ReSTI Curriculum & 5-Door Approach to e-Learning

Professor (FH) Regina Rowland, BA, MGD, PhD
University of Applied Sciences Burgenland, Austria (FHB)

Excellence in Research, Social and Technological Innovation Project Management
– Excellence-in-ReSTI

www.interreg-danube.eu/excellence-in-resti

Excellence-in-ReSTI is co-funded by European Union funds (ERDF, IPA)

Module 1: EU POLICIES

- 1.1. EU Grant Landscape & Funding Structures

- 1.2. EU Policy Goals and Guidelines

- 1.3. EU Strategy EU 2030 and Beyond

Module 2: PROJECT DESIGN

- 2.1. Introduction to Grant Application Writing & Impact

- 2.2 Advanced Project Development and Application Preparation

- 2.3. Forming a Consortium

- 2.4. Budget Development

Module 3: PROJECT MANAGEMENT

- 3.1. Introduction to Project Management

- 3.2. Risk Management

- 3.3. Financial Management & Reporting

- 3.4. Communication & Dissemination, Capitalization

- 3.5. Exploitation & IPR

Module 4: SOCIAL INNOVATION

- 4.1. Introduction to Social Innovation
- 4.2. Social Innovation: Approaches and Methodologies
- 4.3. Designing and Implementing Social Innovations

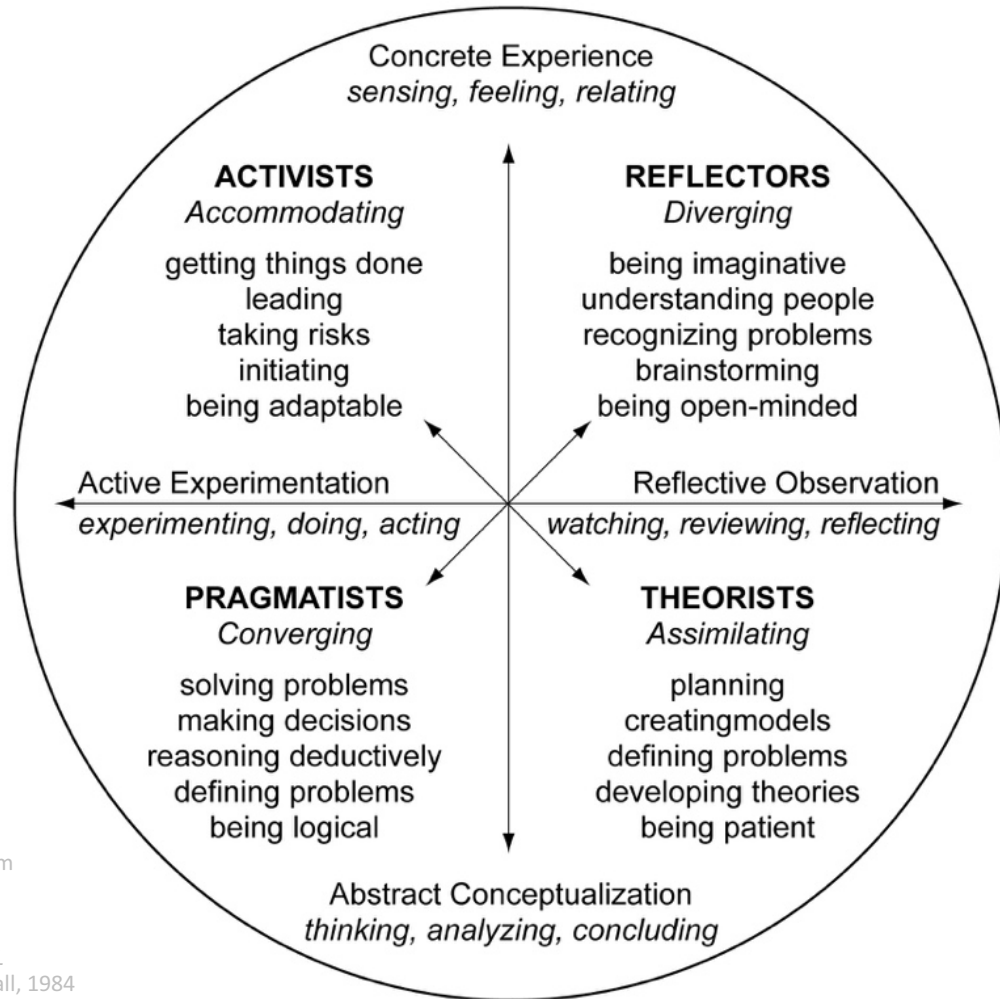**Module 5: INNOVATION IN THE BUSINESS CONTEXT**

- 5.1. Innovation Sandbox
- 5.2. Introduction to Human-Centered Innovation Practice
- 5.3. Toward Sustainability: Introduction to Nature-Based Innovation Practice
- 5.4. Bringing Innovation to Market
- 5.5. Business Development

The ReSTI 5-Door Approach to e-Learning

- Was developed to address a multitude of learning preferences

- The group also co-authored an article to share the approach with the public by publishing it in the proceedings of the 2018 INTED* conference in Spain, as well as on the *Open Source Working Papers* webpage (commencing Summer 2018) of the University of Applied Sciences Burgenland.

  *International Technology, Education and Development Conference 2018, Valencia, Spain

Based on Kolb Learning Phases

Concrete Experience
sensing, feeling, relating

ACTIVISTS
Accommodating

getting things done
leading
taking risks
initiating
being adaptable

REFLECTORS
Diverging

being imaginative
understanding people
recognizing problems
brainstorming
being open-minded

Active Experimentation
experimenting, doing, acting

Reflective Observation
watching, reviewing, reflecting

PRAGMATISTS
Converging

solving problems
making decisions
reasoning deductively
defining problems
being logical

THEORISTS
Assimilating

planning
creatingmodels
defining problems
developing theories
being patient

Abstract Conceptualization
thinking, analyzing, concluding

Hay Group, *The Kolb Learning Style Inventory (LSI),* version 3/1, 2005

D. Clark, *Kolb's Learning Styles*. Retrieved 17 January 2017 from http://www.nwlink.com/~donclark/hrd/history/kolb.html

D. A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development*, Upper Saddle River, NJ: Prentice Hall, 1984

The Kolb Wheel. Authors' image;
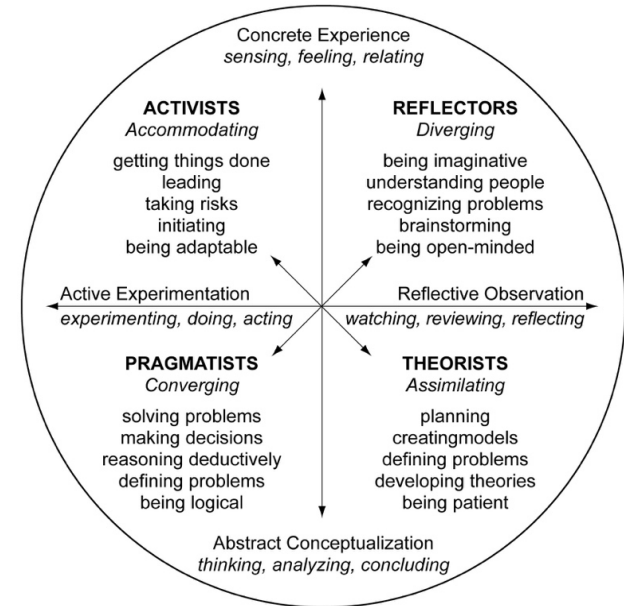consolidated and adapted from Clark, Hay Group, and Bennett & Bennett.

Danube Transnational Programme
Excellence-in-ReSTI

Usually, learners go through all four phases of the *Kolb Wheel* in any learning experience, whether they realize this or not, but they do have preferences for a certain sequence.

Ideally, instructors offer content **through activation of all 4 phases.**

Usually, instructors design their classes and the sequence of learning units **according to their own learning style** — this will work well for those learners with similar preferences of learning.

The theory in the ReSTI 5-Door Approach is about **letting the learner choose** the sequence, breadth and depth of their own learning.

The Kolb Wheel. Authors' image; consolidated and adapted from Clark, Hay Group, and Bennett & Bennett.

Based on Thiagi's 4-Door Approach

http://www.thiagi.com/games/2015/7/31/the-4door-elearning-approach

The ReSTI 5-Door Approach to eLearning

There are **5 doors** and the **ReSTI Plaza** in each of the 20 courses.
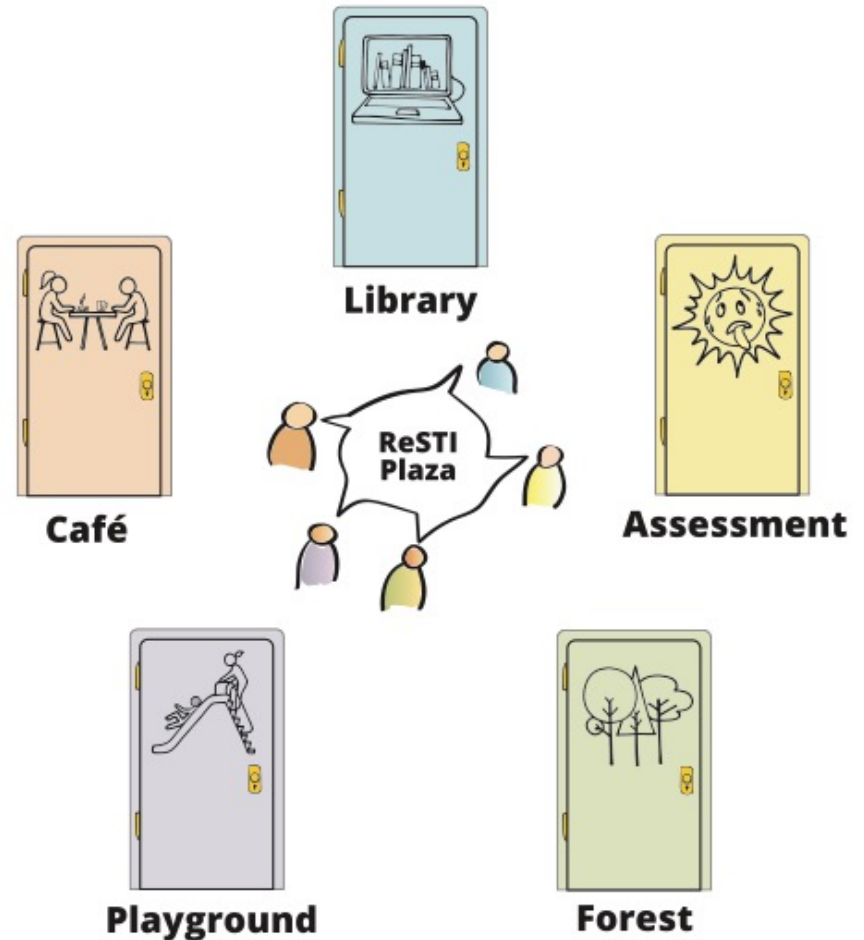
Each door offers the course content in a different way for a **different learning style.**

Full control of learning journey is given to the learner. Learner may go through curriculum **laterally**, enter content anywhere and **choose breadth & depth of learning.**

A course is done when a certain percentage of **activities** has been **completed** and/or the **assessment** has been **passed.** Assessment is the only "mandatory" door. When all courses have been completed within a module, a **badge** is earned for a digital backpack. Badges can be earned individually per module, or as a set of 2, 3, 4, 5.

ReSTI **Plaza** functions as **hub for exchanging ideas and experiences** asynchronously that are prompted by certain activities.
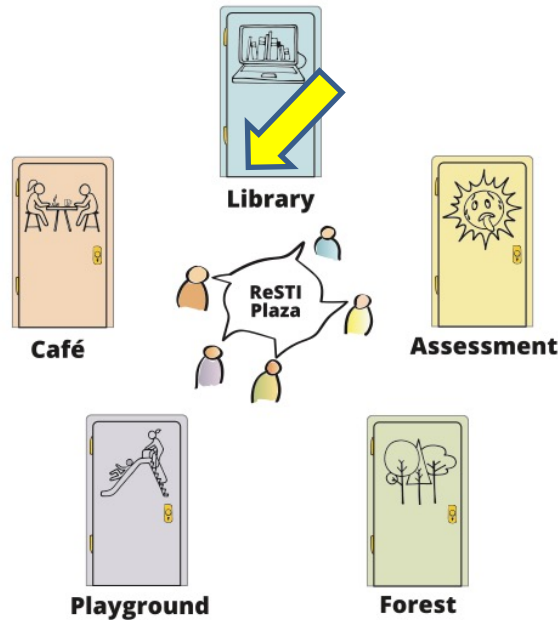

Library

Café

ReSTI Plaza

Assessment

Playground

Forest

The ReSTI Library Door

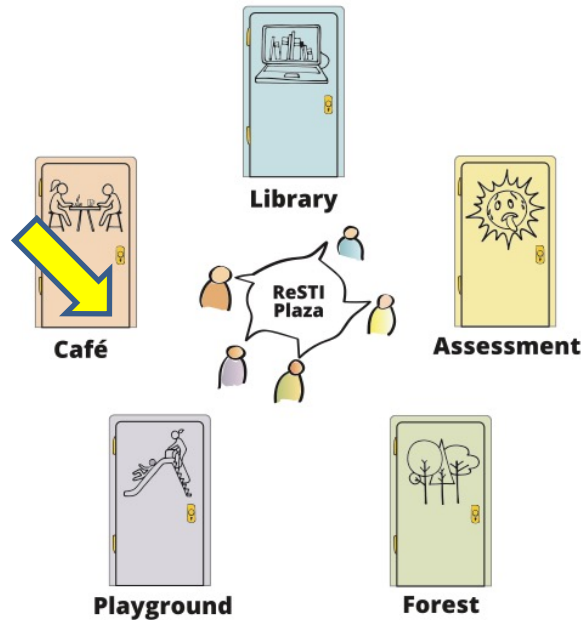**information intake**

thinking
analyzing
concluding

lectures
videos, animations
other dynamic media
case studies
journal articles
e-books
online resources
activity templates

The ReSTI Café Door

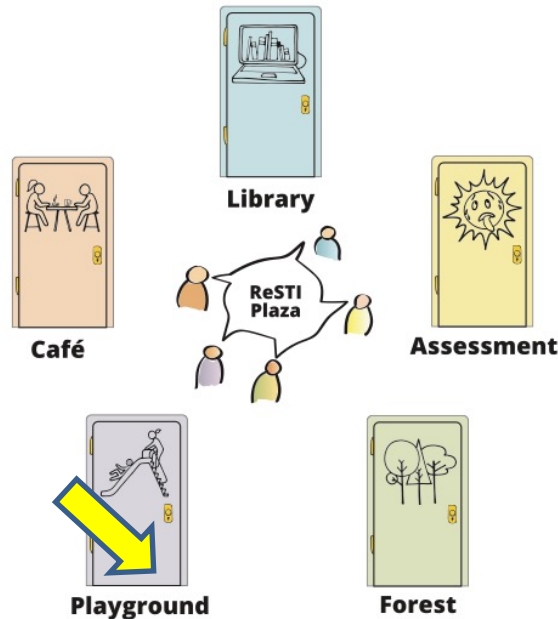**information intake**

sensing
feeling
relating

engaging not with raw content (as is the case in the library) but with real people in live context

The ReSTI Playground Door

information processing

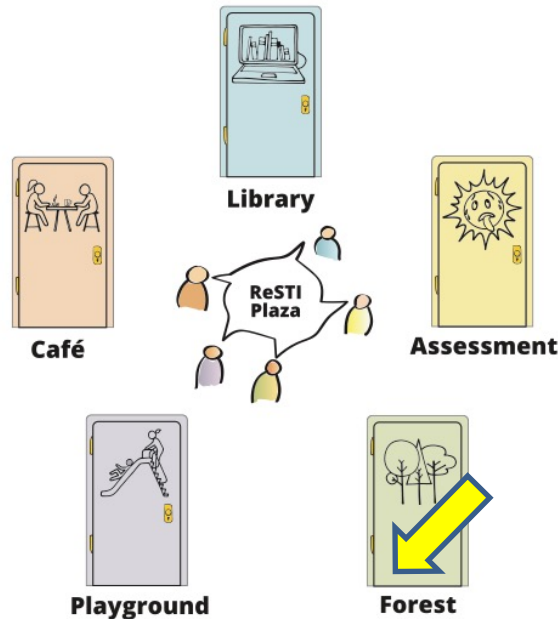experimenting
doing
acting

explorations
simulations
trial and error experiments
(self-correcting) games

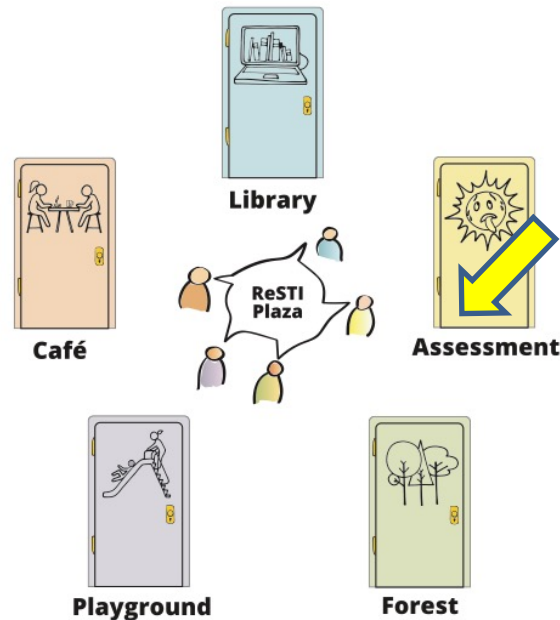# The ReSTI Forest Door

information processing

watching
reviewing
reflecting

individual reflection upon particular content items and/or activities where learner takes an observer role
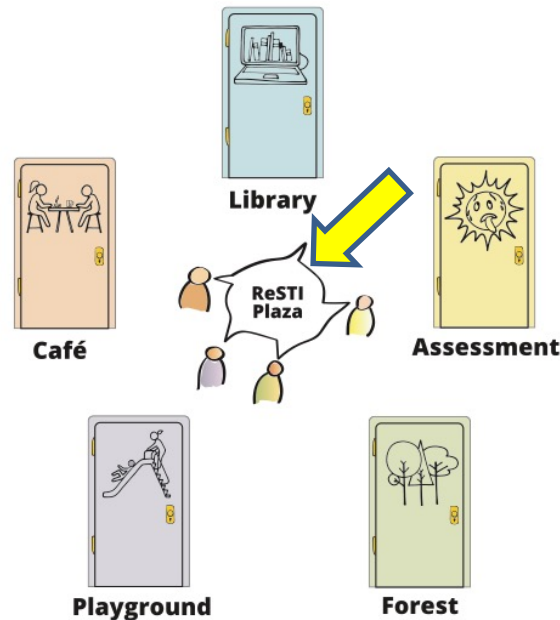
The ReSTI Assessment Door

measuring success

ways to probe for knowledge acquired and skills honed through automated scoring.

The ReSTI Plaza

exchanging learnings

prompted by activities participants leave bread crumbs for other learners

strolling through learnings from other participants or experts

Excellence-in-ReSTI

Reaching through the 5 Doors

15:30–17:00

Cafeteria on 1st Floor

Excellence-in-ReSTI

Technical Demo