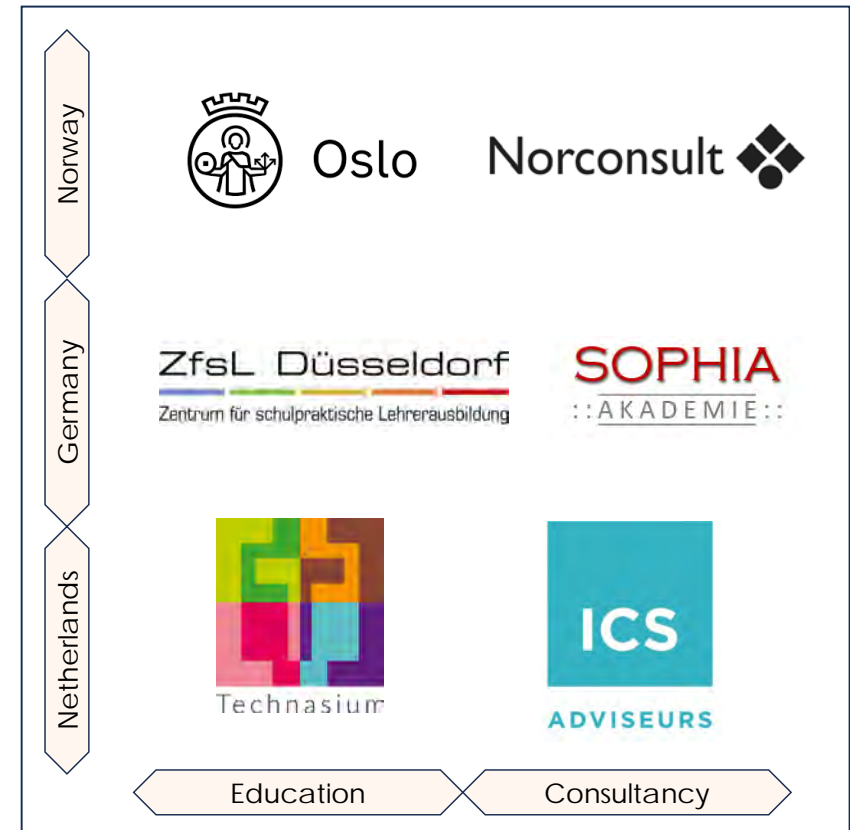
MOBI.LE is the name of an Erasmus+ project in which educational organisations and educational consultancy firms from Germany, the Netherlands and Norway collaborated. Each country is represented by both an educational organisation and a consultancy firm. These six organisations all share the same passion: assisting schools in creating inspiring, functional and sustainable school buildings.

MOBI.LE believes that there is much more potential in existing school buildings than users sometimes realise. This belief led to the idea of developing a course on learning environments with the aim of revitalising old school buildings that seem to be frozen in outdated concepts. Hence the name MOBI.LE: Mobilising Learning Environments, which means mobilising learning environments.

Freeze, thaw, freeze

Generally speaking, users receive the necessary attention, time and support as part of the preparation for the construction of a new school building. During that period, they focus on the future of learning and learning environments, which results in principles and design for the new school building. Over the years, however, the impetus for educational development gradually fades into the background. The building becomes a frozen concept once again.

Is there an alternative approach? Is it possible to regularly evaluate one's own situation and adapt to the demands of the present time? Ongoing engagement instead of participation for a few months as preparation for a new building – what do the users of the school need to achieve this?



Training with various modules

The idea was born to develop a training for users, with the aim of enhancing their spatial awareness, opening windows through thought-provoking questions, looking differently at existing learning environments, providing ideas for solutions and learning from each other. The training brings together the modules developed by the MOBI.LE partners around the triad: Looking to Tomorrow, Learning from Yesterday, Acting Today.

Looking to Tomorrow with the Index of Learning Environments

The Index of Learning Environments is a collection of over two hundred cards with thought-provoking questions about the future of learning and learning environments. It is more than just a collection; it is also a method aimed at deepening knowledge about learning and learning environments. The method is designed in such a way that the number of questions and topics can be expanded.

Learning from Yesterday with the Learning Space Safari and the Pedagogical Post Occupancy Evaluation

Both methods focus on the evaluation of learning environments. The Learning Space Safari is the method applied in the training.

Acting Today with the MOBI.LE Training

With the MOBI.LE Training, participants learn about the relationship between users and learning environments, with the goal of mobilizing learning environments. The training utilises the previous elements and incorporates the PrismaTisch method, which brings all the components together.



The name MOBI.LE also refers to the large mobile hanging in the staircase of the Teacher-Training-Institute in Düsseldorf. The mobile consists of a hundred quotes about education, ranging from a long time ago (at the bottom of the mobile) to very recent (at the top of the mobile).

1.2 Goal

The training has the following objectives. Participants will be able to:

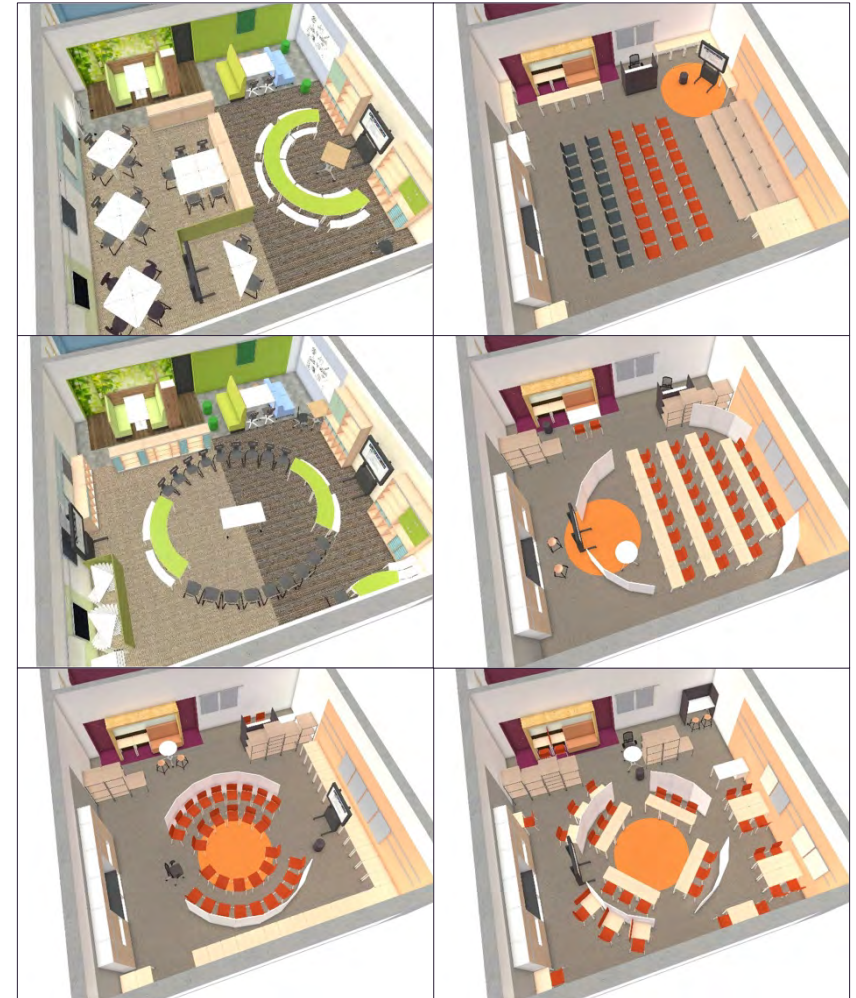
- Individually or as a team, leverage insights and inspiration they gain from the course to make better use of the learning environment as one of the educational tools.
- Learn how to utilise the MOBI.LE tools provided for this purpose.
- Develop a multi-perspective view of the learning environment.
- Use the training to prepare effectively for a new construction or renovation project.

Improvements to learning environments don't always require major renovations, and sometimes renovation is simpler than one might think. It always starts with users asking themselves questions, recognising both shortcomings and opportunities and being willing to take initiatives. This training aims to assist with that process.

1.3 Reader's Guide

This document covers the structure and content of the MOBI.LE Training:

- Chapter 1, Introduction, discusses the background and purpose of the training.
- Chapter 2, MOBI.LE Training, outlines the general principles.
- Chapter 3, Participant Programme, makes the principles concrete with a programme for learners.
- Chapter 4, Facilitator Handbook, describes the objectives and necessity for participants, instructions for the facilitator and the resources and materials required for the course.
- Chapter 5, PrismaTisch, explains the PrismaTisch method, which serves as the guiding framework for the training and its various modules.
- Chapter 6, Resources and Materials, covers the various materials associated with the training.



Innovative teaching rooms initiated by Rhein Maas Zentrum at the the Zentrum für Schulpraktische Lehrerausbildung (ZfsL) in Düsseldorf. Under the motto 'Learning Space for Curious Educators,' students and teachers can experiment with various teaching methods and learning environments there.

2. MOBILE-TRAINING PRINCIPLES

2.1 General Principles

The exchange between the participating countries, Germany, the Netherlands and Norway, led to a lot of inspiration and new insights. This gradually clarified the guiding principles for our MOBILE Training:

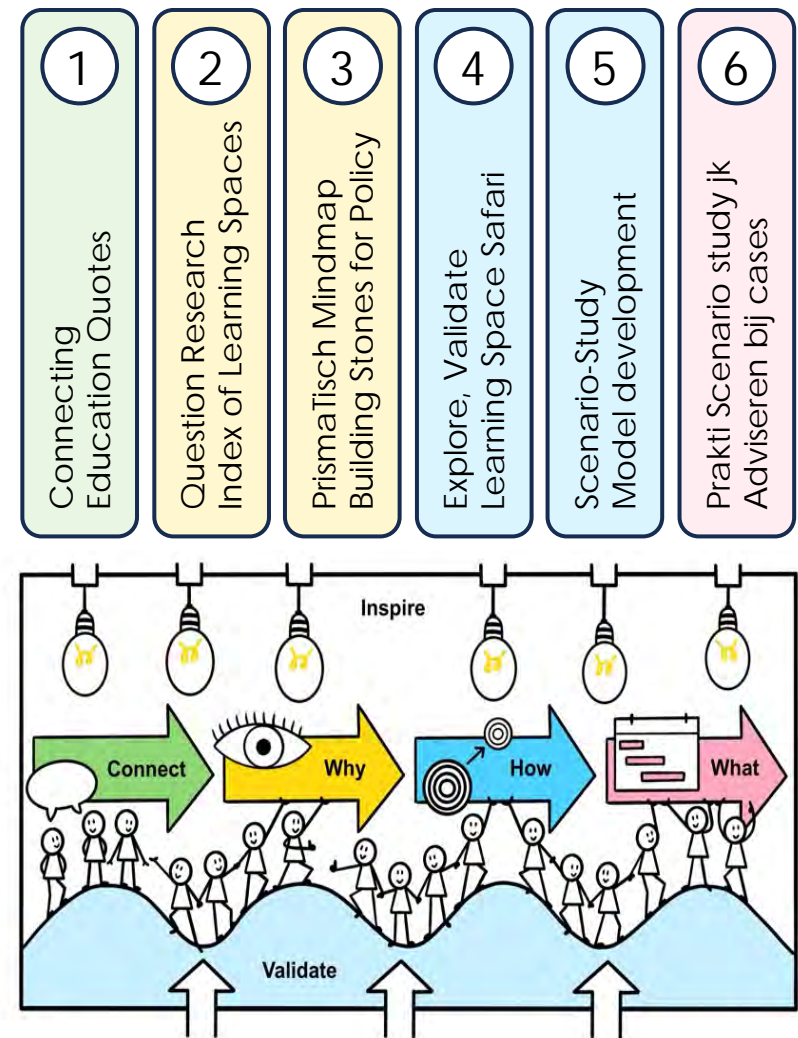
- The starting point is not the building, but the users. They take the initiative to improve their own environment.
- Embracing the diversity among users and leveraging it in planning leads to rich and inclusive solutions. For the training's structure and as a learning objective for participants, a practical model is needed to understand and utilise these differences in the learning environment.
- The training is interactive and incorporates a varied combination of methods: group work, individual work, exploration, theory and inspiration.
- Participants are provided with methods, tools and theories which they can apply in their own situations. These tools empower participants to work individually as well.
- The training begins with a vision and ends concretely, instilling confidence in the acquired competencies.
- Sustainability is a focus, both in the training itself and in avoiding unnecessary waste generated by each course.
- The training and the developed educational materials will continue to expand and evolve, potentially into more in-depth modules.

2.2 Modular Structure, Developed in Practice

Some parts of the training have been newly designed, while others had already proven themselves in practice but have been further developed. The training has been tested multiple times in Germany, the Netherlands and Norway.

The training consists of various modules, which follow a logical sequence and can also be used independently: for example, to delve deeper into a specific issue.

The training is both visionary and concrete. The same applies to this report, in which we have included a detailed description of a course day. This does not mean that it always has to be done this way. The modular structure allows for numerous



The course consists of a combination of 6 interactive modules, interspersed with interesting theory. The organisation follows the handbook: 'We're Building a School! The Art of Participation in Schoolbuilding.'

variations. The detailed description aims to make organising and facilitating the training concrete and accessible.

2.3 Time

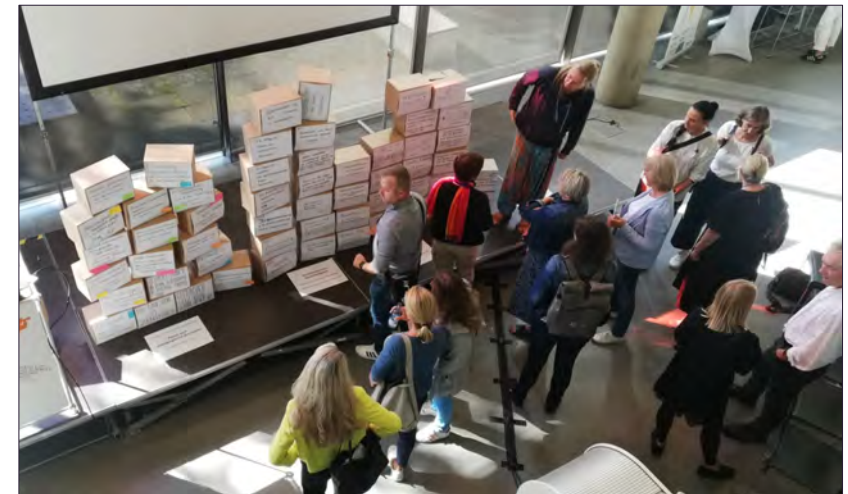
As schoolbuilding consultants, we understand that school calendars can fill up well in advance. While it may sometimes be necessary to work around these schedules for a new construction project, it may not always be as easy for a project focussed on existing learning environments. We have taken this into account by offering various options:

- Brief (1.5 hours at the end of the school day): a pedagogical evaluation of existing learning environment(s) on-site with the involved users, concluding with concrete agreements which kick-start an improvement process. This approach is described in the Pedagogical Post Occupancy Evaluation.
- Full-day (8 hours) training on Learning & Learning Environments, also suitable as preparation for a new schoolbuilding project.
- In-service training (8-12 hours, depending on the selected modules) alongside participants from other schools.
- Tools for individual use, such as the 'Index of Learning Environments'.

2.4 Participants

As a result of our choices, all types of users can participate: school leadership, teachers, students and pupils. Practice has also proven this; our trial courses had a wide variety of participants. Other interested parties, such as school construction consultants, process facilitators, administrators and architects, were also welcome. The evaluation showed that they not only gained new knowledge but also appreciated and planned to use new working methods.

The training is also suitable for a 'Train the Trainer' approach, to expand its reach and impact. The number of participants is approximately 24, with a possibility to expand to 36. For a full-day training, it is possible to increase this number: for example, by doubling the course and organising it simultaneously round different themes.



During a study day at the Hochschule Wismar, 135 participants took part, divided into 4 groups with the following 4 themes:

- 1) Learning & Learning Environments
- 2) School & City/Village
- 3) Architecture & Sustainability
- 4) Process and Costs

The photo shows the results of various PrismaTisch workshops combined around different topics.

Participants' working situations can vary significantly

The educational context and level of autonomy can vary greatly for teachers:

- Primary school students almost always have a fixed classroom plus an adjacent space outside the classroom. Teachers, together with students, create attractive learning environments where students' work is visible for everyone. In the Netherlands, multiple part-time teachers, working together as a team, are often involved with one group of children.
- Secondary school teachers, who work in subject-specific classrooms, laboratories and workshops, traditionally have a strong connection to their teaching space and often ensure an inspiring layout. For example, in art subjects by showcasing students' art, in physics by displaying experiments and information on large posters and in vocational education through projects or practical setups. Teachers of general subjects, however, who may be scheduled in a different room every hour, have fewer opportunities for this. Classrooms often have a neutral layout and do not reflect the subject's atmosphere.
Many schools choose to create subject or age group clusters, which often lead to a subject-specific atmosphere in classrooms and the surrounding cluster areas. The same can be done with clusters based on age groups or a combination of age groups and subject clusters.
- Even for schools that are 'frozen' in a traditional corridor-based layout, there are opportunities to introduce a variety of teaching methods. For example, by creating an opening in the wall of an adjacent classroom or by opening up and converting two classrooms into an open learning space accessible from the corridor.



Existing classrooms converted into Technasium Workshop

3. THE METHOD

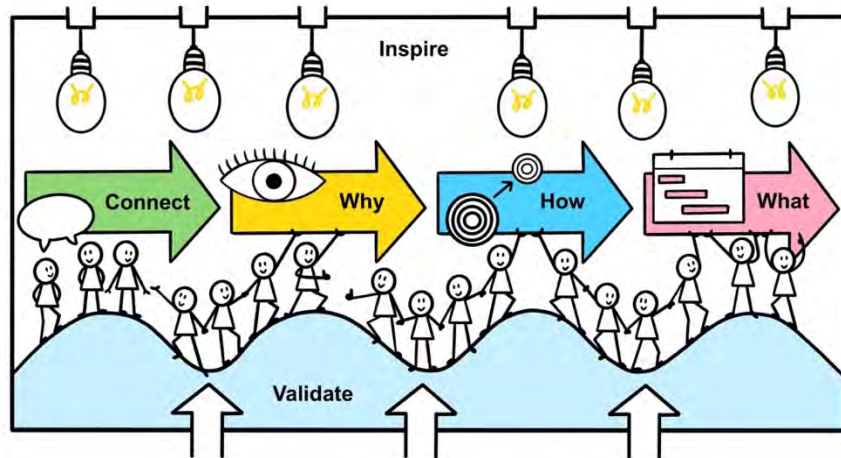
Three principles of organisation

The training is organised around three principles of organisation:

- 1) Looking to the Future, Learning from the Past, Taking Action Today.
Looking to the Future is placed in the programme before Learning from the Past so that evaluating the learning environment (Past) can be compared with the previously formulated desired situation (Future).
- 2) The PrismaTisch participation method serves as the guiding principle of the course and the modules. This method is developed to see and leverage the diversity of knowledge and perspectives from users as an advantage for rich results. This applies to the course itself and is also a learning objective: participants learn to use this method to view the learning environment from various perspectives, which is important because a diverse group of students will be using it.
- 3) The logical structure of a participation process follows 'Why, How, What,' expanded with 'Connect' during the introduction, 'Inspire' by using examples like photos and 'Validate' by testing the knowledge against reality (see Erasmus+ LEA, 'We're Building a School! The Art of Participation in Schoolbuilding').



The MOBI.LE Wheel sets the learning environment in motion by examining it from six perspectives and utilising the knowledge gained to look towards the future, learn from the past and take action today.



4. INFORMATION AND PARTICIPANT PROGRAMME

4.1 What Information Do You Provide?

Provide information only when needed

During the training, participants absorb a lot of information in a short amount of time and their short-term memory for retaining instructions may be limited as a result. Ensure that clear instructions are provided in all variants, written on the table(s), or projected on a screen at each round.

Participants receive verbal explanations and separate worksheets for each round. The facilitator guides them throughout the entire programme, allowing them to focus entirely on the content tasks.

All results are displayed for everyone to see on a large central table.

The materials needed for the start (pen, marker, badge, Post-it notes) are already prepared on this table at the beginning. The general principle is to be thrifty (sustainable) with materials by reusing them as much as possible, especially for the photos (do not glue or write on them).

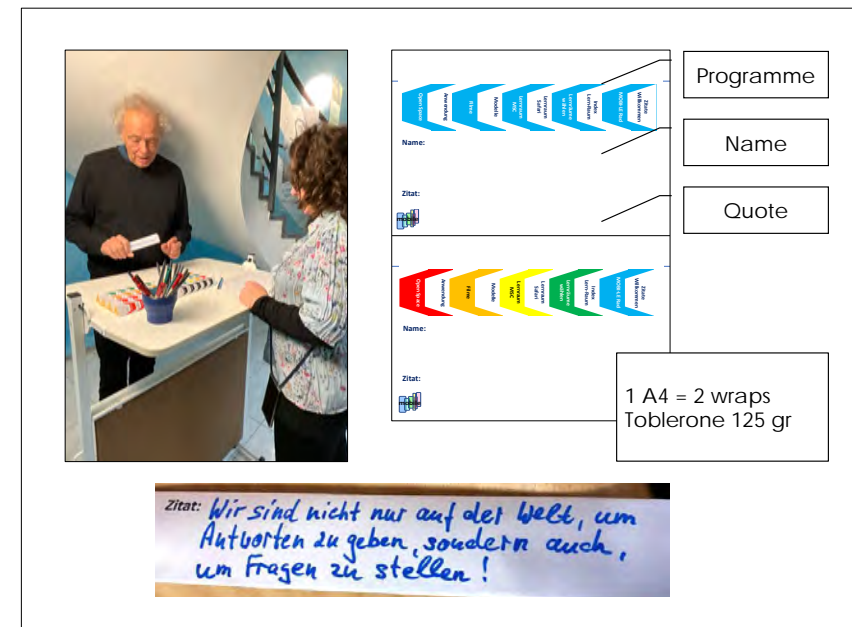
The main principle is KISS: Keep It Simple, Stupid!

Is it wise to use a workbook or workbook?

A workbook for each participant and a script for the facilitator are often like interconnected vessels. If there is a lot of content in the workbook, the script can be as brief as the rules of a board game. Conversely, participants can be surprised when the facilitator only hands out and explains the next task when it's time. This also enhances concentration.

Different variations have been tried, such as a workbook and a workbook. If workbooks are intended as fill-in books to be collected at the end to process the results, the yield is almost never complete. Some notes are personal and sometimes participants want to take the workbook home. It can also distract from the verbal instructions of the facilitator.

Workboxes have also been tried, containing all the necessary materials for each participant, such as name badges, Post-its, stickers, pens, notepads and worksheets.



Participants receive a Toblerone upon arrival, featuring the programme, space for their name and space to write a chosen educational quote as a motto.

However, some participants misplace their workbox and it becomes an "additional concern" for them to carry the box around. Both methods, distributing a workbook/workbox or providing information at the moment itself, have their advantages and disadvantages. Distributing it at the moment provides more flexibility and is less work.

In this course description, all the information about the course is included in the script. Chapter 4 provides more background information about the PrismaTisch method.

4.2 Participants' Programme

For the course, different variants are possible, ranging from short to long. The basis for the example worked out here is a course for 24 people (expandable to 36), starting at 9:00 and ending at 17:00.

Formats include:

- indiv: Individual work (including responding to the work of others);
- all: Plenary presentations/discussions with the entire group;
- colour: 6 groups of 4 people with the same Prisma-colour;
- mix: 4 groups of 6 people with each Prisma-colour represented;
- e&s: 'Explore and sell' work format;
- duo: Working in pairs.

	Connect	The programme is structured according to the stages of a participation process as described in "We're building a school!" The Art of Participation in Schoolbuilding.
	Why	
	Validate	
	How	
	What	

	Time	Min	Name		How	
	1	09:00	00:10	Check-in	Choosing quote, name badge	indiv
	2	09:10	00:20	Welcome	Welcome, goal, programme	all
		09:30	00:10	Intro MOBI-LE	MOBI-LE-Wheel and the 6 colours	all
	3	09:40	00:05	Questioncards	Instruction Index question cards	all
			00:05		6 groups, 4 pers / colourgroep	colour
		00:20	3 questions per colour, make 1 yourself		colour	
	4	10:10	00:10	PrismaTisch	Spread out, 1 question per person	indiv
			00:20		React, expand. Text & Image	indiv
			00:10		Appreciation stickers (6 pieces)	indiv
		10:50	00:10	Break		
	5	11:00	00:20	Building Stones	Building Stones, 3 per colour	colour
			00:40		Presentation, combination, themes	all
		12:00	00:40	Lunch Break		
	6	12:40	00:05	Learning	4 new groups, all colours mixed	mix
			00:05	Space	Choose interesting location in building	mix
			00:10	Safari	Make your own analysis (worksheet)	mix
			00:20		Discuss with the group	mix
		13:20	00:10	Break		
	7	13:30	00:20	MSC-theory	Matching, Stretching, Celebrating	all
	8	13:50	00:30	Model	Model ideal learning environment	
			00:10	Making	Seller presents (do not interrupt)	e&s
			00:10		Scouts feedback (do not interrupt)	e&s
			00:10		Improve plan in own group	mix
	9	14:50	00:30	Presentation	Presentations 4 models, discussion	all
		15:20	00:10	Break		
	10	15:30	00:10	Practical cases	Pitching practical cases, making choice	grp
		15:40	00:30	Advise	Groups advise the cases	tbd
		16:10	00:10	Presentation		all
	11	16:20	00:20	Recap	Recap (2x10 minutes) with worksheet	duo
	12	16:40	00:20	Closing	Tips	all
		17:00		End		

5. FACILITATOR'S SCRIPT

Preparation down to the smallest details

There are already many handbooks that describe the conditions for successful interactive workshops, including the skills required of the facilitator. This coursebook gladly refers to them and focusses primarily on the content of this specific MOBI.LE course.

Thorough preparation in the form of a detailed script is a must for every facilitator. During the session, the facilitator may decide to deviate from the timetables in the script. On the other hand, it is possible to predict in advance which parts may run overtime. For example, when subgroups are working, one group may finish faster than the other. This can be addressed by scheduling breaks in a way that can accommodate these differences.

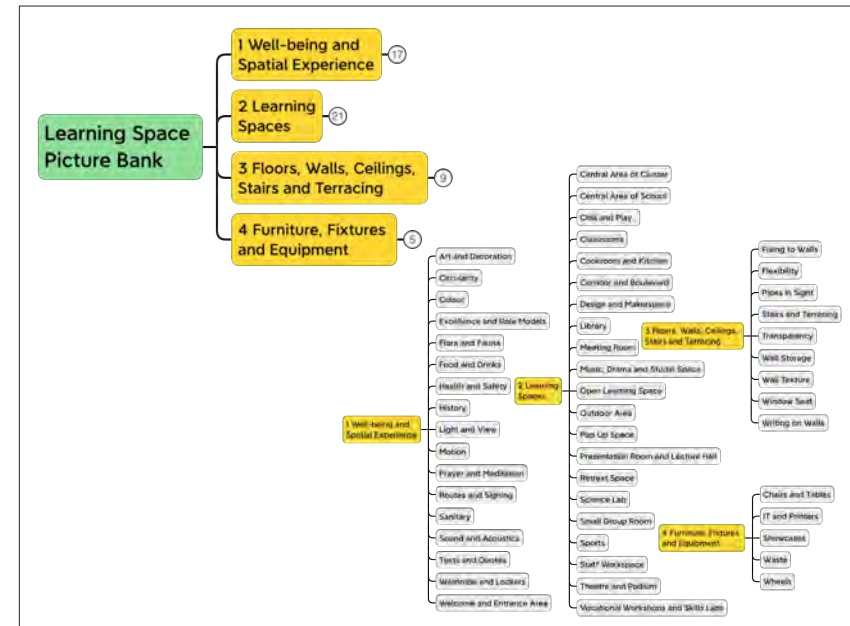
Explanation of the script

For teachers, giving clear instructions is familiar territory. The script describes each step using the following components:

- Why: purpose and necessity for the participants**
 Start with an introduction to the task, define the purpose, how it fits into the bigger picture and what you want participants to achieve. Explain at each step why it is necessary for the intended purpose.
- How: instructions for the facilitator**
 Provide clear verbal, written and visual instructions; use examples to show the type of result expected and the participants' role in achieving it.
- What: time and resources**
 Provide a realistic estimate of the required time. Point out sources, resources and materials. Offer support.

Third Teacher

The statement "The environment is the third teacher" is often attributed to Loris Malaguzzi. According to Malaguzzi, a rich and stimulating learning environment challenges children to develop their creativity, curiosity and investigative spirit. This aligns with what we aim to achieve with learning environments, using the course space itself as an example.



For MOBI.LE, an image bank has been created with approximately 800 photos. These are intended for workshops (not for publication).

5.0 Preparation: the MOBI.LE learning environment

Why: purpose and necessity for the participants

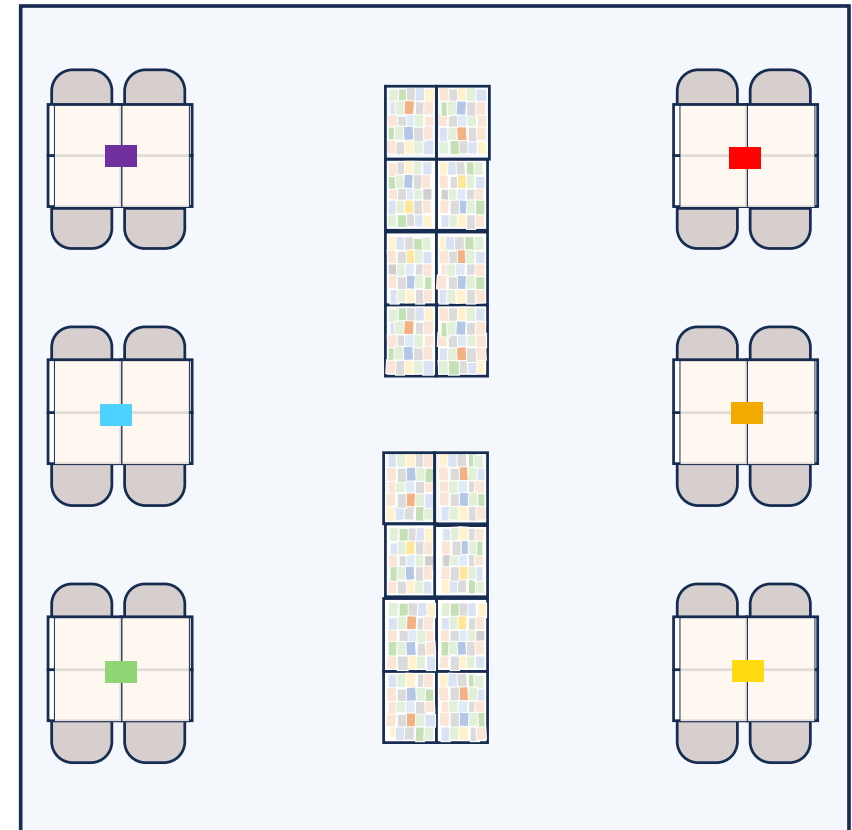
For a course on learning environments, setting up the course environment is an excellent opportunity to let the environment itself 'speak' as the third teacher. Practice What You Preach!

How: instructions for the facilitator

- In the invitation to the participants, ask them to bring a practical case and accompanying floor plans and photos.
- During the training, participants work in various group compositions on a shared result. The layout of the space supports this. The central focus is one (or two) large table(s) with all the photos. The large quantity of images provides inspiration. As the day progresses, all results will also be placed here (on top of the photos).
- The arrangement of the group tables resembles the MOBI.LE Wheel: around this table are 6 other tables, 1 colour per table. Ensure that participants can easily move around all tables and that the photos are always nearby. The photo table is also a meeting place.

What: time and resources

- Time: Take at least 1-2 hours to set everything up.
- Print the 6 Prisma colours on A4 paper. Each colour forms the core of a large sheet of paper (for example, 2 flip chart sheets taped or glued together).
- Place each sheet of paper with the coloured cores on one of the 6 group tables (attach with tape to the table), in the same order as the MOBI.LE Wheel.
- Place the question cards of the same colour next to each coloured core.
- Ensure there is plenty of space on the central table(s) for the many photos.
- Set up tables near the entrance with coffee, snacks and drinks.
- Provide the option for a plenary presentation with a projector.
- Make sure all activities can take place in one large room; a school always has at least one large space and plenty of tables and chairs.



Schematic example of the required space: the square is 8 x 8 metres. The starting point is for each colour: 4 student tables with 2 flip chart sheets on top (taped or glued together). The photo tables are centrally located. Ensure a short distance to the photos and easy movement around the tables.

5.1 Check-in (10 minutes)

Why: purpose and necessity for the participants

Participants...

- are inspired by what they see when they walk in;
- are encouraged to embrace their passion for learning;
- feel connected to the subject and each other;
- explore the rich and well-thought-out MOBI.LE learning environment and are influenced positively by the careful preparation.

How: instructions for the facilitator

- Upon participants' arrival, ask them to read the educational quotes (bookmarks) on the large table, choose one and write their own name on the back. They can use these as badges. Also, provide a copy of the programme on the group tables for everyone to see.
- check-in encourages participants to explore the space and engage in initial interactions with other participants. Ensure that coffee is readily available nearby.
- Ask participants for permission to take photos.

What: time and resources

- 10 minutes, possibly allowing for early arrival up to half an hour earlier.
- 100 different bookmarks (part of MOBI.LE materials).
- 500 photos of learning environments.

Per participant (24 participants).

- A4 with programme plus MOBI.LE wheel
- 1 pen, 1 mm (not thick), various colours (return pen at the end of the course).
- Ballpoint pens for those who don't have one.
- Notebooks (optional).
- Post-it notes.



In Düsseldorf, there are 100 different quotes in the stairwell. These are also available as prints ('bookmarks').

New participants have not yet taken the course.

This is stating the obvious, but it does have implications for managing all expectations. Many participants will, for example, expect the course to focus mainly on the choice and arrangement of tables and chairs.

Whilst that is important, the course covers much more - and includes topics that are new. The cards with quotes and the concept of 'the learning environment as Third Teacher' are helpful in taking Learning as a starting point.

	Time	Min	Name	How
1	09:00	00:10	Check-in	Choosing quote, name badge

5.2 Welcome and Introduction (20 and 10 minutes)

Why: purpose and necessity for the participants

Participants...

- understand and recognise the reasons, objectives and necessity of the course;
- get to know each other in an active manner without a long introduction round;
- receive practical information and have the opportunity to provide specific details themselves.

How: instructions for the facilitator

- On the walls are large cards with the words North-East-South-West. Ask everyone to stand in the direction they come from. Who lives farthest away?
- Devise more questions to get people moving. For example: who works in primary education and who works in secondary education?
- Show the daily programme through a series of images of what everyone will experience today.
- Highlight the connection between the programme structure and the MOBI.LE Wheel (Looking to Tomorrow, Learning from Yesterday, Acting Today). This is the bridge to the next part, Introduction to MOBI.LE.

What: time and resources

- 20 minutes
- Print or write 4 A4 sheets with North-East-South-West
- Create a presentation of the daily programme (can be customised)
- Present it to the entire group



Preparing the photo table

	Time	Min	Name		How
2	09:10	00:20	Welcome	Welcome, goal, programme	all
	09:30	00:10	Intro MOBI.LE	MOBI.LE-Wheel and the 6 colours	all

Introduction MOBI.LE (10 minutes)

Why: purpose and necessity for the participants

Participants...

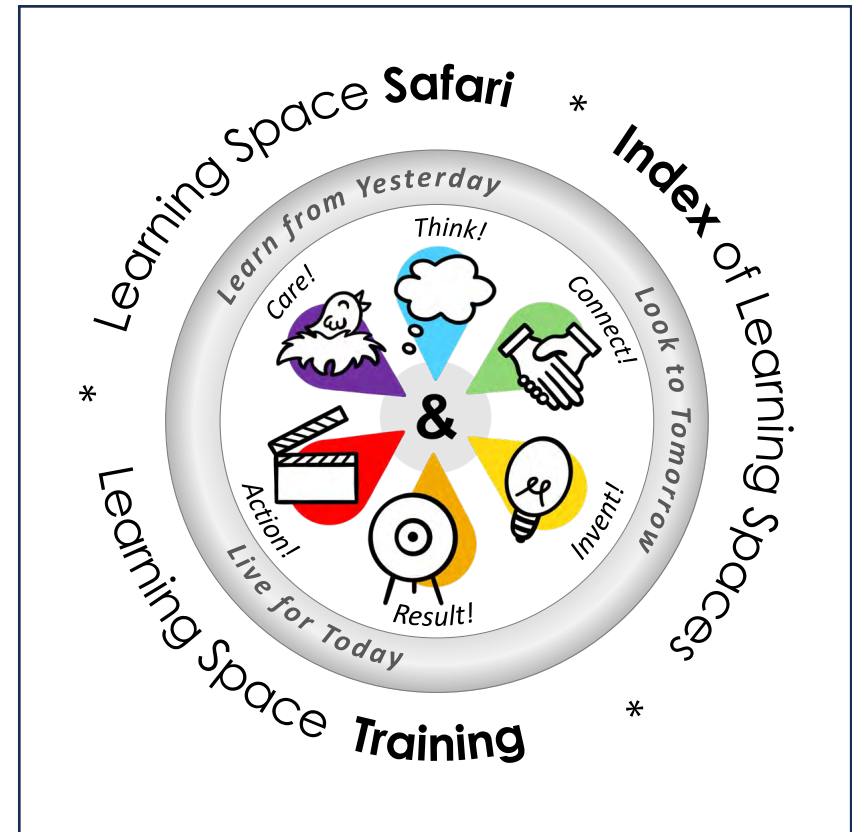
- become interested in the MOBI.LE Wheel with its 6 colours and the three-part approach 'Looking to Tomorrow, Learning from Yesterday, Taking Action Today' as the guiding principle of the course;
- understand the importance of diversity as a starting point and recognise the 6 colours as a tool to clarify differences;
- understand that the colours represent thoughts and not people;
- feel that the course aligns with their expectations.

How: instructions for the facilitator

- When presenting, ask participants to pay attention to which colour they would like to begin with later on. Explain that all colours will be covered afterwards.
- When describing the colours, leave room for participants' imagination and their own interpretation. A detailed presentation is not necessary.
- Keep it light: the model is a tool, not a science. It's not about the boundaries between colours; they blend into each other.

What: time and resources

- 10 minutes
- Instruction with a projector: show images of the colours
- Presentation to the entire group



With the development of:
the Learning Space Safari (Learn from Yesterday, purple-blue),
the Index of Learning Spaces (Look to Tomorrow, green-yellow)
and
the Learning Space Training (Live for Today, Orange-red),
all 'colours' are addressed in the training.

5.3 Question cards (30 minutes)

Why: purpose and necessity for the participants

Participants...

- are encouraged to draw upon their interests and expertise;
- are challenged by thought-provoking questions to consider which questions are important for the future;
- are encouraged to ask questions without already knowing the answers;
- become interested in the Index of Learning Spaces.

How: instructions for the facilitator

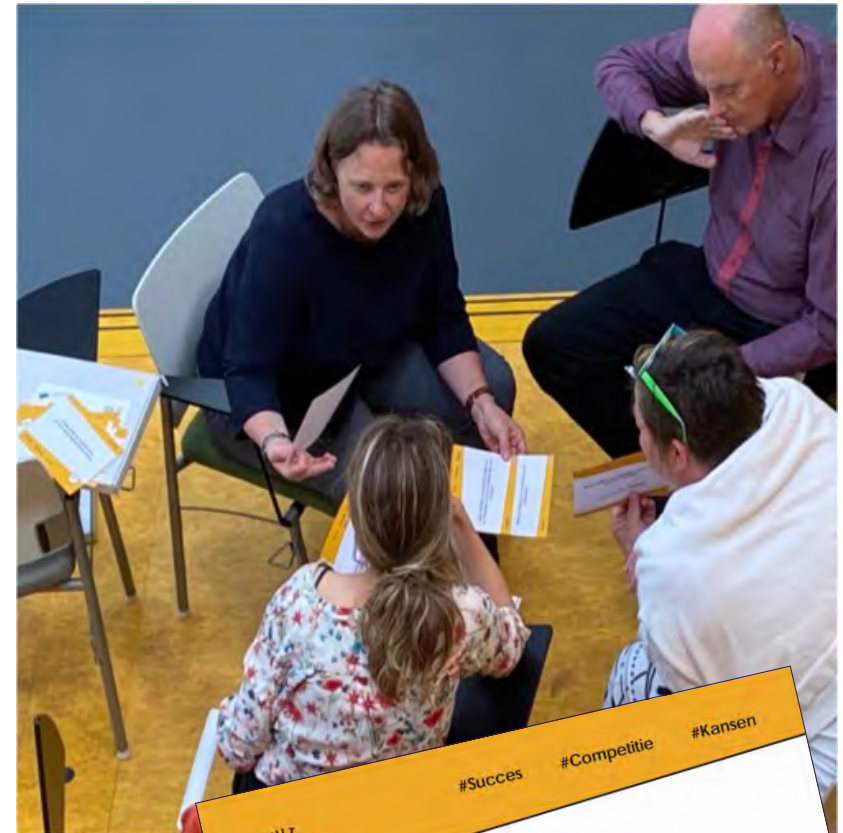
- Ask participants to stand next to their favorite colour, ensuring an equal number of participants per colour (for example, 4 per colour, totalling 24).
- Meanwhile, more than 120 question cards have been developed, 20 cards per colour. On the front is a question and on the back are support questions and/or an inspiring quote.
- Ask each group to choose the three most relevant cards from these and add a self-devised question.
- Then, place the cards in pairs on both sides of the coloured core.

What: time and resources

- 5 minutes instruction for the task
- 5 minutes forming groups
- 20 minutes choosing 3 question cards and writing an additional card

Other

The question cards are derived from the Index of Learning Spaces. There, they are used to deepen a theme chosen by the participants with the help of the Appreciative Inquiry method.



	Time	Min	Name	How	
3	09:40	00:05	Questioncards	Instruction Index question cards	all
		00:05		6 groups, 4 pers / colourgroep	colour
		00:20		3 questions per colour, make 1 yourself	colour

5.4 PrismaTisch (50 minutes)

Why: purpose and necessity for the participants

Participants...

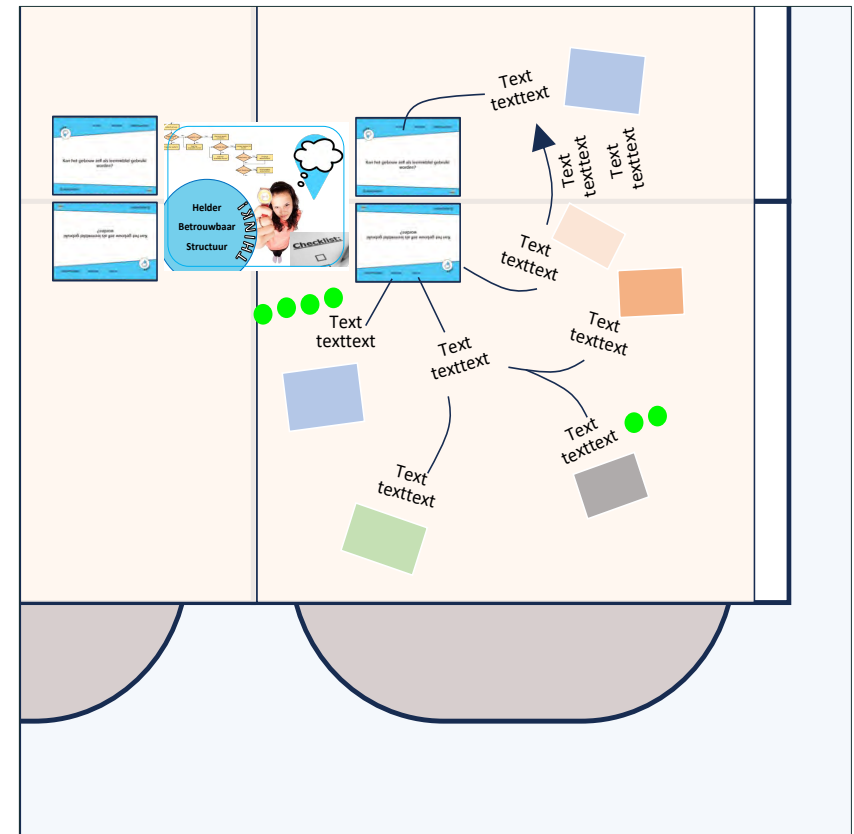
- can express anything they like about this topic;
- feel acknowledged and heard;
- are triggered by the questions and inspired by the images;
- share knowledge and learn from each other;
- feel competent as individuals and as a group, proud of the collective result.

How: instructions for the facilitator

- Ask participants to first study all the questions and then choose the question they wish to begin with. One question per person: there are 24 questions and 24 participants.
- Warning: Only what is written on the table counts and will be included in the final report. The rest will likely be forgotten.
- Start! Everyone writes a brief answer to the question, finds a picture to go with it and leaves plenty of space for others.
- Go! Everyone walks around the table, responding in writing to texts, introducing other topics, answers, or associations and using photos as desired. Create a collective, large mind map in this way.
- Once the table is filled with writing, give each participant 6 appreciation stickers and ask them to distribute them as 'Likes' to what's on the table. Multiple stickers on one text (or photo) are allowed. Do not stick them on the photos (photos will be reused).
- It's important that everyone reads everything and thinks about it.

What: time and resources

- 10 minutes: Write text for the first question.
- 20 minutes: Respond and expand.
- 10 minutes: Place appreciation stickers.
- 6 green appreciation stickers per participant.



On both sides of the coloured core, there are a total of 4 question cards (including 1 self-written). In a brief amount of time, a mind map of texts, photos, comments, drawings and more emerges. The green stickers represent the likes given by the participants.

	Time	Min	Name	How	How
4	10:10	00:10	PrismaTisch	Spread out, 1 question per person	indiv
		00:20		React, expand. Text & Image	indiv
		00:10		Appreciation stickers (6 pieces)	indiv

5.5 Building Blocks for Policy (60 minutes)

Why: purpose and necessity for the participants

Participants...

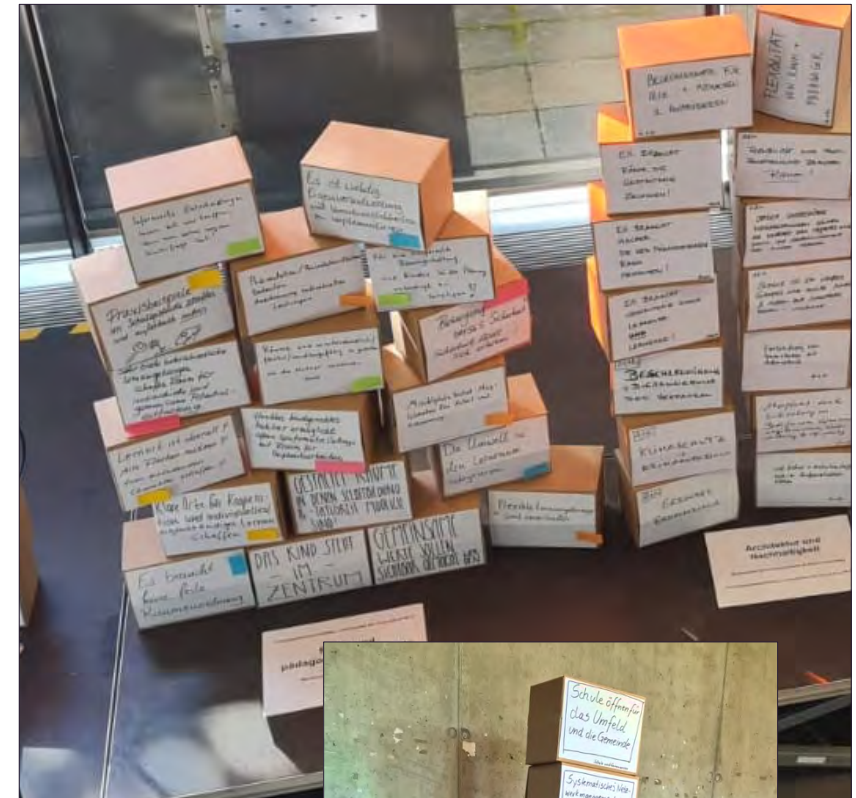
- have explored and documented extensively (diverging); the outcome may seem diffuse and now is the time to draw conclusions (converge);
- analyze the results of the free brainstorming session in the previous round;
- engage in discussions with each other to determine the most important conclusions;
- develop a sense of concreteness and decisiveness;
- combine the outcomes from different tables.

How: instructions for the facilitator

- Ask participants to return to the table (colour group) where they started.
- Request each colour group to analyze everything that has been written down in their colour category and condense it to a maximum of 3 robust principles. The table should serve as inspiration, but they can also draw from their own insights. The principles do not need to (although they can) directly correspond to the 4 questions on the table. Write down the principles on A4 sheets of paper and attach them with paperclips to the 3 boxes (building blocks), one per box.
- The boxes are stacked on the colour table and each colour group provides a brief explanation before placing the building blocks on the central table.
- Examine which principles belong together. Create towers of related principles together.
- After all the blocks are in place, engage in a discussion about which combinations of blocks make sense and what main themes emerge.

What: time and resources

- 20 minutes discussion about conclusions
- 40 minutes joint discussion
- 18 cardboard boxes (A4)
- Large paper clips or removable tape



	Time	Min	Name		How
	5	11:00	00:20	Building Stones	Building Stones, 3 per colour
			00:40		Presentation, combination, themes
					colour
					all

5.6 Learning Space Safari (40 minuten)

Why: purpose and necessity for the participants

Participants...

- get energized by leaving the course room;
- work in a different group composition;
- explore the space like explorers;
- can apply their newly acquired knowledge;
- practice with the Learning Space Safari worksheet;
- share insights and learn from each other.

How: Instructions for the facilitator

- Form 4 mixed groups, with all 6 colours represented. No one in the new group encounters anyone from the previous group.
- Determine in advance which learning environments are interesting to evaluate.
- Distribute the worksheets and briefly explain them.
- Each participant first conducts their own analysis and then discusses it with the group.
- Suggest that each group appoint a timekeeper.
- Make a round to visit the groups (know where they are).
- Emphasize the importance of returning at the agreed-upon time.

What: time and resources

- 5 minutes: Form new groups
- 5 minutes: Move to an interesting place in the building
- 10 minutes: Conduct your own analysis on the worksheet
- 20 minutes: Exchange thoughts with the group
- 24 Learning Space worksheets (1 worksheet for each participant)

Other

The Learning Space Safari is well-suited as an observation guide for a study trip. At the beginning of the guide, it specifies what the participants have formulated as principles in a previous workshop (such as this course) for each colour.

The worksheet consists of six colored boxes, each representing a category with a list of values and a vertical scale from + (top) to - (bottom):

- Care! (Purple):** Waarden, Tradities, Veilig
- Think! (Blue):** Helder, Betrouwbaar, Structuur
- Connect! (Green):** Inclusief, Samen, Relatie
- Invent! (Yellow):** Vrijheid, Synergie, Open mind
- Result! (Orange):** Succes, Kansen, Competitie
- Action! (Red):** Moed, Daadkracht, Autonomie

Below the boxes are four numbered questions:

1. Kijk om je heen en maak een analyse van deze plek door bij elke kleur een streepje tussen de + (positief) en de - (negatief) te zetten.
2. Wat spreekt je aan?
3. Wat zou je willen veranderen?
4. Wat kan je met weinig moeite verbeteren?

A small 'mobile' logo is visible in the bottom left corner of the worksheet area.

In 4 new groups, each representing all 6 colours (mixed groups), participants analyze a learning environment (each group visits a different place). Everyone starts with a quick 'colour scan' of the learning environment by marking a line for each colour. This is helpful for taking a broad look at the environment.

Then, three questions follow:

- 1) What appeals to you?
 - 2) What would you like to change?
 - 3) What can you improve with little effort?
- The results are discussed within the groups.

	Time	Min	Name	How	
6	12:40	00:05	Learning	4 new groups, all colours mixed	mix
		00:05	Space	Choose interesting location in building	mix
		00:10	Safari	Make your own analysis (worksheet)	mix
		00:20		Discuss with the group	mix

5.7 Matching, Stretching, Celebrating (20 minuten)

Why: purpose and necessity for the participants

Participants...

- get a reflective moment after all the dynamics;
- reflect on what makes for a good spatial experience;
- gain insight into a principle (theory) that connects learning with spatiality. This organising principle is helpful in thinking about how spatial organisation and spatial experience can support learning processes;
- become acquainted with the 'And-And' principle.

How: Instructions for the facilitator

- This part is supported by a presentation, with the intention of creating an instructional video in the future.
- For participants, this input provides new knowledge that they highly appreciate. It adds value to the next part of the programme.

What: time and resources

- 20 minutes including discussion
- Expertise on this topic from the presenter.
- Plenary presentation on this topic.



Dr. Spencer Kagan:

matching,
stretching,
celebrating!



Comfort & Adventure
Known & Unknown
Staying & Travelling
Purposeful & Wandering
Rest & Dynamics
Determined & Indefinite
Small & Big
Little & Much
Closed & Open
Place & Landscape
Warm & Cold
Physical & Virtual

And-and, not Either-or



After all the activities in the previous rounds, there is now a moment of reflection.

What contributes to a positive spatial experience?

How are learning and spatial experience connected?

Which contrasts are helpful?

In a presentation with many examples, participants gain insight into various spatial principles.

	Time	Min	Name	How
7	13:30	00:20	MSC-theory	Matching, Stretching, Celebrating

5.8 Ideal Learning Environment Models (60 minutes)

Why: purpose and necessity for the participants

Participants...

- get the opportunity in four groups (the mix groups) to apply all the acquired knowledge and ideas in designing a model of an ideal learning environment;
- get a lot of energy from creativity and the working method;
- work result-oriented as they work towards a presentation.

How: Instructions for the facilitator

- Ensure that the instructions are clear and that the groups can quickly get started. Use an example to illustrate the importance of this component.
- The format only works with strict time management.
- Make rounds to check on the groups to see if they are making progress and not getting stuck.
- Ask for a sketch plus a description of the USPs (Unique Selling Points).
- Encourage the use of building blocks and the En-En theory.
- After half an hour, the group designates a salesperson to present the plan; the other participants act as explorers and simultaneously visit the other groups.
- The salesperson presents the idea and the explorers listen without interrupting.
- After 10 minutes, the explorers provide (unfiltered) feedback and the salesperson listens.

Everyone returns to their own group and improves their plan, focusing on a brief presentation.

What: time and resources

- 60 minutes to develop the models
- Flip-chart paper (at least 2 per group)
- Post-it notes, circles and other materials



With the same building blocks, different combinations can be created that have a significant impact on the functioning and design of a building or the layout of a learning environment. Users can have a significant influence in this regard. One of the questions, for example, is: what do you do within your own (team) area and what do you do outside of it?

	Time	Min	Name	How	
8	13:50	00:30	Model	Model ideal learning environment	
		00:10	Making	Seller presents (do not interrupt)	e&s
		00:10		Scouts feedback (do not interrupt)	e&s
		00:10		Improve plan in own group	mix

5.9 Presentations (30 minutes)

Why: purpose and necessity for the participants

Participants...

- can take a break and relax for a moment;
- gain an overview and broaden their knowledge by seeing the models created by others;
- work towards a third concrete product after the PrismaTable and the Building Blocks for Policy.

How: Instructions for the facilitator

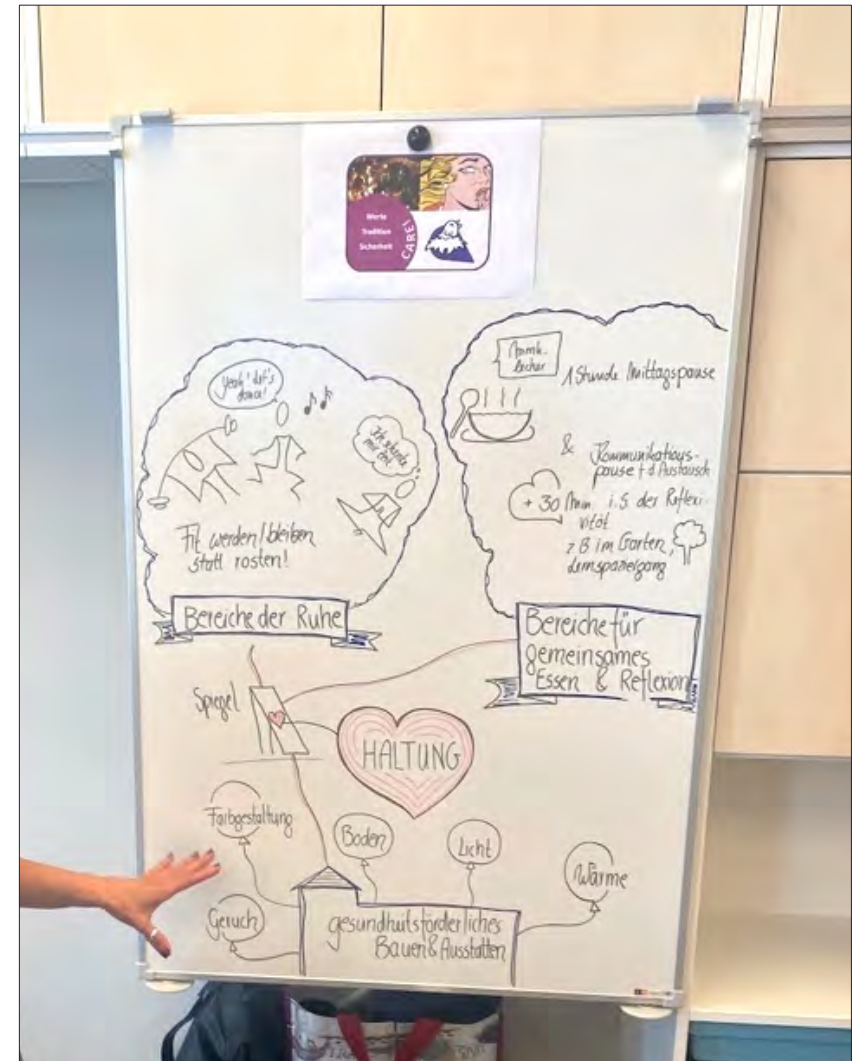
- Each presentation will have a total of 6 minutes, including questions.
- Applause after each presentation.
- The questions are meant for clarification, not for discussion.
- Summarize at the end where the similarities and differences lie.

What: time and resources

- 4 x 6 minutes for presentations, plus 6 minutes for summarizing.
- If a film is used: projector and, for example, the use of AirDrop.

Overig

An alternative is to ask each group in step 8 (Creating the Model) to create a short video presentation with a smartphone. This often leads to a greater focus on the message. During the presentation of the videos, the other participants can watch and relax. Provide additional materials such as "Playmobil actors" for this purpose. One advantage is that the video is a tangible result. The downside may be that not all participants are equally enthusiastic about this approach.



In this workshop, each "colour group" has formulated and presented principles for the ideal learning environment based on each colour.

	Time	Min	Name	How		
	9	14:50	00:30	Presentation	Presentations 4 models, discussion	all

5.10 Practical Cases (50 minutes)

Why: purpose and necessity for the participants

Participants...

- gain energy when a meeting leads to a tangible result;
- can apply their acquired knowledge in practice.

How: Instructions for the facilitator

- In the invitation for the course, ask if there is an interest in bringing in a specific issue within the school or its environment. A practical case can also be about the organisation of the participation process or gaining approval from the board. Mention that a few (but not all) will be chosen as cases to be investigated.
- Have participants briefly indicate what the case is about.
- Ask participants which practical case they would like to contribute to.
- If there are too many cases, often a combination is possible.
- At the end, ask the case presenter about the findings.

What: time and resources

- 10 minutes: Pitching the cases and making a choice
- 30 minutes: Working in groups
- 10 minutes: Asking about the findings
- Flip chart sheets, markers
- Maps/layouts of the cases

Other

- Alternative: Offer an open stage for anyone who would like to present something.
- The structure of the course day is also very suitable for determining the principles for the Programme of Requirements.
- If the course aims to find a solution for a specific situation, this part can receive more attention as follows: Parts 1 through 9 in the afternoon and the evening. A good night's sleep provides a fresh start and new energy. Make everything concrete the next morning. Let it settle overnight and make everything concrete the next morning.



	Time	Min	Name	How	
	10 15:30	00:10	Practical cases	Pitching practical cases, making choice	grp
	15:40	00:30	Advise	Groups advise the cases	tbd
	16:10	00:10	Presentation		all

5.11 Reflection (20 minutes)

Why: purpose and necessity for the participants

- have gathered a lot of impressions, the day has been a rollercoaster;
- get an overview of the entire day through a worksheet;
- can discuss everything with a partner in pairs;
- don't have to present this to the whole group.

How: Instructions for the facilitator

- Ask participants to go through the entire programme in pairs using a worksheet and make notes about which content is interesting and useful for them.
- Let the pairs work at their own pace: it's their time.
- Serve some snacks and drinks.

What: time and resources

- 20 minutes
- Worksheet

	Time	Min	Name	How
	11 16:20	00:20	Recap	Recap (2x10 minutes) with worksheet
				duo

5.12 Closing (20 minutes)

Why: purpose and necessity for the participants

Participants...

- can express a feeling or thought about the day in one word;
- gain insight into how things can progress from here;
- feel proud and celebrate the collective outcome.

How: Instructions for the facilitator

- Explain what the next steps could be, such as advanced modules.
- Ensure that the results, the PrismaTisch table, the photos, the building blocks, the models and the practical cases are visible.
- Consider taking a group photo with the results.
- Thank the participants for their hard work and interesting ideas.
- Also, thank the individuals who made this day possible.
- A post-event drink is an option, but most participants may want to go home after an intense day.
- An evaluation is best done via email within a week after the event. Giving participants some distance from the day will help them reflect and provide valuable feedback.

What: time and resources

- 20 minutes
- If desired, conduct an evaluation via email. There are systems available for this purpose. One method is to send questions via email both before and after the study day. The questions can be designed to reveal the learning outcomes.



During the workshop day, a visual summary was created (by Marayle Küpper) to document the progress of the day. All participants place a Post-it note with their findings on the drawing.

	Time	Min	Name	How		
	12	16:40	00:20	Closing	Tips	all

6. PRISMATISCH METHOD

6.1 What is it?

PrismaTisch is a workshop method in which participants inspire each other, share knowledge and can express their ideas freely. The workshop begins with a central question and encourages participants to explore it from six different perspectives using a long table. Each perspective is represented by a different colour, hence the name PrismaTisch (PrismaTable). The colours and their descriptions are chosen to appeal to the diversity of participants, allowing everyone to find a colour that resonates with their knowledge and ideas. This creates a situation where everyone works on the same main theme but from different perspectives, in which they consider themselves experts. This idea has been applied in various situations since 2013 and has proven to work well every time, both in terms of results and the energy and engagement of participants. Another remarkable aspect is that in every group, the six different colours (perspectives) are always present.

Results that take diversity into account are valuable because it is often a diverse group that will use the results. This also applies to users of new learning environments.

MOBI.LE aims to transform learning environments. In the past, old school buildings were often developed based on an educational vision that strongly assumed an average student and uniform treatment of students. Exceptions to this were the educational movements of the 20th century, such as Montessori and Dalton education.

Today, recognising the diversity of students is an important principle in order to provide each student with an environment in which they can thrive. PrismaTisch fully aligns with this concept and the ability to recognise and apply diversity is one of the learning objectives of the MOBI.LE course.



Example of a centrally arranged PrismaTisch. The photos are placed in a wide circle around the table; chairs are well-suited for this purpose.

Origin

The PrismaTisch method was conceived in 2013 by Teun van Wijk (school building consultant and facilitator) and Bob van de Ven (organisational consultant and education professional). During participation processes, they noticed that discussions often revolve not only around the content but also around the perspectives from which people view it. These different perspectives can lead to discussions that sometimes seem to unnecessarily exclude each other.

The six colours of PrismaTisch are inspired by the work of Prof. Dr. Clare W. Graves (1914-1986). In his theory, he discusses Drives, which he means as driving forces, things that energize us and drive our emotions and expressions. In short, he argues that a person is not a static entity but an adaptable being who adjusts to changing life circumstances. New circumstances require new rules for thinking and acting. As a result, a person develops new drives throughout their life, which are added to the drives that were already formed. This results in a model with six drives, each represented by a different colour.

Development of PrismaTisch

Graves' theory focusses on individual development and understanding how one functions in a group. In his theory, he describes the sequential nature of drives, which are related to the life stage in which they are believed to have emerged.

Graves' theory is no longer supported by current scientific research, but it does provide a practical model for assigning a "colour" to a wide range of thoughts and opinions. PrismaTisch uses these drives/colours not as a model for personal development but as a tool in a workshop aimed at achieving a group result. In a learning environment where different users are learning and working, the entire colour spectrum described by Graves will always be present, including all the intermediate colours and colour combinations that can be created from them. Individual participants' preferences for a particular colour are not relevant; what's important is that all colours are considered. All colours are equally relevant and there is no hierarchy, origin, sequence, evolution, or development of perspectives (colours). In PrismaTisch, colours represent content: thoughts and ideas.

ICSadvisers has applied the workshop, including its predecessors, to more than 200 school building projects and has continuously developed the approach further. PrismaTisch has been used as a method in schools, universities, healthcare organisations, sports organisations, government entities, neighborhood residents and industry associations. Workshops have taken place in the Netherlands, Belgium, Germany, Norway and Oman. The various questions, organisations and numbers of

Example of a discussion.

A school's education development working group is composed of "real future thinkers." Their recommendations are presented to all staff members. However, the staff's reactions are different than expected:

"It's a very abstract story; in the end, it's about people, right?"

"Is it even feasible? Dreaming is nice, but we should also dare to think!"

"Everything seems to be thought out already; is there still room for experimentation?"

"Are you considering that we still need to achieve results?"

"On what problem is this the answer? Isn't everything going well now?"

"Will parents and students still choose our school in the future?"

A heated debate ensues with seemingly incompatible views. But aren't these all relevant questions? Isn't it all valuable to think about? PrismaTisch draws on these different perspectives.

participants have led to various variants, some of which are described in this chapter.

MOBI.LE / PrismaTisch Applications

The MOBI.LE project has provided an impetus for the further development of PrismaTisch:

- The Index of Learning Spaces has organised its collection of (200+) questions according to the same colours, making it possible to use the cards as an intermediate step in a PrismaTisch workshop. Participants are challenged and inspired to ask themselves new questions about the future. This adds clear value to the process.
- The Fotoheap (a large table with a pile of photos) has been further developed. A large number of photos (800+) have been collected and categorized, showing different facets of the learning environment. This creates a rich and inspiring course environment.
- The evaluation methods developed for MOBI.LE, PPOE (Pedagogical Post Occupancy Evaluation) and the Learning Space Safari also make use of the PrismaTisch colours. This provides a broad analysis of the environment and aims to encourage participants to look at an environment from different perspectives and empathize with the experiences of the users.
- The Learning Space Safari is part of the MOBI.LE Course and can also be used separately, for example, during a study trip.
- In various test versions of the MOBI.LE Course, experimentation was conducted with more or less freedom/structure. The assumption was that more structure would lead to greater depth and, therefore, "more course." However, it was found that this approach sacrificed creativity and the ability to respond to each other's findings. Ultimately, the decision was made to use the PrismaTisch colours as a tool to broaden participants' perspectives. This leads to inspiration and creativity. The reverse process (converging), such as wanting to categorize an existing outcome into the 6 colours, is less suitable for PrismaTisch. This is also not the goal of the PrismaTisch method. The rich outcome of a PrismaTisch workshop reveals thematic content related to different colours. It's about these themes, not the colours they have. The colours are merely a tool to achieve a rich outcome.
- The COVID-19 pandemic coincided with the MOBI.LE period. This led to the development of an online version of PrismaTisch, which has been applied

several times and also proved to function well. A combination of Mural or Miro (work canvas) and Miibo (virtual workshop space) was used for the online variant. Online PrismaTisch offers various advantages. The large collection of photos is easily deployable and manageable. Participant input can be spread over multiple days. There is no travel time and geographical distances are not a hindrance.

- Until now, PrismaTisch had only been briefly described. With MOBILE, the method is being published and made available as a method for everyone.

6.2 The Benefits of PrismaTisch

The benefits of PrismaTisch are as follows:

- **Leveraging Participant Expertise:** PrismaTisch taps into the expertise of participants, often uncovering hidden knowledge and ideas. This leads to a rich diversity of ideas that are integrated into the discussion from the outset, contributing to the collective outcome.
- **Collaborative Learning:** PrismaTisch promotes collaborative learning, a crucial theme for educational organisations. It supports learning for both students and the school itself as a learning organisation.
- **Encouraging Free Thinking:** It encourages free thinking and aims for a comprehensive outcome where every voice can be heard, aligning with a democratic school culture.
- **Boosting Participant Engagement:** Participants typically respond with enthusiasm and energy, making it an effective tool for team building and often serving as a kick-off for a larger process.
- **Balancing Learning Dimensions:** PrismaTisch balances the aspects of learning from the past, looking towards the future and taking action today, as these dimensions are represented in the various colours.
- **Demonstrating Diverse Group Collaboration:** It showcases how a diverse group can collaborate effectively and achieve results in a short timeframe.
- **Stimulating Creative Thinking:** The combination of visual imagery and text stimulates creative thinking. Surprising images from external sources provide inspiration and expand the space for ideas.
- **Equal Participation:** Participants respond to each other through writing, drawing and selecting appropriate images from a carefully curated photo



The learning environment resonates with the diversity of users.

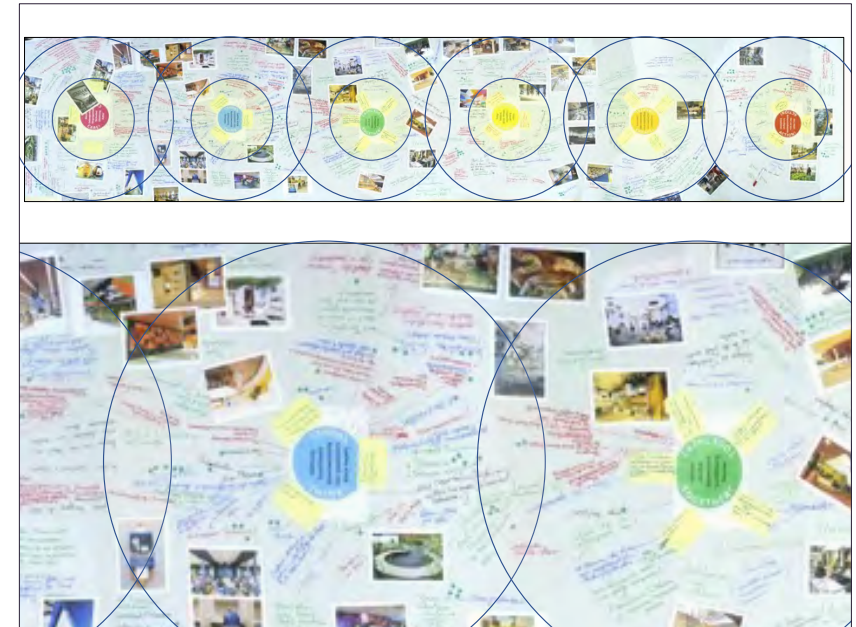
collection. This ensures equal and substantive contributions, regardless of individual communication styles.

- **Structured Processing:** An approach has been developed to process the abundance of information into a clear, shared direction.
- **Inter-organisational Knowledge Sharing:** PrismaTisch is suitable for different organisations looking to share knowledge or planning to collaborate closely.
- **Integration with Other Activities:** The workshop can be effectively combined in a single session with other elements of a housing project, such as model development and scenario analysis.
- These advantages make PrismaTisch a versatile and valuable tool for fostering collaboration, creative thinking and problem-solving in various contexts, particularly in education and organisational development.

6.3 Explanation of the colours

Detailed or concise description of the colours

Each colour is summarized in a few images, an icon, one main word and three supporting words. In the explanation to the group, they receive more clarification. This also serves to address different learning styles: visual, reading and auditory. Participants also quickly recognise the concise description and engage with it in their own way. Thoughts they write on the table may not always correspond to 'the correct colour', which is not relevant. The PrismaTisch works like a fishing net with fine meshes; after all thoughts have been 'caught', the process of selecting themes that have emerged on the table begins. The descriptions on the following pages are more than just four words but still remain concise. Under Education and Learning Environment, you can find examples of topics that may come up in a workshop. It is not intended to mention these topics in advance of the workshop, as that would be too directive. Of course, not all themes can always be neatly categorized into one colour box.



In this PrismaTisch example, educational principles are first formulated for each colour in the inner circle. The consequences for the learning environment are then outlined in the outer circle. For a deeper exploration of the 'inner circle,' MOB.LE uses the 'Index' cards.

Purple: Care!

Values, traditions, safety, culture, atmosphere, mood, feeling, sense of belonging, identification, caution, security, protection, history, trust, modesty (the team is important), inclusivity, unwritten rules, rituals, symbols. "There is more between heaven and earth."

Education: Pedagogical Climate

Solidarity, inclusion, recognition, democratic, violence-free school, school with culture and traditional practices, space for developing individual talents.

Learning Environment

Comfort, safety, social safety (bullying), attention to limitations (including neurodiversity), retreat spaces, photos and stories of role models such as famous alumni, nature indoors and outdoors, the history of the school and the location is made visible, local specialties, pride in the city/village, a memorial site present, a prayer room, space for generations (parents, grandparents), space for celebrations, attention to health.

Examples of purple questions

- How can the entrance area provide a warm welcome for everyone?
- What makes students, teachers and other users feel comfortable at school?
- When do you feel like a part of the community?
- What do you need to feel safe?
- How can you recognise the values and traditions of the school culture?
- What opportunities are there for celebrations, commemorations and rituals?
- How is the history of the school made visible?
- What have we learned from the past? What do we want to preserve?
- At what size does a team still function as a team?
- How can we prevent anonymity?
- How can the learning environment contribute to health?
- What can plants and animals contribute to the learning environment?
- How can the school environment influence bullying behavior?
- How can acoustics and indoor climate be improved?



Blue: Think!

Order, transparency, reliability, consistency, structure, clarity, organised, clear rules and discipline, justice, functionality, stability, loyalty, responsibility, attention to detail. "An agreement is an agreement." "Say what you do and do what you say!"

Education: Educational quality and curriculum

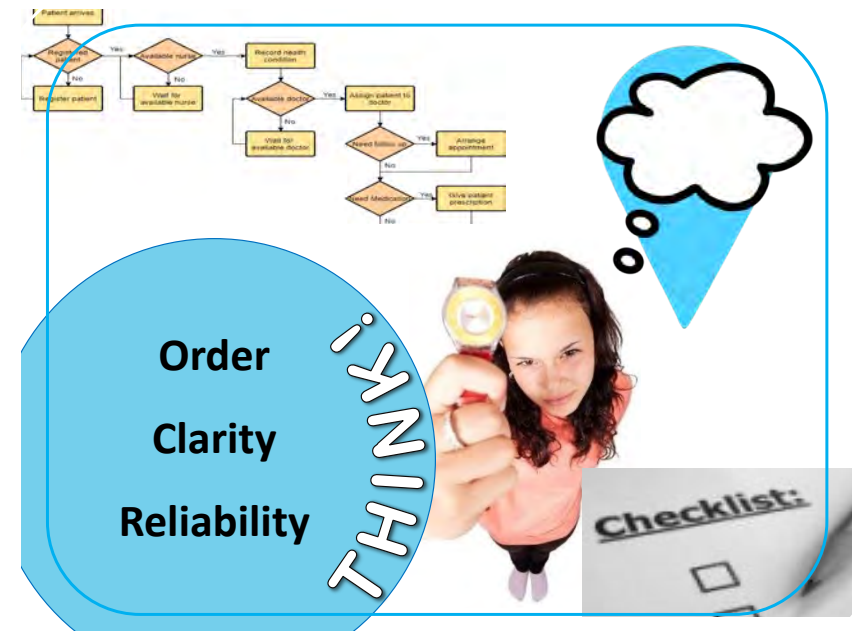
Focus on excellent education, well-thought-out curriculum, effective support for each individual student.

Learning Environment

Fresh, clear, clean, good sightlines, learning materials are in excellent condition, easy to navigate: the way is self-explanatory, house rules are clear for everyone, well-organised schedules, quiet spaces for independent, focussed learning and work, Time-Out spaces.

Examples of blue questions

- What pedagogical approach is visible in your learning environments?
- How do the buildings, spaces and outdoor areas align with the school's profile?
- Can the building itself be used as a learning tool?
- What are the universally applicable house rules in place?
- What is the intention behind these rules?
- Are there places in the school where you can study in a focussed manner?
- What about the routing and findability inside and outside the building?
- Is everything logically placed?
- How can we best organise the school?
- How can the ideal learning environment for (...) be described?
- Which different media are used and how can they be logically integrated into the space?
- Are there unused spaces that can be upgraded into learning and teaching spaces with a bit of paint and a few bean bags?
Does the building give a fresh impression?



Green: Connect!

Diversity, inclusion, collaboration, relationships, diversity, connecting, harmony, engagement, open to everyone, equality, helpful, meeting, charitable, sensitive, attention to the vulnerable, humanity, culture of welcome.

Diversity as a Starting Point for Education

The best possible development opportunities for everyone, taking into account differences in talent, background, gender and performance, individualized education, support in various ways, care structure, collaborating with partners. "It's about the Human being."

Learning Environment

Learning Caves, where students can be together undisturbed, come together in large and small groups as needed, connection with the neighborhood, hospitable, welcoming culture, the school as part of an ecosystem, plants and animals, meeting places everywhere.

Examples of green questions

- What meeting places do we need?
- How can we learn best together?
- How is connectedness visible at your institution?
- How can we agree on the kind of school we want?
- How can everyone participate?
- How can the environment stimulate interaction and engagement?
- How is diversity made visible in the space?
- How inclusive is the design of the school for people with special needs, talents, or disabilities?
- Are all different aspects and areas of diversity taken into consideration?
- How is democracy and equality considered in the design?
- What requirements does collaborative learning place on learning environments?
- What spatial adjustments can support communication?
- How differently are classrooms designed?
- How is the school connected to the neighborhood/community?
- Which extracurricular learning spaces could be collaborated with?
- How can we connect the school with the talents and ambitions of the children?



Yellow: Invent!

Freedom, synergy, open mind, vision, reason, future-oriented, freedom in thinking and action, analyze and understand, innovate, motivation through new ideas, complexity, thought models, see broad complex connections, critical. "It must be correct."

Education: Learning Organisation, Learning Community

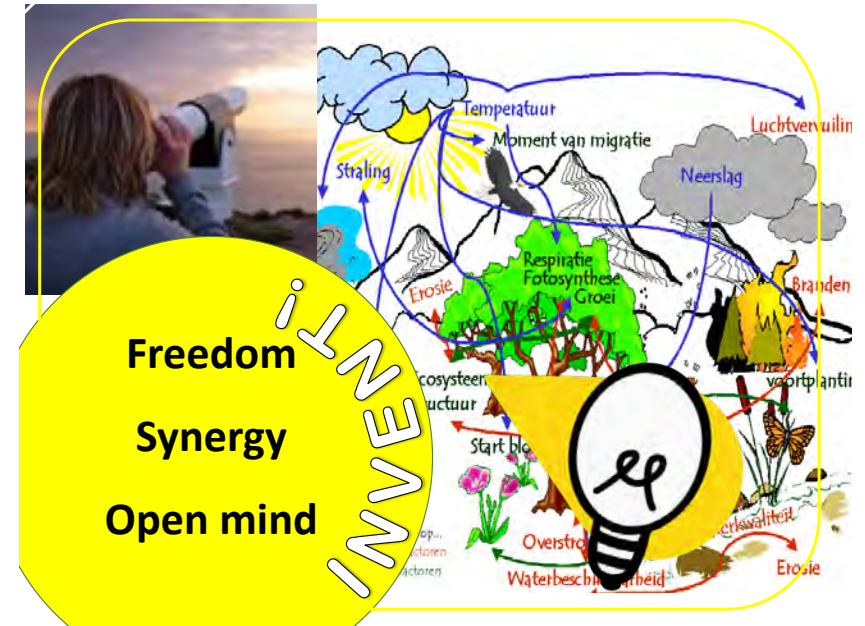
The school acts autonomously, taking responsibility for its own actions. It improves professionally in a self-correcting manner through evaluation and qualification. Maintains contact with the network: other schools, the public, with science, politics and economic and cultural institutions.

Learning Environment

School of the future, new technologies: VR, AR, AI, school as a place and example of transition, WOW places and things, space for experiments and wonder, being a pioneer, space sparks curiosity, brainstorming walls, make every space special, including outdoor spaces, integrating movement into education, connections with the world, outdoor classrooms.

Examples of yellow questions

- How can you tell that the school is a learning organisation?
- How does the space invite wonder?
- What makes the learning environment inspiring?
- Can art contribute to the quality of the learning environment?
- How can learning environments encourage discovery and creativity?
- Which spatial elements support critical thinking?
- What role does the 4C learning model (Critical Thinking, Communication, Collaboration, Creativity) play in the learning environment?
- How do you see the school in 10 years?
- What are the implications of Lifelong Learning for the learning environment?
- What are the effects of AI and AR on the learning environment?
- Why is it important to be flexible?
- Can the school be an example of change?
- What is the school of the future?



Orange: Result!

Success, opportunities, competition, entrepreneurship, being the best, flagship, experimentation, results, performance culture, goal-oriented, focus, ambitious, taking on challenges, stage, applause, effective.

Education: achieving performance

Individualizing, cultivating and objectifying achievements according to the principles of fairness, diversity and transparency. Viewing achievements as a fundamental human good and basic need.

Learning Environment

Distinctive school appearance, the building as a business card, Walk of Fame, challenging and exciting environments, a special VIP Room for guests, trampolines, climbing nets, climbing wall, sports, records, entrepreneurial projects, space for mini-enterprises, pop-up spots, space (indoors and outdoors) for markets and events. "Best School."

Examples of orange questions

- Where can adventures be experienced? Physically - socially - virtually?
- Which spaces offer opportunities for discoveries?
- What do you consider an exciting space?
- What is needed to achieve success?
- Where can successes be presented?
- Where can a "Wall of Fame" be created?
- Are exceptional achievements made visible in the school?
- How can entrepreneurship and initiative be encouraged?
- Where can students compete with each other in a playful way?
- Is the building a business card for the school?



Red: Action!

Courage, fearless, decisiveness, autonomy, power, resolute, urgency, alert to dangers, action, accountability, here and now, impulsive, impatient, alert, fast, territory, confrontational, respect. "I want it now!" And joy, laughter!*Onderwijs:*

Accountability

All actors in the school take responsibility for learning and for the school as a whole. Participation and democracy are key concepts. Learning by doing. Learning Environment

Learning Environment

Space and design that allows you to change the space immediately as needed, space that encourages movement, space to make mistakes, humor, daring to combine the school with other environments.

Examples of red questions

- What stimulates liveliness?
- When and where can you be courageous?
- How can the space encourage movement?
- What needs to be solved as quickly as possible?
- Where are the opportunities for independent work?
- When are learning environments perceived as stimulating?
- Does the space invite spontaneity?
- With which elements can a learning environment be made more cheerful?
- How can the space adapt to different working methods?
- Are we thinking so much about safety that we forget to play?
- How can we quickly make a decision? What can we do in the meantime?



6.4 Examples of PrismaTisch Applications

Programme of Requirements for School Construction

This application is the PrismaTisch method originally developed. Subsequently, the method proved to be equally useful for many other applications related to policy development. The ideal group size is as follows:

- Not too small, as there may be insufficient diversity in the group. For example, 12 people.
- Not too large: a maximum of 36 people, or it can get crowded at the different colours.
- Ideal group size: 24 people. This size is convenient to divide into 6 groups of 4 participants (per colour) and 4 groups of 6 participants (all colours mixed).

Policy plans

The PrismaTisch method is often used to develop policy principles, for example, for a strategic housing plan. The mission, vision and general objectives of the organisation serve as the starting point. Participants are then asked to respond to them from the various colour perspectives on the PrismaTisch.

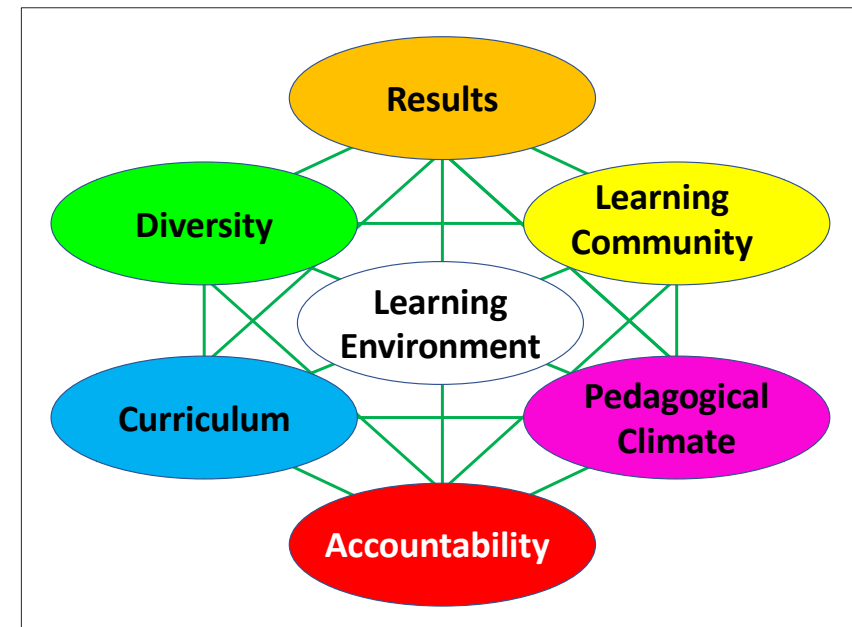
A variation is to follow three rounds:

- Learning from yesterday: How did things go?
- Looking to tomorrow: What developments should we take into account?
- Acting today: What can we initiate in the short to medium term

Marketplan

The PrismaTisch method is aimed at engaging a broad audience. It helps prevent a tunnel vision approach.

- Divide the PrismaTisch in half lengthwise, creating a left and a right half.
- Write on the right side what is important for the market.
- Write on the left side what competencies and products your organisation has to offer.
- The difference between the two provides insight into the choices that need to be made.
- On an individual scale, the same method has been used as preparation for a job application process. What competencies are required (right side)? Where are your own strengths and weaknesses?



Educational aspects influencing the learning environment, linked to the colors.

Large-scale workshop with parallel themes

The first part of the MOBILE course, the PrismaTisch, was applied in September 2023 to 135 participants at a conference in Wismar. Participants came from education (school leaders, teachers, students), government and administration (Ministry of Education, Ministry of Construction, school administrators) and architecture.

At the start, participants could choose from four different main themes. This led to increased engagement and expertise at the various theme tables. The results from the different tables, which served as building blocks for policy, were presented on stage as an additional round, followed by an interesting closing discussion.

The themes in this workshop were:

- Learning & Learning Environment
- School & City/Village
- Architecture & Sustainability
- Process & Costs

A large-scale event requires extra preparation but can have a significant impact.

Example of different ages

The Wim Wenders Gymnasium in Düsseldorf developed plans for renovation and new construction on Schmiedestrasse. Meanwhile, the construction is almost completed.

The PrismaTisch workshop was first conducted with teachers, school management and the school board. The goal was to develop future-oriented principles for education and the school building. The participants were so enthusiastic about the method and the results that they organised a large gathering with parents and children to brainstorm about their future "Traumschule" (Dream School). Approximately 80 people participated.



Discussing the results of the 4 themes.

After an explanation, children, parents and teachers divided themselves among the 6 large tables with tasks for young and old. The children were asked to find photos and create collages around the following questions:

- ▶ When do you feel comfortable at school?
- ▶ What house rules are important?
- ▶ Where would you like to meet your classmates at school?
- ▶ What do you find great in this school?
- ▶ What makes the school exciting for you?
- ▶ What is important to you and your friends?

Parents were asked to express their thoughts in texts. This setting fostered lively interaction between young and old. The outcomes confirmed the earlier results, such as the choice for a small-scale setup in 'learning houses'. There were also additions, for example, the need to make children's books very accessible and to provide space for the exchange of their own children's books.

Online application

Live events generate energy and pride among participants for the results achieved together. An online meeting cannot imitate that, but it has other advantages. The Covid-19 pandemic has given a strong impulse:

- The large collection of workshop photos is easily usable.
- Participants can work on the PrismaTisch at their convenience.
- Distance is not an issue. As part of MOBI.LE, participation has taken place in various events, both nationally and internationally.



Example Workshop for Different Age Groups.

Wim Wenders Gymnasium Düsseldorf.

COLOPHON

The leadership for the development of this MOBI.LE training was provided by Teun van Wijk from the Dutch school construction consultancy firm ICSadviseurs. The training is one of three project outcomes of the Erasmus+ project 2020-1-DE03-KA201-077589 MOBI.LE (Mobilising Learning Environments). The pilot phase was carried out in response to the COVID-19 pandemic during the national lockdowns in the Netherlands in close collaboration with Carolien de Neeve and Ria Sluiter from the Technasium Foundation. Further testing and accompanying evaluations were conducted in close cooperation with Dr. Petra Moog from the NGO Sophia::Akademie, along with Dr. Anke Phillip and Marayle Küpper from the ZfSL, Düsseldorf. The MOBI.LE project results are published on the following platforms/websites in four languages (German, Dutch, Norwegian, and English) and are available as open educational resources for free download:

www.learning-space.eu (Projekt-Webseite)
www.sophia-akademie.de
www.projektlernraum.de
EU-Projektergebnisplattform

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Editor:	Dr. Petra R. Moog
Illustrations	PicturePower, www.picturepower.nl
Image rights	All rights reserved by Teun van Wijk
Bibliographie	MOBI.LE Lernraum-Training - ERASMUS+ Innovation project 2023. 41 pages



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Special thanks:

We would like to thank all participants in the MOBI.LE pilot courses, and especially the critical readers Stacey Knecht and Thomas Hetzel, who provided us with invaluable feedback in Dutch, English, and German. Finally, our special thanks go to Bob van de Ven for his invaluable contribution to the development of the PrismaTisch method.