

# MOBILIZING LEARNING ENVIRONMENTS

## Index for Learning Environments



*Process Guide*

## TABLE OF CONTENTS

<b>Introduction</b>	<b>4</b>
The Index process	6
Execution	7
Process variants	8
Attachment	10
<b>IMPRINT</b>	<b>16</b>



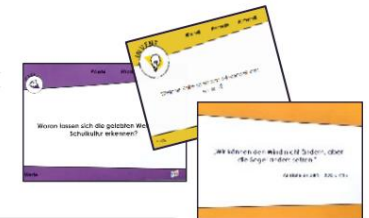
# Introduction

The “Index for Learning Environments” is a pool of open questions and inspiring quotes, combined with a simple but very efficient process format. The index for learning environments is intended to help those involved in schools to set out on their own if they want to improve their educational and spatial situation. Embedded in a four-stage, participatory process, spatial potential can be explored, barriers and resources can be identified and transformed into pedagogical resources.

Until now, there has been no tool available to educators at their own pace to assess and improve the quality or suitability of spaces for learning and teaching. Such an instrument was developed with the index for learning environments. The aim is to improve the quality of learning environments from the classroom to the school garden based on your own school. The basis for the method is the user's own objective and subjective perception. The index is intended to encourage people to become active themselves and not to leave the design of classroom buildings to planning and construction experts alone. Size, light, acoustics and other architectural criteria need to be strengthened, as well as multifunctional practice, flexibility and atmosphere on the basis of pedagogical-social criteria such as work and social forms, cooperative learning, school as a living space, etc. Pedagogical teams have the index for learning environments to strengthen their own learning and teaching practices together with their learners as reflective experts in order to adapt and improve their learning and teaching environments. With the index for learning environments, an efficient, self-taught tool is now available to independently improve the spatial use of the learning environment. A comprehensive set of questions would be developed and followed by a process linked to guide schools through a self-organized process of spatial optimization. In the simplest form, pedagogical teams freely use the openly formulated questions for a self-examination approach

to analyze their pedagogical-spatial culture, organization and practice, and to identify or resolve barriers that limit didactically. Teams set their own priorities for change and evaluate their progress at their own pace. As part of the Mobi.le project

- 7 perspectives,
- 30 topic areas,
- 56 quotes,
- blank cards in all colors for your own expansion



were developed. Extensions, for example on the topic of sustainable classroom buildings, are possible at any time using the enclosed blank cards. The question cards are designed on DIN A5 cards, which are easy to read for everyone at the table during a team meeting and can also be arranged as a topic with several questions.

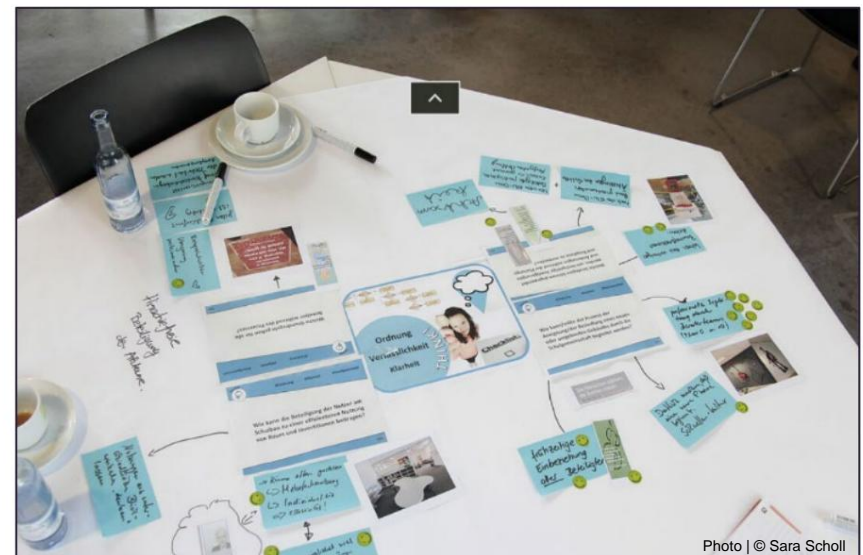


Photo | © Sara Scholl

The development of the index was tested at selected schools that were already dealing with the topic of learning environments or spatial didactic innovation. The challenge was to develop the index so that the process was simple but efficient and can also be used by students and parents, and other newcomers to didactics.

The questions should be stimulating and, if possible, worded in such a way that they open up the topic. Unlike a book that offers insights through a more or less academic channel, the Index aims to reach an interactive audience that analyzes their own learning environment in order to optimize it in their own way.

The learning environment index was not specifically designed for new school buildings with cluster and learning landscapes, but with a view to the approximately 80% of the existing school buildings that will remain as existing schools. It can possibly also be transferred to kindergartens, youth clubs and other educational institutions by adapting the wording.

The idea for the learning environment index came from Dr. Petra Moog in her many years as a school development supervisor in NRW's hot spot schools. Based on the successful index for inclusion (Booth & Ainscow 2016), questions about optimizing formal, non-formal and informal learning and teaching environments were collected with international participation, regardless of country or subject-specific curricula, guidelines or school types. The following professional groups were addressed in workshops, symposiums, working groups, further training courses and network meetings: teachers, educational specialists in all areas of education, university teachers, lecturers, school principals, architects, planners, landscape architects, social workers, as well as parents and pupils.



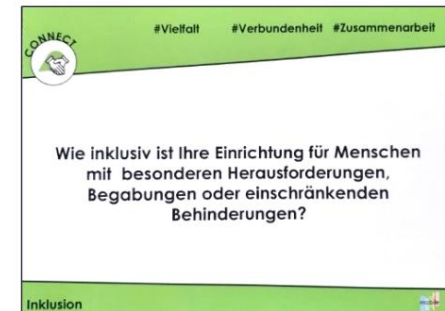
## The Index process

### The cards

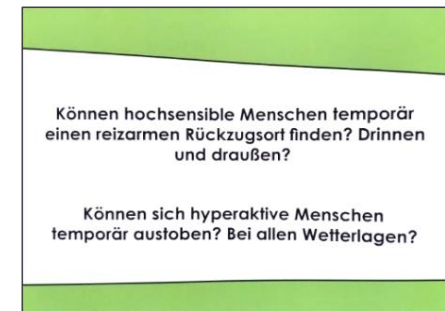
There are 212 index cards in 7 different colors, available for free download in 4 languages ([www.mobile.learning-space.eu](http://www.mobile.learning-space.eu)).

Each card has a front and a back. The front is characterized by an icon (CONNECT - top left) and three hashtags (#Diversity | Connectedness | Collaboration - top edge), a topic area ("Inclusion" - bottom left corner) and the mobi.le logo (bottom right corner).

The back of the card is provided with either one or a maximum of two in-depth questions or a quote that could fit the topic in order to stimulate discussion and the participants' wealth of experience and observations. Cards of one color belong together thematically and could also be designed as a thematic area if the process is to be made more complex. In addition to the 6 colors of the Mobi.le wheel (see Mobi.Le training manual), the index for learning environments also has GRAY as the 7th color with the icon "out-of-the-box", for expanding or future subject areas to be able to address and specifically explode the color category concept according to the "Kill-Your-Darling" design thinking method.



front



back

*Care!*



*Think!*



*Connect!*



*Invent!*



*Result!*



*Action!*



*Out of the box!*

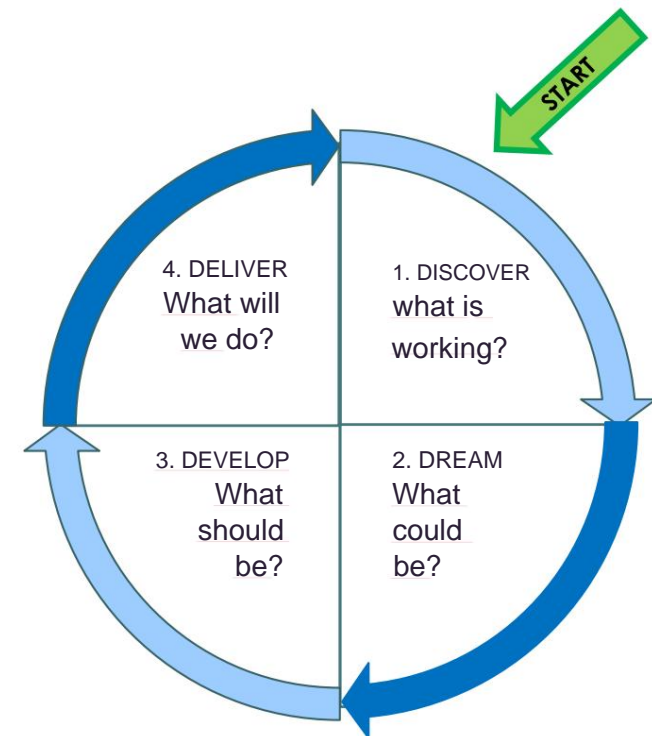


The Index process consists of 4 steps, as shown in the graphic below. This is the Appreciative Inquiry process (see Wikipedia):

1. Discover and appreciate what is!
2. Invent and discuss with each other what could be!
3. Develop and determine what should be!
4. Plan and implement what will be!

## Execution

- Place the card on the table so everyone can read it.
- Make the process flow clear using the diagram.
- Determine which room or area of your school, you want to focus on.
- Read the card question out loud.
- Start the process at point 1 with everyone taking turns speaking. (Method: Think-Pair-Share)
- Document your shared inventory on a poster (1)
- Develop ideas together to optimize the space.
- (Method: Bain Storming) Record the ideas and select which ones should be implemented (2).
- Plan the steps to implementation as precisely as possible (3)
- Implement your ideas and examine the effect after 3-4 months (4)
- Start the process again at (1).



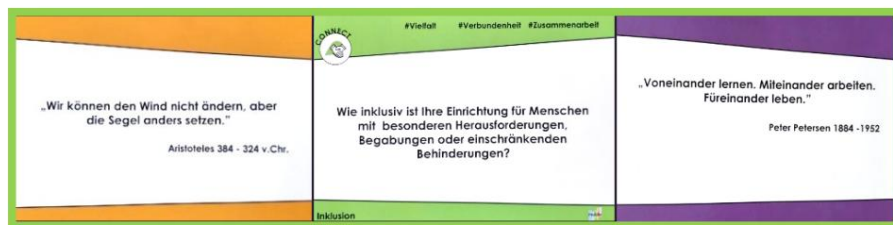
## Process Variants

Instead of a card with a question, you can also combine the index cards with each other or combine them with other processes and procedures and put them together into your own formats. Or put together a topic area: Three examples are shown below. Another example is described with the PismaTisch in the mobile learning room training, which is also suitable for large groups. called atable.

A) Front and back of a card



B) Support a question with quotes



C) Start writing conversations with selected cards or with blank cards so that the participants





## Attachment

### Meaning of colors

#### **Violet: Care!**

Values, traditions, safe, culture, atmosphere, mood, feeling, feeling at home, identification, caution, security, protection, past, trust, modesty (the team is important), inclusion, unwritten rules, rituals, symbols. "There is more between heaven and earth".

#### *Education: Pedagogical climate*

Togetherness, inclusion, recognition, democratic, school without violence, school with culture and traditional customs, space for the development of one's own talents.

#### *Learning environment*

Comfort, safety, social security (no bullying), consideration of disabilities (including neurodiversity), retreat spaces, photos and stories of role models such as famous former students, nature indoors and outdoors, the history of the school and the site is made visible, local Specialties, pride in the town/village, a mediation room, a prayer room, space for generations (parents, grandparents), space for celebrations, health care.



## **Blue: Think!**

Clear, transparent, reliable, consistent, structure, clear, organized, clear rules and discipline, fairness, functional, stable, order, loyalty, responsibility, sense of detail. "A deal is a deal". "Say what you do and do what you say!"

### *Education: teaching quality and curriculum*

Emphasis on excellent teaching, well-designed curricula and effective support for each individual learner.

### *Learning environment*

Fresh, bright, clean, good visibility, learning materials in excellent condition, clear: the path is self-explanatory, house rules clear for everyone, well-organized timetables, quiet rooms for independent, concentrated learning and work, time-out places.



## **Green: Connect!**

Diversity, integration, cooperation, relationship, variety, connection, harmony, commitment, openness to all, equality, helpfulness, encounter, charity, sensitivity, attention to the weak, humanity, welcoming culture.

### *Education: diversity as a starting point*

The best possible development opportunities for everyone, taking into account differences in talent, origin, gender and performance, individualized education, differentiated support, support structure, cooperation with partners. "It's about people!".

### *Learning environment*

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



## Yellow: Invent!

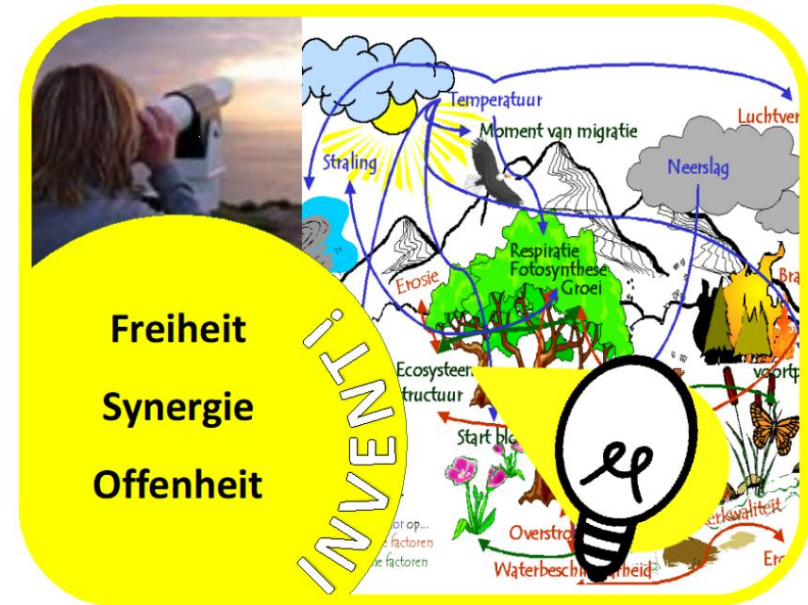
Freedom, synergy, open-mindedness, vision, reason, future-oriented, freedom of thinking and acting, analyzing and understanding, innovating, motivation through new ideas, complexity, mental models, recognizing large, complex connections, critical. "It has to be right."

### Education: Learning Organization

The school acts independently and responsibly. It develops professionally and self-correcting through evaluation and qualification. She maintains contact with the network: with other schools, with the public, with science, with politics, with economic and cultural institutions.

### Learning environment

School for the future, new technologies: VR, AR, AI, school as a place and example of transition, WOW places and things, space for experiments and wonders, being a pioneer, space makes you curious, brainstorming walls, making every room something Making things special, including outdoor space, integrating movement into education, connections to the world, outdoor classrooms.



## **Orange: Result!**

Success, opportunity, competition, entrepreneurship, being the best, signpost, experiment, results, performance culture, goal-oriented, focus, ambitious, challenge, stage, applause, effective.

### *Education: achieve success*

Individualize, cultivate and objectify performance according to the principles of fairness, diversity and transparency. Understand performance as a basic human good and need.

### *Learning environment*

Distinctive appearance of the school, building as a business card, walk of fame, challenging, exciting environments, a special VIP room for guests, trampolines, climbing nets, climbing wall, sports, records, entrepreneurial projects, space for mini-businesses, pop-up spots, space (inside and outside) for markets and events. "Best school".



## **Red: Action!**

Danger perception, courage, action, responsibility, here and now, impulsive, impatient, alert, quick, territorial, confrontational, respect. "I want it now!"  
And fun, laugh!

### *Education: Accountability*

All those involved 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*

Space and furniture that allow the space to be changed instantly as needed, the space encourages movement, space to make mistakes, humor, the courage to combine school with other environments.



# IMPRINT

The development of the index for learning environments was led by Dr. Petra R. Moog from the Sophia::Akademie in Düsseldorf. The index is one of three project results of the Erasmus+ project 2020-1-DE03-KA201-077589 MOBI. LE (Mobilizing Learning Environments). Due to corona, the piloting initially took place in international virtual think tanks with all project participants during the national lock-downs. Test runs were carried out in school development processes by the Sophia::Akademie and in the continuing education workshops of the Technasium Academy with Teun van Wijk. The accompanying evaluation was carried out by the Sophia::Akademie.

The MOBI. LE project results are published on various platforms/websites in four languages (D, NL, NO and GB) and are available as open educational materials for free download:

[www.learning-space.eu](http://www.learning-space.eu) (Project website)

[www.sophia-akademie.de](http://www.sophia-akademie.de)

[www.projektlernraum.de](http://www.projektlernraum.de)

[Projects | Erasmus+ \(europa.eu\)](http://Projects|Erasmus+(europa.eu))

Authors	Dr. Petra R. Moog, Marayle Küpper & Dr. Anke Philipp
Illustrations	Manda Gritter, PicturePower, <a href="http://www.picturepower.nl">www.picturepower.nl</a>
Image rights	All rights reserved by PR Moog unless otherwise stated
bibliography	MOBI. LE Index for Learning Environments – ERASMUS+ Innovation Project 2023. 16 pages



Unless otherwise stated, all content is licensed under Creative Commons License 4.0 CC BY-SA published, ie attribution and distribution under the same conditions. The naming should be done as “MOBI-LE Index for Learning Environments”.



Co-funded by the  
Erasmus+ Programme  
of the European Union

Neither the European Commission nor the project's national funding agency PAD are responsible for the content or liable for any losses or damage resulting from the use of these resources.

## Project partners in the MOBI-LE project

### GERMANY

Dr. Petra R. Moog [Project Manager]  
Dr. Tom Brueggemann

**SOPHIA**  
::AKADEMIE::

Dr. Anke Philipp  
Marayle Küpper

**ZfsL Düsseldorf**  
Zentrum für schulpraktische Lehrerbildung

### NETHERLANDS

Teun van Wijk  
Marieke Slits

**ICS**  
ADVISEURS

**Technasium**

Ria Sluiter  
Carolyn de Neeve  
Anne Schellekens

### NORWAY

Siv Marit Stavem  
Espen Stostrand

**Norconsult**

Helene Damsgaard  
Jorun Lovoll  
Liv Nordby  
Sissel Holemark Kongsrud

**Oslo**

### Special thanks

We would like to thank all participants of the MOBI. LE pilot courses and especially with the consultants for educational architecture from QUA-LiS NRW, who, as “critical friends”, gave valuable advice on the further development of the index cards. A special thank you goes to Elke Dabringhaus for her support with the graphic design.