

Consortium Transnational Meeting - Minutes

Date: 04 September 2021, 14:00-16:00 (CMT)

Place: Eindhoven

Attendants:

TU/e – Irene Curulli, Deniz Ikiz Kaya

TOBB ETU – Asli Ozbek

INSA – Lazaros Mavromatidis (online)

SU – Boyan Bontchev

UniMolise – Rossella Nocera, Luciano de Bonis

NIKU – Paloma Guzman

Beeldland – Johan van Kempen

AGENDA ITEMS	NOTES & AGREEMENTS
<p>1. Welcome</p> <p>2. Feedback workshop and suggestions for IP2</p>	<p>Group photo and introduction of agenda.</p> <p>A survey will be distributed among students for workshop evaluation. (TOBB) The most valuable part of the workshop is awareness among tutors and students on impacts of climate change. Site visits and talking with locals provided them a new perspective to be discussed. In design point of view, they experienced difficulties to involve interdisciplinary students in the process. Conceptual discussions have gone well but contributions in practice to design have been limited. In task divisions, the skills of interdisciplinary students have been difficult to be addressed and satisfied by the tutors.</p> <p>(NIKU) The conception and understanding of students on what is heritage and how climate action is organized have been limited. It is important to understand how to work with problems in interdisciplinary teams. They should be thought to learn sensitivity and look for sources that will help you come with solutions. (knowing the policies etc.) The students must understand the perception of change and be resourceful.</p> <p>(UniMol) Our students have a different background because they have different disciplinary knowledge. Maybe before the workshop, it is important to introduce the students to some thematic descriptions and conceptual frameworks. (a reader or a short lecture)</p> <p>Such an introductory understanding is important and the online module videos can be helpful for that. Also they should know about the disciplinary contributions.</p> <p>(SU) The students expected to have a lecture more on the terminology and theoretical background, then the practical tools and then the local case. So that they are well prepared. Textual material and the module videos. What is expected from them should also be better delivered and communicated. The maps and materials can be more elaborate, the mathematicians also look for more details and engineering data.</p>

	<p>(TUE) The materials used in this workshop can be shared with the new students and they will have an idea on what to produce and what is expected.</p> <p>(NIKU) Maybe at the end of the workshop, we can talk and discuss about multidisciplinary and how it is to work in a professional environment with different backgrounds. These are the challenges of professional life working in multidisciplinary platforms, an output of the workshop.</p>
<p>3. IO1-Research results: finalize (TOBB)</p>	<p>The research results are presented. They have completed the analysis of the courses collected by the partners: 49 courses – SWOT analysis. The results will be shared with partners and their feedback is expected. For the analysis of the video games and the policies, assistance is asked from the relevant partners and they will be finalized soon.</p> <p>The courses partially address heritage or climate change, so there is an existing gap. The limited MOOCs is also an advantage because they are interdisciplinary. In many courses, adaptation and impact are discussed, they are usually provided by architecture or conservation departments. However, the topics of “vulnerability” and “resilience” are not addressed all together with impact and adaptation.</p> <p>Correlations between courses and policies are planned to be added, in addition geographical distribution of topics can be added (also a map can be inserted). It is already partially discussed in the conclusion.</p> <p>37 courses that use games for education – none of them address climate change and cultural heritage together, they address them separately. It is not clear it is directly used in the course for assessment or part of the material. A SWOT analysis is also made on that.</p> <p>8 documentaries have been examined. Two are video seminars, 4 do not address climate change but only related to cultural heritage, and 4 address the topic but only 2 short videos that address it. It is not enough to make a quantitative analysis, but it also shows that there is a limitation. There is no documentary that really address both topics. Maybe the documentary that was produced by the local administrators on the Wolfswinkel site can also be added.</p> <p>Policy analysis will be analysed with the support of NIKU to better understand the terminology and the tools. There are a high number of policies at different stages, which cannot be fully covered in the limited time. Thus, instead of a quantitative statistical analysis, it would be better to focus more on content analysis.</p> <p>The full draft of the report will be sent at the end of this month. The partners will provide feedback and it must be handed in mid-November.</p>
<p>4. E1 – Webinar (TOBB)</p>	<p>The webinar preparations will continue after the report is handed in. At the next meeting in October, they will present more.</p> <p>The call for papers is almost ready and it will be shared with partners before being disseminated.</p> <p>Important dates: January 6 – deadline of abstract; January 26 – to send out results, Feb 12 – submitting course material. The dates will be adjusted again when everyone receives the draft.</p>

<p>5. IO5: e-learning platform – Moodle: update (UniMol)</p>	<p>Moodle platform needs to be refined. The principal structure is ready, the final version is not ready. The homepage is presented. It can be accessed by logging in through password. Partners are expected to provide some feedback as soon as possible. The platform will be connected with the project website. Not all the users will received the right to edit and/or upload material. The students will also receive a username and a password. They will be able to download some of the materials and they can upload their assignments.</p> <p>The Module 1 is already uploaded on the platform. At the moment there is only the videos. Other documents and materials can also be added. A list of all the materials to be added for each Modules will be provided by UniMol.</p> <p>The video game is available on SU’s server and will be provided through a link to the Moodle.</p> <p>Should the Moodle courses be divided for each workshop or will there be all together in one Moodle course? It will be one Moodle course for the whole project, along with the 4 modules.</p>
<p>6. IO3 (1): Resilience module: update (TU/e)</p>	<p>There are 5 videos prepared for the 2 modules by TUe. The students have seen the videos and they will provide their feedback through an evaluation survey. The videos are already uploaded on the Moodle page. The links to other educational tools will be added very soon. The glossary and pdf documents will also be added. 85% of the work has been done, it is planned to be ended by the first year report.</p>
<p>7. IO4 (1): video (BL)</p>	<p>The video is prepared from the material available by Beeldland. For the workshop video, 10-12 minutes will be sufficient. Some material will be provided by the Wolfswinkel people as well. First version of the video can be shown in the meeting in October.</p>
<p>8. IO2 (1): Resilience game: update (SU)</p>	<p>The game is briefly introduced. The video game has been played by workshop students and they received some feedback. Based on the student evaluations, some improvement will be done on the game by the SU team.</p> <p>The game outline will be the same but the content will be changed based on the module’s contents. In the next meeting, the content of the next games will be planned. The game is installed on the server of SU so the students need to have the link.</p> <p>The students were confused about how to start the game. The survey has been filled by a small number of students, so a reminder has been sent. The results of the filled survey have been shared and discussed.</p> <p>The game is about the cases, but the content should change based on the content of the whole workshop, or not? Should it be case-specific or topic-related? The fist room can be more about the topic and the other rooms can be related to the case. For the first room, a quiz can also be added.</p> <p>3D models can also be integrated into the games but then the models must be pre-prepared.</p>
<p>9. Tutors’ workshop (SU) – January 2022</p>	<p>The tutors’ workshop will take place in January 2022 at SU for 3 days. The topic will be related to the University’s expertise (i.e. game-based learning, administration of Moodle platforms). The content and workshop will be prepared by the SU team.</p> <p>The dates will be on January 26th- 28th, 2022.</p>
<p>10. Administration</p>	<p>Demonstration of formal links with University/ institutions: teachers</p>

11. Next meeting	<p>Demonstration of formal link with University: students Timesheet for staff showing the time invested for developing the outputs (IOs): Tue will provide the form. An example will be shared with the partners. These materials should be provided by mid-October.</p> <p>The next meeting will be Wed October 6th, 14:00-16:00.</p>
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