

Teaching Concept - Learning with Objects in Hybrid Settings: A Didactic Approach

The Learner Journey




Student Persona

Name: Yulia Ivanova
Age: 25
Gender: Female
Nationality: Ukrainian
Field of Study: M.sc. Urban Studies
University: Bauhaus Universität Weimar

Bio: Yulia completed an undergraduate degree in Urban Planning at the University of Kiev. She has a passion for preserving cultural heritage and decided to pursue a MSc in Germany to gain more international perspectives on the subject. Due to the political situation in her home country, she would like to continue living and working in Germany after studying. To aid her job profile, she is interested in mastering more complex architectural software and digital modelling tools during her studies and plans to take an intensive German course after graduating.

Goals: To learn more about AR / 3D processes and how to transfer this to her field of study

Hopes: To be able to present elements of her master research into into various digital and visual mediums.

Worries: not being able to access to the right technical equipment or software. 

Touchpoints

Course Instructors: For clarifications on course content


Guest Researchers: To provide "real life example" contexts

Moodle Room: For discussions, announcements, and resources


Classmates: Opportunities to collaborate and discuss ideas, share resources, and work together.

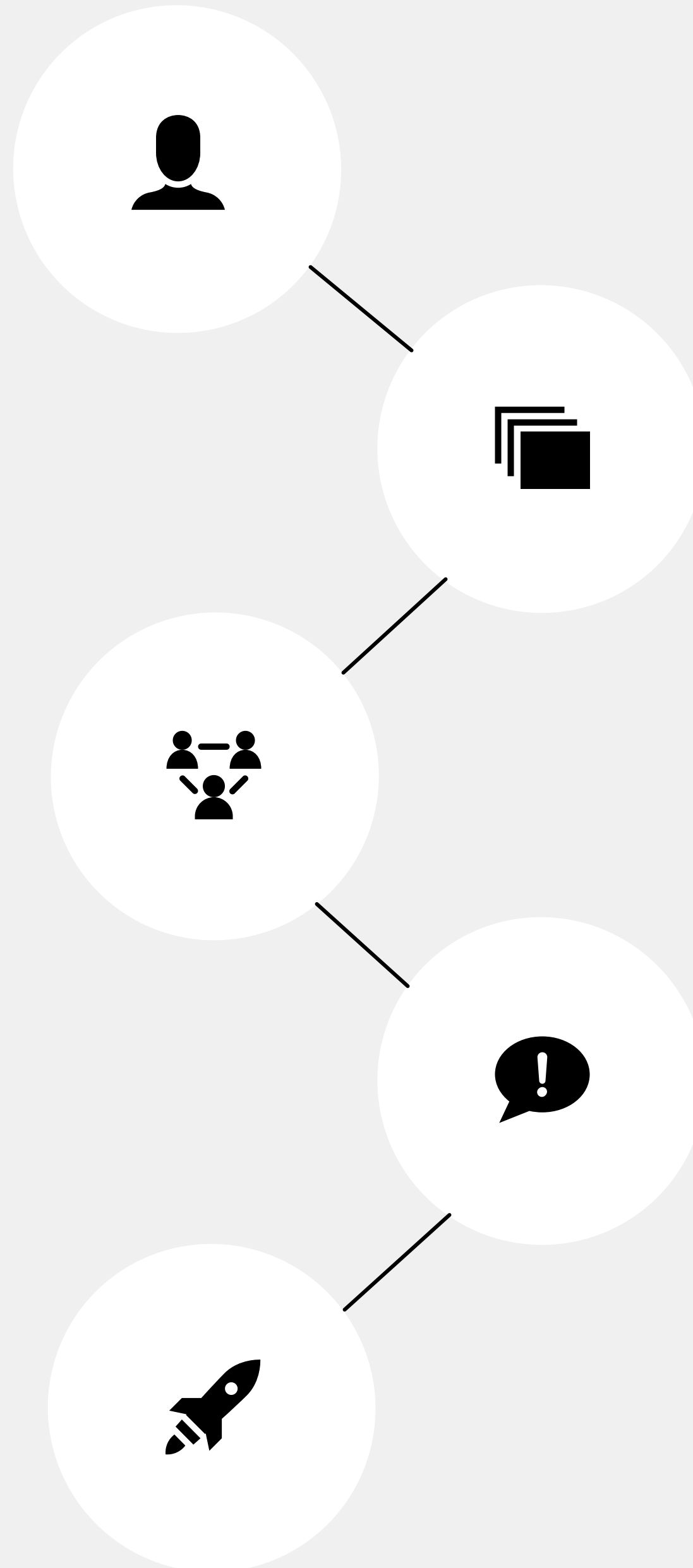
eTeach Netzwerk Thuringian: To connect with students from other Thuringian Universities, attend further workshops in the Tutoren@eTeach programme, and engage in discussions on related topics.

Lernraum.Bauhaus: For technical assistance and equipment

Library and Online Resources: For further research materials, scholarly articles, and resources related to the course topic. 

Opportunities


1. How can I ensure that the course's objectives are closely aligned with the broader aims of the students' study areas and their personal goals?
2. What resources and mechanisms can I provide to address technical challenges and ensure a smooth learning experience?
3. How can I design learning activities that prompt students to apply course concepts to their study?
4. How can I design the course in a way that offers flexibility for students from diverse study areas?
5. In what ways can I help students recognise the practical relevance of the skills and knowledge gained in the course for their future activities?
6. How can I use the results from this course to engage in further research on transferring objects to hybrid learning settings 



Course Stages

Learning with Objects in Hybrid Settings

Aim: to introduce students to the fundamentals of objects so that they can develop technical competencies to experimentally extend and map them between real and virtual space.

Methodology: The programme will consist of an introductory workshop alongside object-based learning sessions and self-study tasks where students gather insights on the possibilities and learn basic technical skills for the digital transfer of objects which allow for further exploration, analysis, experimentation and prototyping within their fields of study. 

Student Mindsets

Students are likely to experience a range of feelings throughout course, from initial **intrigue** to potential **uncertainty** about technical complexities involved, followed by the **satisfaction** of acquiring new technical skills and the **excitement** of applying those skills to their own projects. 