



BILDUNGSHÄUSER OF THE FUTURE

A PERSPECTIVE BROCHURE

ERASMUS+

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Funded by
the European Union



Published by:

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With the support of Bundesinstitut für Erwachsenenbildung (bifeb).

Cover image: Bildungshaus St. Hippolyt, St. Pölten

Layout: vorSprung e.U. – Bianca Baumgartner, www.vorsprung.online
Editorial: Laura Rosinger – Textconsult.at

November 2022



BILDUNGSHÄUSER OF THE FUTURE

A PERSPECTIVE BROCHURE

In this brochure, the word „Bildungshaus“ (plural: Bildungshäuser) is not translated into English, since no adequate english expression could be found.

Definition of a Bildungshaus:

A Bildungshaus is a general adult education institution with its own educational mission and a corresponding philosophy. An independent pedagogical management is responsible for a regular educational programme, which is created on the basis of an educational analysis by professional adult education staff. It facilitates a learning culture that enables successful educational processes for own and guest events by providing rooms, organisational structure, professional know-how and the possibility of overnight accommodation.

(Peter Schwarzenbacher, Markus Riegler, Elke Gruber, Gaby Filzmoser - 2009)



01

PREAMBLE

For almost a year, employees of German and Austrian Bildungshäuser dealt with the future of these traditional educational institutions from the perspective of needs-oriented adult education as part of an Erasmus+ project. The team around Gaby Filzmoser focused on theories of learning spaces and already realized ideas from practice. In addition to researching new learning space concepts and the underlying structural conditions, a wide variety of organizations were visited. They deliberately chose adult education institutions that do things differently than we are accustomed to or would expect in our daily Bildungshaus routine. For me, the highlight of all these efforts and analyses was the innovation workshop at Bildungshaus St. Hippolyt, which was attended by more than 50 participants in a hybrid setting. I myself was able to take part and experience how enriching it is when participants themselves are designers of their learning processes and work together on the future of their educational institutions.

The results of this intensive and colorful year of work are now available. They are inspiring and encouraging – they are literally something to be proud of! With this brochure, we want to present the wide range of ideas and structural considerations that we have gathered from theory and practice. In doing so, we hope to provide a rich buffet of valuable impulses.

See, try and choose for yourself!

A big thank you to all project partners and participants for their great work!



Mag. (FH) Mag. Erich Wagner-Walser
Chairman of ARGE BHÖ

October 2022

01 Foyer of Bildungshaus St. Hippolyt in St. Pölten
An open, bright, friendly area to work and gather.



02

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03

EVERYTHING STARTED WITH ...

How do educational institutions have to change in order to remain future-proof in terms of content and economy? This question was the focus of an online networking barcamp of educational institutions in German-speaking countries in January 2021. And it did not let us go!

It quickly became clear to us that we would need new impressions and impulses „from outside“ when it came to the question of meaningful change in Bildungshäuser. How do companies, coworking spaces, labs, maker spaces and similar organizations learn, work and develop? What are the didactic concepts behind them? With whom do they cooperate? And who needs and uses these offerings?

In search of good examples, an exciting and inspiring journey into „other“ worlds of learning and experience for us began...

No quick answers, but worthwhile questions

We soon discovered that it was not about developing quick solutions or concepts. Instead the focus was on developing good questions. Coming up with answers too quickly makes it tempting to oversimplify facts and to diminish the complexity of reality. The Bildungshaus of the future is a process of perpetual emergence!

Change processes therefore always require several dimensions, sometimes even several attempts, in order to ultimately result in a „new“ overall concept.

With this brochure, we want to inspire you to start looking for „other“ learning spaces and opportunities for your organization yourself, to use the already existing wealth of knowledge and experience, and to tap into something new.

We invite you to get curious and find joy, courage and creative will for the development of your Bildungshaus of the future!

Peter Jungmeier

03 Impression from the innovation workshop in St. Pölten
A prototype of a Bildungshaus of the future was built from Lego.



04

... CURIOSITY

William McDougall defines curiosity as an instinct consisting of a drive component, an affect component, and a behavioral component. He described curiosity as the most crucial core of motivation, the basis for the special scientific and cultural achievements of mankind..

All participants of the Erasmus project „Learning Spaces of the Future“ were „curious“ and had a great desire to discover something different and new. No distinction was made between good and bad, right and wrong. It was all about searching for experiences and solutions that wanted to be seen and embraced.

With this inner drive, the four joint project meetings were prepared. Each of the participating organizations was responsible for one of those meetings. They focused on their respective region and their Bildungshaus, as each house has something extraordinary to be proud of!

At the same time, new stories about need-based learning spaces were sought. What was found were, for example, a former tobacco factory in Linz, which was converted for start-up companies; a virtual spatial experience in the Digital Future Center Allgäu-Oberschwaben (Baden-Württemberg); a company-owned academy in Westphalia and an interior designer, for whom spatial design and the physical and mental

health of learners form a „pair“.

All these experiences triggered resonances in us, irritated us positively, broadened our horizons, awakened the desire for more. Thus a workshop of ideas was born, which will certainly not end with the project period.

Living and learning under one roof – a connection of cognitive and social learning

We lived and learned under one roof, cognitive and social learning formed one unit.

If I were to try to describe what I experienced, I would probably use those verbs: inspire, discover, create, and participate. I saw innovation and participation, rediscovered experiential values, and observed self-empowerment processes. I was able to do this because I walked through different spaces, sometimes in parallel and at the same time: spaces of inspiration, learning spaces, performative spaces and meeting spaces.

My curiosity has just begun.

Bernd Hante

FOR THE FUTURE IT IS IMPORTANT ...



Learning spaces are an essential aspect of the didactic concept of Bildungshäuser. The „learning space“ is closely connected to the respective educational house's environment, the employees and the pedagogical program; it cannot be thought of and developed in isolation from the educational management of a house.

Our goal was to explore and analyze already existing learning space concepts in German-speaking countries, based on the needs of learners. In doing so, not only educational institutions were to be scrutinized, but above all organizations whose main purpose is precisely not adult education, in order to generate new ideas for Bildungshäuser.

For the future of Bildungshäuser, it is important to embrace the changes in society and the individual needs of the participants while remaining true to their own traditional roots. Taking both aspects into account does not have to be a contradiction, but can contain opportunities to establish Bildungshäuser as

future-oriented institutions.

One of the first tasks of the project was to ask the target group, hence those responsible in the Bildungshäuser, about their current experiences with regard to learning needs, learning spaces and innovative new concepts. The answers to the question on the extent to which they have thought about new learning space concepts or have already implemented them are for the most part very uniform. It was striking that the institutions surveyed see their strength in the diversity of their different room offerings. Nature itself, the institution's own garden or park were given a very high importance for learning processes. The existing natural spaces are used for educational purposes, but also for breaks and individual recreation. Although the room offer for participants is good, the education managers interviewed agreed, that there was still a need for action to make the guests' stay even more pleasant.

The needs of the participants are unquestionably and gladly met in all of the Bildungshäuser. The quality of the cuisine was therefore named as one of the crucial factors in the decision to participate. This also

includes cooking with regional and organic products. Vegetarian and vegan dishes have become a matter of course. The educational managers surveyed were more reserved when asked about individually combinable room concepts and new services. So far, no demand from participants was identified here, and therefore no need for action was seen. However, the question itself was readily welcomed by the interviewees, and new ideas, such as using different furniture, were triggered.

Strengthening needs orientation

In summary, we observed a high level of needs and participant orientation in the institutions surveyed. Many of those responsible for education see this as a focus of their work and want to strengthen and expand it.

Gaby Filzmoser and Bernd Hante





05

... TO LEARN FROM BEST PRACTICES

In our research on new learning space concepts, we have repeatedly come across good and interesting examples of already implemented projects. We would like to present a few of those.



05 Snapshot from the GRAND GARAGE in Linz
Suiting the character of a garage, a wide variety of materials is available for experimentation.

RESEARCH IN RESIDENCE – BIFEB

DESCRIPTION AND MOTIVATION

„Research in Residence“ allows researchers and scientists to change locations. Away from the daily routine to a (learning) space that allows for an unrestricted learning and working experience, including a good meal and restful sleep as well as professional support and guidance regarding the research questions.

The „Research in Residence“ offer at Bifeb intends to primarily address people who would like to

deepen their knowledge in the field of adult education and conduct research in this area. As a competence center for adult education, Bifeb offers the comfort of a modern educational institution including a relevant library and the possibility to consult adult educators from research and practice.



IMPACT

Learners can fully concentrate on their learning goals!

Without distractions from everyday life, they can fully concentrate on their goals. The institution takes care of the catering and makes sure the learners are not bothered by everyday disturbances and influences.



Professional questions or problems can be solved immediately!

The Bifeb library can be used 24/7 and the scientific-pedagogical staff at the institution answers upcoming questions or is available for professional exchange. In addition, they might provide impulses.

MULTIPLICABILITY



Self-organized and goal-oriented learning can be described as an incipient trend that has emerged from increased individualization and digitization. The „research in residence“ model is thus becoming the „develop yourself in residence“ model. Bildungshäuser offer the ideal conditions for this: They provide the learning spaces and infrastructure and take care of basic needs. Taking time out of everyday life helps people to grow and develop. There is a need for action in the specific content offered. Here, educational institutions could offer their expertise on special topics and make their experts available to answer individual questions and provide impulses. This service can be aimed at individuals as well as small groups. The content does not have to be limited to scientific issues but can also aim at a skill or personal development.



MORE INFORMATION



bifeb
bundesinstitut für
erwachsenenbildung

<https://www.bifeb.at/wissenszentrum/research-in-residence>

INNOVATION WORKSHOP AS A NEW FORMAT



DESCRIPTION

To conclude the project „Bildungshäuser of the future - needs-oriented learning space concepts“, the project team did not want to organize a conventional conference. Instead, the insights and ideas gained from the project meetings and excursions should be tried out and implemented right away.

The „innovation workshop“ was to be a needs-oriented, hierarchy-free and open educational event.

Instead of giving the usual inputs, experts from various areas were invited to be available for answering questions only. They should not influence the participants with their knowledge in advance. Using design thinking methods, the participants developed pilot projects in different settings.



IMPACT

Participants can approach each other openly and develop ideas together!

Participants meet on a level playing field and decide for themselves which topics and issues they want to work on. The format encourages the exchange of ideas and experiences that can be built upon together.



Out of the box, thoughts learn to fly!

A stimulating atmosphere combined with creative working methods lead to unconventional ideas. Participants are inspired and entrained. One thought leads to the next and all participants benefit from this.

MULTIPLICABILITY



Having a very open approach, the innovation workshop still did not entirely work without structure. At the beginning, precise instructions and explanations of the format were needed. It is not a matter of course that participants can get involved in open, self-organized processes.

The role and task of the experts had to be clearly coordinated as well. In some cases, guidance, stimulating questions or the „permission“ to do something that is outside the usual thinking was needed.

An intensive warm-up phase is helpful to get a feeling for the topic, to get to know the other participants and to build trust. A bar-camp held in advance is very well suited for this. The preparation effort is higher than at a conventional conference. Organizing the framework, coordinating the premises and providing the necessary working materials take up more time resources.



MORE INFORMATION



Link to the inspirational video
„Bildungshäuser der Zukunft“
(in German on YouTube)

AUDIO & EXPERIENCE TRAIL – LVHS FRECKENHORST



DESCRIPTION, MOTIVATION AND GOALS

The concrete reason for the implementation of the audio and experience trail was the funding program of the state of North Rhine-Westphalia, NRW Vital. The program promotes rural areas and development. The LVHS Freckenhorst has used this opportunity to combine its local inclusiveness, history and spirituality with its recreational spaces.

The audio and experience trail „Between Heaven and Earth“ was installed on the outdoor grounds of the LVHS in spring 2022. The aim is to give visitors of the LVHS the opportunity to learn about the history of the building, but also about topics such as nature or spirituality. The six stations (more will

follow successively) are intended to invite visitors to linger. For this purpose, inviting wave benches with associated stelae have been set up. At each station, visitors can listen to two audio files via QR code. Under the theme „Earth“ there are stories and explanations, under the theme „Sky“ there are lyrical or musical impulses. The seating options are arranged in such a way that perspectives and communication settings between people can be changed.



IMPACT

Course participants like to use the wave benches during breaks to simply switch off and **let their souls dangle**. In the process, they discover the trail and consciously seek out the benches even more often.

The project has not only had an impact on the seminar participants, but **has also become attractive for local residents**. With its location, the LVHS is a popular place for walks. Through the audio and experience trail, residents become familiar with the historical, content-related and spiritual foundations of the Bildungshaus.



MULTIPLICABILITY

The project is easily transferable to other institutions. Keeping a local focus is important though. Because then it is not just the educational institution that is active for the rural area, but rather an active alliance of several actors for the rural area is created. Funding programs from the public sector help a lot with implementation. For NRW, this meant that 10 % of the project costs had to be borne by the Bildungshaus. This is a win-win situation.



MORE INFORMATION



<https://www.lvhs-freckenhorst.de/horpfad>

ACTIONBOUND – SCHWÄBISCHE BAUERNSCHULE



DESCRIPTION, MOTIVATION AND GOALS

The idea behind using Actionbounds was to create new learning formats that would give learners the opportunity to move around and learn about various topics in an appealing, self-directed way. In addition, impulses are to be set so that participants can exchange ideas in small groups on personality-building issues and have fun together in the process. Another concern was to introduce learners to digital tools and technologies who, by themselves, have a rather low motivation to deal with digitization.

COURSE OF PLAY

Actionbounds can be created using a browser-based bound creator. The basic idea is to create a digital adventure journey that can be controlled via smartphone using an app. QR codes can be generated via which the learners are sent to the various stations of the adventure journey. Actionbounds enable mobile and self-directed learning. Working in small groups helps getting to know each other and learning from each other. Gamification elements such as quizzes, video elements, creative tasks such as working with Lego bricks or painting, and the use of GPS coordinates increase the joy of playing. Points and ranking systems allow for a playful competition and thus increase the commitment of the participants.



IMPACT

By using Actionbounds, **background information on art objects can be combined with personality-building elements in a very low-threshold way.** For this purpose, knowledge questions that fit the topic and link to the (operational) everyday life of the participants are generated. This way, the participants connect new content with existing knowledge, have topics for conversation to get to know each other, and are able to open up to digital tools together and explain them to each other. **Actionbounds have the effect of „learning to go“ and are fun.**



MULTIPLICABILITY

Good and well-timed trainings for creating Actionbounds are available online. The effort required to develop the content varies. As is common with seminar work, it depends on the level of demand. A contact person for the participants for support and supervision is recommended. The results of the work can be used for a final presentation, for example. However, the learning stations are also a lot of fun on their own. There are moderate licensing costs for the use of the app (depending on the number of participants and the type of organization).



The Actionbound stations are located in the area around the Bildungshaus, e.g. on the shore of the town lake of Bad Waldsee.



MORE INFORMATION



Schwäbische
Bauernschule
Bad Waldsee

<https://en.actionbound.com/bound/BadWaldsee-nachhaltig>

ARCHERY RANGE & YURT – KLVHS OESEDE



DESCRIPTION, MOTIVATION AND GOALS

Education can take place in a wide variety of contexts – both indoor as well as outdoor in nature. Therefore, new and unusual places should be created at the KLVHS Oesede! So two outdoor learning sites were built: a Mongolian yurt and an archery range. Getting out of the seminar room and straight into nature! Leaving the familiar learning environment, broadening horizons and integrating nature - that was the goal.

The yurt is a place for discussions, impulses and personal thoughts. It creates its very own acoustic

space, as it was built from natural materials which in turn creates a special insulating effect.

With the archery range, a place was to be created where, in addition to intuitive archery, there is also room for other experiential education methods. The space is multifunctional and can be used as a place for group works or group discussions. Here, too, nature was the decisive argument for the construction of this learning space.



IMPACT

Create curiosity for new things!

Both learning spaces attract the attention of learners and guests of the Bildungshaus. They generate curiosity and interest for use. If they are used in a seminar, it is a special experience – both individually and in terms of group dynamics.



Dynamics in the learning process

Both spaces can be used individually by participants. The change of location from the seminar room to a completely different place brings variety and dynamics into the learning process.

MULTIPLICABILITY



A project like the archery range can basically be implemented with few resources and good planning, as long as there is access to woods or meadows in the immediate vicinity. Such a project can also be implemented in the framework of a seminar. The ecological aspect is also important here, since employees and seminar participants learn more about the forest's ecosystem and environmental protection during the construction process.

The yurt requires space, good funding and a plan for use and servicing, as maintenance is time-consuming and costly.

In general, for both projects it is important to consider the target groups of a Bildungshaus and to assess whether such unusual learning spaces are appealing to them.



MORE INFORMATION



<https://www.klvhs.de>



06

... TO LEARN FROM EXCURSIONS

The four project meetings included field trips that took us to „unusual organizations.“ On the following pages we present some information and highlights.

06 **Sitting area** in the GRAND GARAGE
Flexible cardboard furniture and freely available working materials invite for group work.

TABAKFABRIK – LINZ



DESCRIPTION

The Tabakfabrik is a center for creative industries and digitization in the heart of Upper Austria's capital Linz. The former cigarette factory is now a coworking space, event and exhibition venue, startup hot spot, study and school location, research facility and laboratory.

MOTIVATION

The Tabakfabrik is not only a place of work, but also of creativity and education. Innovative companies know that work and education complement and benefit from each other. The boundaries are increasingly blurred. The question arises as to how Bildungshäuser can follow this trend and create offerings that link work and education.



IMPACT

People have the need to network!

The Tabakfabrik offers many small and large publicly accessible, appealing places to meet, linger, discuss and eat. It organizes events that promote the spirit of networking.



Creativity is the raw material for innovation!

In order for creativity to emerge and thoughts to „fly“, a stimulating atmosphere and plenty of free space are needed. The design of the rooms is therefore stimulating and diverse. Some rooms resemble a cave into which one can retreat. Other rooms are wide, colorful and playful. Depending on the individual needs, everyone will find their best place to reflect, relax or learn.

Ideas are impulses for others!

The tenants of the Tabakfabrik inspire each other. They are all united by the idea of forming a creative place together. A place that generates new impulses not only for themselves, but for the entire city.



MULTIPLICABILITY



Bildungshäuser are already places of encounter and exchange. To reach the next level of „creative networking,“ rooms and spaces in Bildungshäuser can be designed to be even more diverse and varied. A key success factor is unrestricted accessibility and an atmosphere that supports exchange and creativity. The financial outlay for redesign does not have to be particularly high. A large effect can be achieved with small, individual measures. The actual challenge lies in the organizational aspect, hence in the internal procedures and processes.



MORE INFORMATION



<https://tabakfabrik-linz.at>

GRAND GARAGE – LINZ



DESCRIPTION

The name GRAND GARAGE picks up on the garage myth: The garage as a birthplace of ideas, a place of joyful experimentation, a place of pilgrimage and a biotope for technology & innovation freaks. The GRAND GARAGE is a physical, open space where people who are interested in digital and analog technologies and want to work or experiment with them, can exchange ideas, gain qualifications, and realize projects. It is designed as an innovation workshop and is open to the general public.

MOTIVATION

The goal of the GRAND GARAGE is to connect actors and resources in a meaningful way. It generates a creative environment in which people, knowledge and technologies have no barriers. At the center of its efforts is the community, which complements and enriches individuals with knowledge and corresponding methodological expertise.



IMPACT

The wording has an influence on the target group and its behavior!

In the Grand Garage there are no trainers or speakers, but hosts. There are no seminar rooms, but studios, spaces and zones.

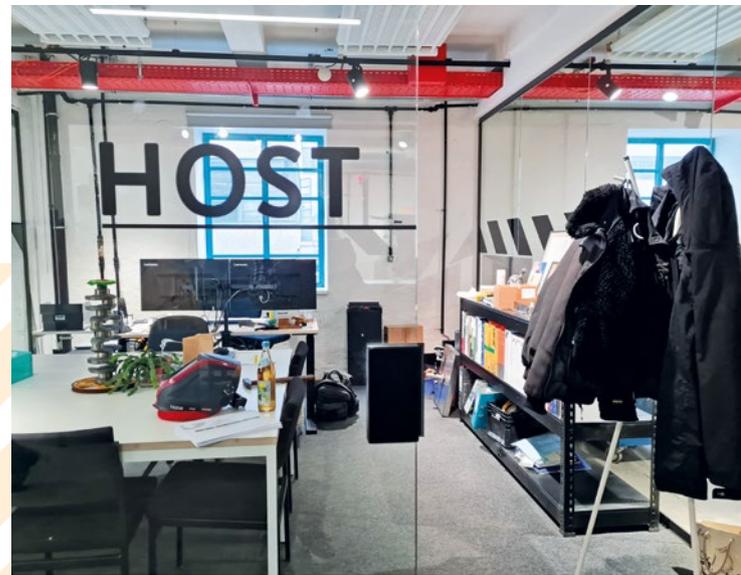


People can experiment in a self-organized way and call in support when needed!

Self-organized learning has one of the highest impacts on learning goals and is enhanced by digitization and individualization. Learners register as members in the Grand Garage and can freely use all rooms and tools. If questions or problems arise, hosts can be called in for support.

The equipment of learning spaces has an impact on learning processes!

Learning spaces and zones are designed differently. Nevertheless, they all have one thing in common. They are not only functionally equipped but offer many opportunities for creative designing.



MULTIPLICABILITY



In order to support self-organized learning processes in the Bildungshäuser, different offers and processes than in the past are needed. Makerspaces and coworking spaces can serve as models. By picking out the best details of these models, a Bildungshaus can quickly become a colearning space. The use of other terms for existing infrastructure should be preceded by a detailed target group analysis so as not to „miss the mark“.



MORE INFORMATION



<https://grandgarage.eu>

POSTWERKSTATT – OTTENSHEIM



DESCRIPTION

The PostWerkStatt is a classic coworking space. However, not in the city, but on the countryside. It therefore attracts people/small businesses in rural areas or from the locality. Stakeholder participation and co-design in changes or adjustments are a matter of course at PostWerkStatt and an aspect of the success story.

MOTIVATION

The motivation to establish a coworking space outside the city arose from a regional development project. The idea was to revitalize a vacant inn in the middle of town. Those involved in the project are convinced that coworking and the organizational form as a cooperative are two important elements of the „new way of working“ - not least in rural areas.



IMPACT

People do not want to be alone all the time, not even while concentrating on their work!

Working always has something to do with further development and learning. Even lone fighters need inspiration and new impulses from time to time. A coworking space offers both and more.



Networks do not develop on their own, but need care and attention!

The role of the „caretaker“ is an essential success factor for networks of all kinds.

Sustainability and simplicity are not at odds with feeling good!

Cardboard furniture and second-hand furniture are creative design elements that can generate liveliness and coziness in a room and are inexpensive.



MULTIPLICABILITY



A coworking space in a Bildungshaus? Opinions are divided on the idea. No, we don't want to offer space for working people. Yes, we want to provide learners with the infrastructure and offerings that they need for their individual learning processes. This includes freely accessible, creative learning space concepts and people who inspire and promote learning. Bildungshäuser can identify with both. The only thing missing are needs-oriented offerings and services that take learners and their needs seriously.



MORE INFORMATION



<https://postwerkstatt.ottensheim.at/>

DIGITAL FUTURE CENTER – LEUTKIRCH



DESCRIPTION

The Digital Future Center Allgäu-Oberschwaben in Leutkirch is an innovative digital workshop and a competence center for digital transformation. The event and workshop location offers, for example, space for qualification, experimentation, and net-

working in the areas of augmented reality (AR) and virtual reality (VR). In addition, digital projects can be planned and realized. The private limited company consists of five employees in Germany and five programmers working from abroad.



IMPACT

The seminar room as a digital presentation space and an event experience!

With relatively simple technical equipment, a large seminar room becomes a digital event, as the presentation takes place across three walls. The visitors are allowed to sit on sofas and armchairs, which reinforces the event character.



Digital learning stations invite to discover digital worlds!

Professionally guided learning stations for AR and VR, a TV studio, and much more offer the opportunity to try out new technologies, get to know the various possible uses, and thus to get a better feeling for it.

Professional networking!

Cooperations and networks are offered through various business partner packages with different benefits and organized within the framework of seminars.



MULTIPLICABILITY



Investments in digital tools are essential to stimulate curiosity and create worlds of experience through an event character. This way, digital competence can be built and developed, but also a critical reflection on digitalisation can be initiated. New target groups can possibly be addressed through the digital equipment and the event experience. A lot can be achieved with simple means. For example, by using several beamers and an appropriately formatted PowerPoint presentation, several screens (or walls) can be used simultaneously.



MORE INFORMATION



<https://www.digitales-zukunftszentrum.de>

HAYER & BOECKER – OELDE



DESCRIPTION, MOTIVATION AND GOALS

Haver & Boecker is a family business near the Bildungshaus LVHS Freckenhorst. The corporation is broadly and internationally positioned. Every year 35 apprentices start their work and future in the company. There are about 10 professions that can be learned. At the beginning of each new training year, the company takes the time to spend 3 days with the young people at the LVHS. This way, they create contact among the trainees, touch the young

people with their corporate philosophy. From the very beginning, the individual learning path of each young person is considered. They encourage and challenge the trainees' self-direction and at the same time create a common ground. They do not achieve this in their company premises, the LVHS provides the appropriate setting.



BEST PRACTICE TIP

People communicate their individual learning needs!

Haver & Boecker runs an internal training academy. This is open not only to employees but to anyone interested. All topics offered are listed on the website. If a topic is not available at the moment, a button can be clicked to register a need for it.



IMPACT

The LVHS Freckenhorst can easily bridge the gap due to its location and proximity. It offers a diverse kitchen, sufficient space, individual retreats and communal areas.

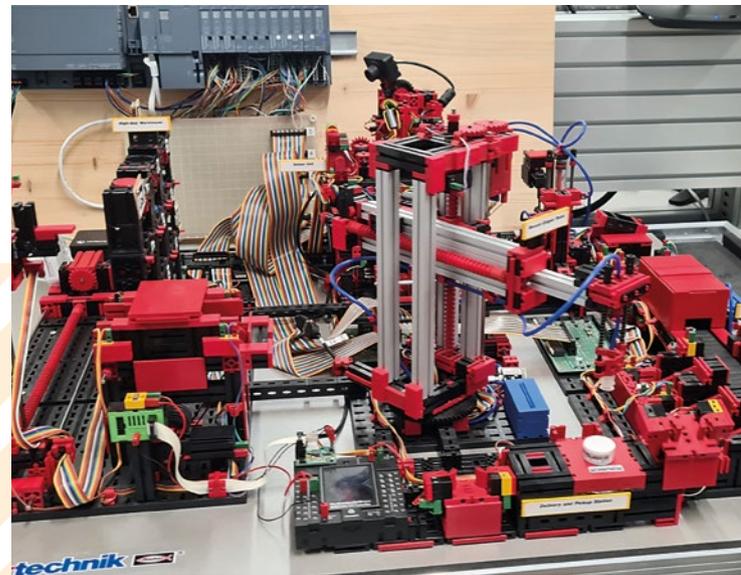
This cooperation is a small trademark in the region. Different business formats join hands within the framework of education. The LVHS provides the experiential spaces for this.



MULTIPLICABILITY



This can be implemented in any region. What is needed is a certain curiosity and a willingness to foster networks in the area. At the same time, it requires a good exchange about each company's own corporate philosophy. And it requires the willingness to be a more natural and accommodating service provider.



MORE INFORMATION



<https://www.haverboecker.com/de/unternehmen/programm/>



DESCRIPTION

The Fachhochschule (University of Applied Sciences, UAS) in Sankt Pölten is characterized by innovative learning spaces and a wide range of state-of-the-art technology. In various labs and studios, students have the opportunity to try out and implement their ideas.

MOTIVATION

True to the motto „My best place to study“, the university tries to offer the best opportunities for further development and self-realization to their students. In addition to academic activities, the UAS also creates spaces to meet and linger. As a student, you will always find a place where you can learn, chill, or spend time.



IMPACT

Flexible learning allows for new possibilities!

The flexibility of the room design offers learners as well as teachers countless possibilities. Movable tables and seating-accommodation, different light projectors as well as various creative screens are part of the equipment.



Creativity through possibilities!

Thanks to the diversity of the labs and studios, every learner can use the latest and most suitable technology for the respective project. There are no limits to the creativity of learners.

Encounter through atmosphere!

The UAS has an open, bright and inviting feel. There are retreat and networking opportunities for students on every floor. Throughout the campus, there are small niches and openly accessible spaces where students can learn together, network, discuss or linger.



MULTIPLICABILITY



Especially the aspect of flexible room design is of great potential for Bildungshäuser. Open seminar concepts and new methods of learning have always been flagships of Bildungshäuser, and with regards to practical operation, adaptable room design is an added benefit.

A big plus for the atmosphere in Bildungshäuser is the creation of many small lounge areas that invite people to communicate, linger and share.



MORE INFORMATION



<https://www.fhstp.ac.at/de/campus>



... TO THINK TOGETHER

The 2-day hybrid event at the Bildungshaus St. Hippolyt in July 2022 was attended by almost 50 people from German and Austrian educational institutions, online and on site. In a very open format, they reflected on the future of educational institutions.

07 **Innovation Workshop** at BH St. Hippolyt

In an unusual setting the participants designed prototypes of a Bildungshaus of the future.



INNOVATION WORKSHOP FOR CREATIVE IDEAS

The first day was designed as a barcamp. In six sessions, essential questions were raised and mostly also answered, experiences were exchanged, and initial ideas discussed. The second day was all about „trying things out“; pilot projects were created together. Five questions emerged as main topics:

- „The Bildungshaus of the future“,
- „the future pedagogical program“,
- „learning spaces of the future“,
- „the reception area“ and
- „catering (kitchen and service)“.

Solutions were developed for these issues during group works. The results were summarized in a video.



[Link to the video of the Innovation workshop 2022 \(in German on YouTube\)](#)

Of ivory towers, DNA and QR codes

The following is an attempt to summarize the main results of the group works in broad outline. They reflect the often very personal and individual results and findings of the respective group members.

From the ivory tower to the living room of education

The group that dealt with the topic „Bildungshaus of the future“ asked themselves the provocative question: „Who is allowed into a Bildungshaus?“ Self-critically, they sometimes saw Bildungshäuser as an „ivory tower.“ Consistency has its justification, but also requires further development, e.g., the addressing of different types of participants or a „European path“.

Different learning zones in a Bildungshaus are important, because education and encounters do not only take place in literal rooms, but also in nature, in gardens or on educational trips. Moving in and between these learning zones promotes educational processes. Symbolically, these different learning zones are seen as the „living room of education“. This is where people feel comfortable and where newly learned contents can be discussed with others and transferred to everyday life. A central, adaptable, cozy place is seen as an essential element in a Bildungshaus. The Bildungshaus thus becomes an aesthetic place where people open up and are encouraged to continue learning. The group also posed the question of how to reach people in the future. The questions were „Where are you?“ and „What do you want?“. In order to reach new target groups, it will be necessary for Bildungshäuser to set out on their own path and open up to the outside world. Formats, where one sets out with the people and to the people will be important. Unusual

08 Group work at the Innovation Workshop

Together with expert Ursula Spannberger the issue of room values was discussed.

locations and cooperations with other institutions can be trendsetting here.



[Video Link - Bildungshaus of the future](#)

Maintaining the DNA and listening to the needs of participants

The group that dealt with the „Pedagogical Program“ noted that each individual Bildungshaus has its own focus and its own USP (its „DNA“) and should keep it. People come to a Bildungshaus with certain topics, wishes and needs - those responsible for education must listen carefully and take the information into account in their program. For the educational program of the future, the following ideas, contents, and impulses can be found in the group members' „lucky bag“:

- Self-empowerment of the participants
- Day of ...: Bildungshäuser have the opportunity to present their program and interested people can contribute their ideas
- A blank sheet of paper: stay open for unexpected ideas and innovations
- Active and targeted inquiry with participants
- Dialogical learning from and with each other - creating spaces and times for exchange
- Further education for staff and speakers to stay up to date and allow for new topics/ideas. – Encouraging novelty.
- Collaboratively developed program
- Collaborations with other educational institutions. Making more of a difference together and reaching more people.
- Affordable education through funding opportunities for individuals with small budget
- Hybrid opportunities to reduce travel costs





[Video Link - Pedagogical program](#)

The use room values for the analysis and self-reflection of one's learning spaces

The group dealing with „Learning Spaces“ literally set itself in motion and analyzed the learning space offer of the Bildungshaus St. Hippolyt. Ursula Spannberger's concept of the nine room values, which explore and coordinate the use of learning spaces, served as a basis.

- Room value „Comprehensible Functionality“: The foyer of a Bildungshaus serves as a representation space, a welcoming space, and an information space.
- Room value „Orientation and Clarity“: The reception and the café are located in the foyer in the line of sight of the entering guest.
- Room value „Flexibility and Individual Decisions“
- Room value „Spatial Offer and Spatial Quality“: In the sense of new learning spaces, there are possibilities in the foyer to look for or create oases of rest (“learning honeycombs” made from cardboard, seating areas ...).
- Room value „Routing, Path Lengths and Path Quality“: The interconnectedness of the paths and the openness of the rooms lead to networking opportunities, but also to individual retreat opportunities. Variety, a pleasant and stimulating atmosphere, bar tables, movable furniture and physical provisions invite people to linger.
- Room value „Proximity/Distance and Hierarchy“

- Room value „Perceived atmosphere and Comfort, Light, Air, Color, Acoustics and Materials“
- Room value „Points of Attraction, Connecting Elements and Favorite Places“
- Room value „External Effect“: especially for people who pass by coincidentally

These room values can be used to analyze a Bildungshaus and identify potentials. All measures must then be discussed with the employees and the usefulness and benefits for participants and guests must be communicated. For example, the cleaning requirement in a foyer with seating options is higher than in an empty foyer. The employees should have the feeling that they are part of the big picture, that they can contribute and that their suggestions will be implemented.



[Video Link - Learning spaces](#)

A QR code that helps employees to have more time for the needs of participants

The central question in the „Reception Area“ group was what difficulties guests face when they arrive at a Bildungshaus. How can they be served throughout their stay? How can a good atmosphere be created right from the start, and what assistance is needed to ensure successful orientation? An organizational challenge



[Video Link – Empfang](#)

The kitchen as a community-promoting space in a Bildungshaus

in this regard are labour-intensive peaks or personnel idle times. One solution would be to provide guests with a QR code including an app that accompanies them through the entire process of their stay. The QR code is sent to the guest's smartphone before they arrive at the Bildungshaus. With it, he/she can operate the key safe for the overnight stay and receives the route information to the room including the most important information for check-in. With the QR code, the guest can also operate a snack and beverage vending machine. The next day (or even before), he/she can use the QR code to select his/her lunch and also deposit special requests. After the course, the course evaluation will pop up on the smartphone; check-out and payment will be contactless. Seminar packages are particularly suitable for this type of process.

The process via QR code does not mean that guests will have no contact with the staff. On the contrary, the guest receives a personal contact person (caretaker) who is available to him/her during the entire stay and has more time for personal questions and conversations, because all automated activities have already been completed.

The group that dealt with catering (kitchen and service) focused on small institutions that either do not have a kitchen or have only few staff available.

One possibility to approach this issue would be to make common cooking a topic in courses and to integrate it, for example, as a team-building or reflection process. Course participants who already know each other could be encouraged to cook together. The communal kitchen, but also an outdoor barbecue area could be used as a meeting place in the Bildungshaus. Participants could get to know each other this way and network.

Another possibility would be to organize a food truck that stops at the Bildungshaus daily.





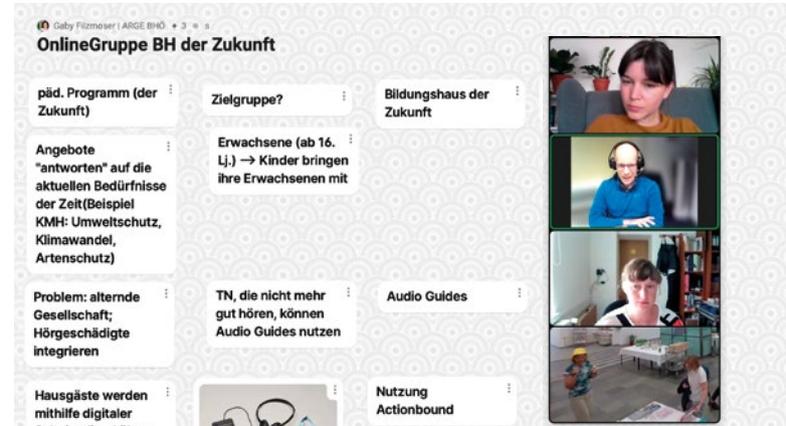
[Video Link – Reception Area](#)

Environment and sustainability as aspects for shaping the future of a Bildungshaus

The „online group“ dealt with three topics: the „pedagogical program“, the „Bildungshaus of the future“ and the „learning spaces of the future“. Some best practice examples were presented and discussed. Environmental protection, species conservation and sustainability were defined as an educational topic of the future. Bildungshäuser would have a potentially high impact on society in this regard and this way could address new target groups. Gardening projects, nature trails and orchards could be future potential educational spaces.

The virtual space could be used to draw participants' attention to the face-to-face programs. For example, young target groups could be addressed by using

Actionbound (virtual and in nature). Some German Bildungshäuser have already had good experiences with this. Virtual reality solutions should be further developed in the future. Playful learning could be combined with Escape Game.



[Video Link – Online group](#)



Links to the experts

Ulrike Valentiner-Branth

www.differentspaces.ch/team

Andrea Duffner

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Christian Freisleben – FH St. Pölten

www.fhstp.ac.at/de/uber-uns/mitarbeiterinnen-a-z/freisleben-teutscher-christian-f

Eva Kleinförchner – bluelab

<https://evakleinförchner.at>

Tobias Saatz – Lernwabe

www.lernwabe.at

Ursula Spannberger – raumwert.cc

www.raumwert.cc/menschen/ursula-spannberger/

... TO LEARN FROM THEORY

Models for practical implementation

Four-Room-Model

Rooms are essential and of high value for Bildungshäuser. The provision of learning spaces legitimizes the existence of Bildungshäuser. This attitude is based, among other things, on the didactic understanding of education according to Grundtvig and is deeply rooted in the attitude of those responsible for education in Bildungshäuser (Filzmoser 2020, 198). The Four-Room-Model according to Jochumsen, Skot-Hansen, and Hvenegaard-Rasmussen (2014, 67 ff) (see Figure 1) can therefore be used as a first consideration for change processes and offers many further potentials.

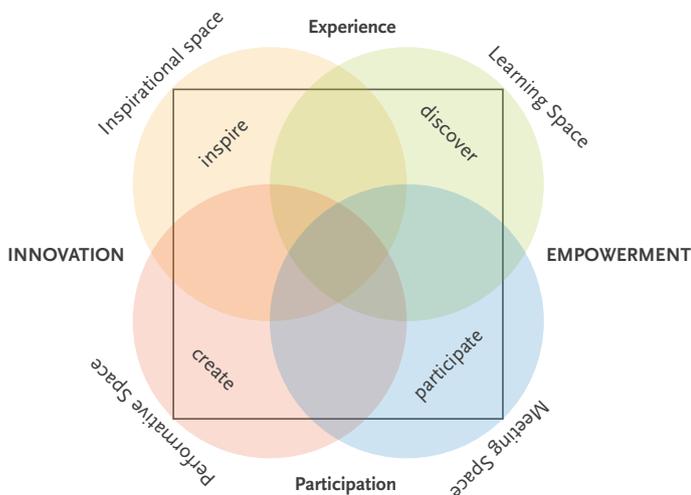


Figure 1: Four-Room-Model following Jochumsen et al (2014, 70 quoted from Filzmoser 2020, 205)

The model is based on a participant-centered approach. It identifies four learning objectives: Experience, Empowerment, Participation and Innovation. From these four learning goals, four spatial functions derive: the Inspirational Space, the Learning Space, the Meeting Space and the Performative Space, which in turn lead to four learning activities: inspire, discover, participate, and create. Learning goals and spatial functions overlap to a certain extent, depending on the individual characteristics of the learners or the learning activities. Originally, the authors designed the model for libraries. Filzmoser (2020, 204ff) made the model accessible for the practice of Bildungshäuser. The performative room is the classic among seminar rooms. Tables and chairs are oriented to the front towards a lecturer. The focus lies on linguistic expression in the form of lectures and inputs. The meeting place is used for informal learning. There is space for individual exchange, to ask questions and to network. The learning room focuses on individual learning. Here in-depth learning or research are made possible in a quiet and concentrated atmosphere. In contrast to this is the inspiration room, which can be noisy when experimenting. Interdisciplinary teams develop, test, and implement creative ideas. This way, the room becomes a laboratory, a studio or a workshop.

Depending on the guiding principle and the educational mission, all four spaces are already present in Bildungshäuser, but they exist separately from one another. **The challenge now is to keep the needs of the learners in mind and to flexibly combine these rooms into room concepts accordingly.** When the individual design of

the learning processes is considered, the room offer increases in attractiveness for learners (Stang 2016, 193). In this sense, the design of learning spaces or learning space concepts is a didactic task that does not lie solely with the education managers but requires the commitment of all employees who are involved in the internal processes and procedures in a Bildungshaus. To achieve the necessary understanding among the people involved, it could be helpful to no longer speak of seminar rooms, but of educational worlds.

Educational Process Perspective

An Educational Process Perspective refers to a participant-oriented approach, which includes the needs of the learners in all process steps of the organizational procedure in a Bildungshaus. Currently, an Educational Product Perspective is more prevalent in educational institutions. It is oriented towards the process of developing, planning, and implementing educational events. Participants or interested parties are mainly involved at the end of this process. In the best case, these results are considered in the development phase at the beginning of the next process flow. Individual educational events are the focus of thought and action. The infrastructure, the rooms, but also the learners are hardly considered in the process flow.

This is different when working with an Educational Process Perspective. Here, the focus lies on the educational process of the learners. With this attitude, educational managers strive to continuously identify the needs of the learners and to include them in all phases of the process. The difference between these two perspectives is illustrated in Figure 2.

Educational needs can change in the course of an educational process. Ideally, an educational service can flexibly and rapidly adapt to changing circumstances. Often, however, clients are not able to verbalize their needs clearly or are trapped in their idea of what adult education should look like. Therefore, it is crucial for education managers to get in touch with them and listen to them. In the direct discussion with customers, it is possible to find solutions for successful educational processes together.

Gaby Filzmoser



Figure 2: Difference between Product Perspective and Educational Process Perspective (Filzmoser 2020, 157)

... TO LEARN FROM HISTORY AND CHANGE

The roots of Bildungshäuser reach back to Denmark



Nikolaj Frederik Severin Grundtvig

The roots of the Bildungshäuser reach back to the beginning of the 20th century. Following the example of the Danish Heimvolkshochschulen, the idea of educator Nikolaj Frederik Severin Grundtvig (1783-1872), who is considered the founding father of the Heimvolkshochschule idea, spreads across northern Germany to Austria. He had the idea of

a „school for life“ and thus focused on longer courses lasting from 3 months to a year. For participants and teachers, living together should lead to self-development (Röhring 2010, 181f). Today, longer educational events are still successfully carried out in Denmark. They should enable participants to live autonomous, self-determined lives and also inspire teachers to gather new perspectives (The Association of Folk High-Schools in Denmark 2019, 7f). Teaching and learning thus happens at eye level, based on voluntariness, self-determination and without pressure. The main goals of Hojskolerne (as they are called in Denmark) are personality development, education for social participation and political education. In this way, the concept ties in with the holistic, humanistic general education idea of the Age of Enlightenment, which sees educa-

tion as a longer-lasting process (carried out throughout life) that interacts between the self and the world. A central component of the idea of Heimvolkshochschulen is „community“. „Living and learning under one roof“ in Denmark means that teachers and participants spend much time together and commonly carry out the daily things of life.

“Learning and living under one roof“ is also seen as an essential didactic aspect in Heimvolkshochschulen and Bildungshäuser in Germany and Austria. However, the focus here is more on the participants. During their educational processes, they should feel free from everyday obligations and be able to devote themselves entirely to their learning goals. At the same time, collaborative, networked learning is encouraged. Living together in the Bildungshaus is seen as a service. Educational houses therefore have more the character of a hotel; education is seen as a service.

Changing learning needs

The changed learning needs can be related to the changed learning behavior in the course of the digital transformation. Filzmoser (2020, 158ff) examined the perception of education managers in this regard in a study. Participants have become more demanding and flexible. Bookings and cancellations are made at shorter notice. They express their expectations and wishes more confidently. In addition, the informally accessible online education options also influence expectations regarding institutional on-site education services. For example, learners want their questions or problems

answered in a timely manner. In summary, the following needs can be identified:

- Individual approach to learning goals and individual support of learning processes
- Self-determined and self-organized learning
- Networking with other learners and personal contact with teachers
- Informal learning on the side, promptly and quickly

The learning needs of participants place organizational demands on educational institutions. In a traditional Bildungshaus, these adaptations are associated with structural changes that affect not only educational management, but also human resource development and the entire organization as well as the internal processes, based on a coordinated corporate culture.

Gaby Filzmoser





09

Looking into the crystal ball ...
... still does not work. We are curious what the future will bring.

„GOOD“ QUESTIONS TO CONCLUDE

Clemens Sedmark pointed out in one of his lectures that education comes, among other things, from questions that I cannot ask myself. Questions that shake or move me. It's about expanding a person's imagination in such a way that this person can suddenly bring things into his*her life that he*she didn't even know existed before. These are the good, conducive questions we strive for. On the one hand, because we are learners ourselves, and on the other hand, because we want to share our insights and experiences with others. However, we realize that we are reaching our limits in doing so. How can we make moving experiences accessible to someone else?

Answered questions ...

To many questions that we asked at the beginning of the project we got answers. In the theoretical discussions and during our excursions, we saw how other organizations design learning spaces in an innovative way. We got an idea of how educational processes can be adapted to individual learning needs. In our innovation workshop, we played with possibilities for change and one or two ideas will certainly be implemented.

Nevertheless, many questions remained unanswered and one or the other answer even raises new questions. We will not be able to answer them here, and that is okay. Because this creates new potential for reflection and further development.

... and open questions

One of the central open questions is how the needs of (potential) participants can be determined. Especially when the participants themselves cannot verbalize them. How can individual learning processes be organizationally integrated into the processes of a Bildungshaus? How do I get employees on board so that they develop an awareness of the learning needs of the participants? How can different learning spaces be transformed into spatial concepts? How can new learning space concepts be integrated economically and efficiently into the organization of a Bildungshaus? How do we adapt our educational programs and still remain true to our roots? How do we automate processes to have more time for personal contact? How can the didactic concept of „living and learning under one roof“ be modernized? What kind of catering concept is necessary for this? How do I get participants to take more time for their personal education? ... Unfortunately, we have to leave many of these and other questions open at this point.

In the project team, we have agreed to address one of these questions in another project. Thus, the development spiral of the Bildungshäuser continues to turn with the goal of empowering people and expanding their competencies.

Gaby Filzmoser

A ROADMAP

Laura Kaiser and Ulrich Baudenbacher

Ideas for a Bildungshaus of the future

From idea to implementation



The right questions.

Helpful questions for (structural) changes:
What is the intention?
What is to be achieved?
Which target group is addressed?
Can all target groups benefit?
Who is part of the "change team"?
What can be retained?

DNA of the Bildungshaus. A Bildungshaus goes through many "natural" changes, e.g. enlargements or a new thematic orientation. With larger changes, the character of the house, the DNA, should always be considered. The change must fit - to the target group as well as to the mission statement.

Pillars of the Bildungshaus. A Bildungshaus of the future will only work, if the house is considered as a whole. It is important to involve the different areas in the changes (e.g. facility management, cleaning staff, pedagogical staff, etc.). An opinion poll among regular customers can also be helpful.



Tip 1: Decision makers

For organizational reasons, it makes sense for one person to decide on construction-related issues. However, the basis for the decision should be discussed in the team.



Tip 2: Photos before renovation

Pictures of the part of the building/room to be renovated make "problem areas" more visible. Trial placement with furniture or light installations can also be photographed.



Long-term investment.

When establishing a new concept, the benefits and the purpose must be clear in advance. This applies to educational concepts as well as to changes in catering or structural measures. Compatibility with the overall concept of the facility is essential. Such measures should be thought through over a period of years.

External Consulting.

Professional advice for changes is always useful. In the case of spatial changes, it is recommendable to bring in an interior designer who specializes in educational institutions. An exchange with other educational institutions can also support the process and provide ideas. Experience is an important resource.

Objektiv. Realistic schedules that consider sufficient time for decision-making processes and implementation are helpful and provide planning and action security.



Tip 3: Consider colors & light

- Intense colors indirectly color other walls (reflection).
- A color should always appear twice in the room concept.
- Pay attention to color temperatures: Cold colors do not necessarily create an uncomfortable atmosphere!

To allow a flexible use of the room, indirect light and a good working light should equally be provided.



Tip 4: Consider equipment and technology

What technology is needed and how durable is the system?

Can the pinboard really be replaced?

What is the cost-benefit factor? What do the speakers need?

Flexible, multifunctional furniture makes all the difference!

Consider when buying: Invest properly; possibility of recyclability

MORE INFO AND LINKS



Erasmus+ Adult Education -
Austrian National Agency OeAD



Link to the video of the
Innovation workshop 2022
(in German on YouTube)



Information on the Erasmus+ Project
„Bildungshäuser of the Future - needs-
oriented learning space concepts in adult
education“



Link to the inspirational video
„Bildungshäuser der Zukunft“
(in German on YouTube)



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NOTES

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