Lifelong learning in real estate education

The case of the Master City Developer curriculum renewal

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Lifelong learning: Need for New Knowledge & Skills

Real estate / urban development faces more complexity, due to unfolding challenges and transitions and diverging disciplines, actor interests and ambitions.

- Need for lifelong learning to be able to adapt to change.

- Management skills required to steer real estate / urban development processes and projects in an integrative interdisciplinary matter.

- Recognition in real estate / urban development practice (employees) that new knowledge and skills are paramount to increase governance capacity and delivering/redeveloping a more future proof-built environment.

- Need for a future-proof curriculum incorporating the latest and relevant knowledge to understand and address contemporary and future urban development challenges, and paying attention to skill development.
Master City Developer (MCD) course at a glance

- Post-MSc course (2 years, 140 ECTS)
- For professionals in the built environment field (real estate / planning)
- Founded by TU Delft, Erasmus University Rotterdam and Rotterdam municipality
- 20th year/course running as of 2023/24
MCD as Knowledge Partner in UD Network
MCD Curriculum Renewal Process

Main process steps:

1. MCD Board (and Partner Committee) assignment
2. Securing external funding / co-financing
3. Knowledge inventory & SWOT-analysis existing MCD & Quick-scan post-MSc course competitors
4. External workshops along three lines:
   - Challenges in profession (content/process wise)
   - Didactical methodological innovations
   - External profiling course
5. MCD Curriculum Redesign & many ‘governance’ sessions
6. Module preparations & marketing
7. Start Module 1 September 2023
MCD Curriculum Renewal Co-Financing

€100.000
- G4 Cases
- Urban Transformation
- Urban Law

€100.000
- Urban Transformation

€100.000
- Urban Resilience
- Blended learning

€30.000

€30.000

€40.000
MCD Curriculum Redesign

- **Kernfase: Urban Development Context**
  - Module 1: Urban Economics
    - Stedelijke ontwikkeling gericht op brede welvaart
  - Module 2: Urban Transitions
    - Stedelijke transities voor veerkrachtige steden
  - Module 3: Urban Governance
    - Stedelijke ontwikkeling in allianties en netwerken
  - **Personal Development 1**

- **Verdiepingsfase: Urban Development Management**
  - Module 4: Urban Investment & Finance
    - Investeren in en rekenen aan stedelijke gebiedsontwikkeling
  - Module 5: Urban Strategy & Design
    - Sturen en ontwerpen van stedelijke gebiedsontwikkeling
  - Keuzemodule 6a: Urban Transformation
    - Sturen van binnenstedelijke gebiedsontwikkeling
  - Keuzemodule 6b: Urban Law
    - Publiek- en privaatrecht bij gebiedsontwikkeling
  - **Personal Development 2**

- **Onderzoeksfase: Urban Development Research**
  - Module 7: Urban Research Methods
    - Vormgeven van wetenschappelijk onderzoek
  - Module 8: International Urban Development
    - Gebiedsontwikkeling in een internationale context
  - Module 9: Urban Research Thesis
    - Uitvoeren van wetenschappelijk onderzoek

- **2 elective modules** for study flexibility
- **G5 Cases** (reference projects) integral part of modules 1-5
- **Blended learning** structural part of all modules
- **Personal Development trajectory** for skill development
MCD Curriculum Didactics

3 Didactical learning principles applied in the curriculum in each module:

• **Blended learning:** purposely linking the weekly interactive face-to-face meetings with student flexible self-study preparations via diverse online learning materials incl. theme-based videos, self-assessment, and peer-to-peer assignments, aimed at improving the studyability and educational quality.

• **Case-based learning:** evolves around studying one critical urban development case per module from specific theoretical perspectives, aimed at enhancing the student’s ability to critically compare practices, in order to construct and apply management concepts and strategies for their own job.

• **Student-centred learning:** factors in the growing need among professionals for relevant personal leadership skills, which is given shape by a personal development trajectory, aimed at individual and collective reflective learning at the intersection of study and practice.
MCD Module Didactics Concept

Constructive alignment

(Bigg, 2006)
Blended Learning Challenges (part of lit.review)


1. Incorporating flexibility:
   • **Learners having control** over the content, learning sequence, pace, time, place, and path (Bonk et al., 2006; Ruiz et al., 2006).

2. Stimulating interaction:
   • Both **student-student and student-teacher interactions** in blended courses are somewhat difficult to organize in the online component of blended learning environments (Owston et al., 2013; Okzan & Koseler, 2009).

3. Facilitating students’ learning processes:
   • Due to the increased flexibility and autonomy of learners in blended learning environments, **self-regulation becomes a critical factor for study success** (Barnard et al., 2009).

4. Fostering an interactive learning environment:
   • Due to the **increased transactional distance** in the online part of blended courses characterized by **less spontaneous encounters** when compared to face-to-face communication (Osguthorpe & Graham, 2003) the learning climate gets negatively affected.
MCD Blended Learning Activities / Wave

• **Modules of 8 weeks:**
  – 6 learning weeks
  – 2 assessment weeks

• **Online learning activities:**
  – Videos / reading material
  – Discussion boards
  – Self-ass quizzes / small assignments

• **F2F learning activities:**
  – 5 interactive learning days with lecturing
  – 1 G5 cases day on location
  – Lectures, excursions, problem-solving group work, debates, presentations
MCD Blended Learning Story Board (module example)

**Leerdoelen**

- Begrijp ontwikkeling van de moduleboer en het OIF, begrijp ontwikkeling van de voor- en nadelen van agglomeraties, stedelijke economische groei, bereikbaarheid en transport.
- Ken kennis van verschillende typen beleid en de invloed van beleid en regels op de ondernemingsstrategie in de regio.
- Begrijp de impact van verschillende agglomeraties op de ondernemingsstrategie en beleidsagenda.
- Ontwikkel kennis van de invloed van beleid en regels op de ondernemingsstrategie en beleidsagenda.

**Toelating (Opgave)**

- Gebruik het Canvas voor een overzicht van de toelatingen en nadelen van het concept en de leest materiaal, test begin van de concepten via oefeningen, reflecteer op de eigen case.
- Gebruik een concept om het Canvas voor een overzicht van de toelatingen en nadelen van het concept en de leest materiaal, test begin van de concepten via oefeningen, reflecteer op de eigen case.
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**Salmon's 5-stage model**

**Activiteit 1**

- Stages 1 & 2: Access/Introduction
- Video 1.1: Hoe de Canvas omgeving te gebruiken?
- Stage 3.4: Information Exchange & Knowledge Construction
- Video 1.1.1: Lezen,实作 2.1: Integelemente voor stedelijke en regio's
- Video 3.1: Berekende en concurrentekarakter, Consumer City
- Video 4.1: Melding, bereikbaarheid en gebeurtenissen, vervoersmogelijkheden

**Activiteit 2**

- Lezen,实作 2.2: Integelemente voor stedelijke en regio's
- Video 1.1.2: Integelemente voor stedelijke en regio's
- Video 3.1.2: Berekende en concurrentekarakter, Consumer City
- Video 4.1.2: Melding, bereikbaarheid en gebeurtenissen, vervoersmogelijkheden

**Activiteit 3**

- Lezen, 实作 3.1: Lezen,实作 3.2: Lezen,实作 3.3: Lezen
- Video 1.1.3: Lezen,实作 3.4: Lezen,实作 3.5: Lezen
- Video 3.1.3: Lezen,实作 3.4: Lezen,实作 3.5: Lezen
- Video 4.1.3: Lezen,实作 3.4: Lezen,实作 3.5: Lezen

**Activiteit 4**

- Video 1.1.4: Lezen,实作 4.1: Lezen,实作 4.2: Lezen
- Video 3.1.4: Lezen,实作 4.1: Lezen,实作 4.2: Lezen
- Video 4.1.4: Lezen,实作 4.1: Lezen,实作 4.2: Lezen

**Activiteit 5**

- Video 1.1.5: Lezen,实作 5.1: Lezen,实作 5.2: Lezen
- Video 3.1.5: Lezen,实作 5.1: Lezen,实作 5.2: Lezen
- Video 4.1.5: Lezen,实作 5.1: Lezen,实作 5.2: Lezen

**Activiteit 6**

- Video 1.1.6: Lezen,实作 6.1: Lezen,实作 6.2: Lezen
- Video 3.1.6: Lezen,实作 6.1: Lezen,实作 6.2: Lezen
- Video 4.1.6: Lezen,实作 6.1: Lezen,实作 6.2: Lezen
MCD Case-Based Learning

Harvard Case Study Method:
The HBS Case Study Method is designed to provide students with a comprehensive understanding of the complexities of decision-making in a business context (HBS, 2024).

1. **Read the case**: individual problem analysis (**online**)
2. **Discuss the case**: group problem analysis plus solution paths for management interventions (**online**)
3. **Engage in class**: peer-to-peer (student-student / student-teacher) discussions (**F2F**)
4. **Reflect in class**: group presentations and strategic case advise for practice (**F2F**)

- Integration of case study method spread over multiple module weeks in both online and F2F activities.
Case documentation development:

• 10 to 20 page case documentation (~2500 words)
• Same structure for each case:
  – Case overview
  – Case context
  – Case timeline
  – Case strategies
  – Case conclusion
  – Case in relation to module thematics
• Only small section tailored to module theme, to allow for case rotation between modules in future MCD programs
MCD Personal Development Skills

Goal: strategically managing urban development processes

Turner & Townsend (2006), A skills framework for regeneration and planning.

- Development focus on:
  1. **Strategic skills**
  2. **Process skills**
  3. **Specific skills**
  4. **Practical skills** (on-the-job)
MCD Personal Development Trajectory

Four Phases:

1. **Awareness**: individual learning goals
2. **Inventory**: plan of action
3. **Action**: log
4. **Reflection**: portfolio

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<td>4. Reflectie</td>
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<td>b. Presentatie van PO Portfolio aan 3 MCD gremia: PGL, AD en Partnerraad of Alumni Netwerk</td>
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<td>d. Afronding met <em>Proeve van Bekwaamheid</em></td>
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Questions for Discussion

• Examples of and tips from other post-MSc Real Estate courses or lifelong learning curricula in Europe?

• Experiences with implementing theoretical concepts for lifelong learning?

• Experiences with implementing didactic concepts for blended / case-based / student-centred learning?
Blended Learning Challenges (literature review)

1. Incorporating flexibility:
   - **Learners having control** over the content, learning sequence, pace, time, place, and path (Bonk et al., 2006; Ruiz et al., 2006).
   - In blended learning environments it is often impossible to let students randomly choose and study a topic and follow their own ‘learning path’. Especially true for structured blended campus courses offered with a limited time period.
   - A way to deal with this inflexibility is to enable students themselves to choose between **weekly or topical participation online and F2F modes** (Beatty, 2014).
   - Flexibility can best be implemented and achieved (Kineo & The Oxford Group, 2013; Ma’Arop & Embi, 2016) by **giving students the flexibility to choose learning activities in a more random order**.
2. Stimulating interaction:

- Both student-student and student-teacher interactions in blended courses are somewhat difficult to organize in the online component of blended learning environments (Owston et al., 2013; Okzan & Koseler, 2009).
- Online learning environments can lead to enlarged psychological and communication space, called the ‘transactional distance’ (Moore, 1993; Chen et al., 2014).
- Social interaction is therefore generally stimulated through introducing face-to-face meetings (Boelens et al., 2017), and to a lesser degree in the online learning environment.
- Nortvig et al. (2018) indicate that educator presence in all online learning activities is paramount, and particularly useful in videos for cultivating students’ interest in the topic under study (Southard et al. (2015).
- Also peer-to-peer online activities and individual instructor feedback increases the satisfaction and sense of community, potentially decreasing transactional distance, and improving learner engagement (Halverson & Graham, 2019).
3. Facilitating students’ learning processes:

- Due to the increased flexibility and autonomy of learners in blended learning environments, self-regulation becomes a critical factor for study success (Barnard et al., 2009).
- Participation in blended learning courses require organization, discipline, time management, skills in using technology and self-efficacy to control their own learning process (McDonald, 2014).
- This is naturally more found in 'high achievers' than low achieving students that have difficulties with independent learning (Owston et al., 2013; Tsai & Shen, 2009).
- Vermunt and Verloop (1999) argue that this challenge can be dealt with by instructional activities that follow four regulative strategies: orienting and planning, monitoring, adjusting and evaluating (see Boelens et al., 2017).
- This for example involves instructors introducing the course, and conducting regular tests to assess students’ competencies.
- Student self-monitoring their study progress can also increase the ability and motivation for independent learning amongst both high and low achievers.
4. Fostering an interactive learning environment:

- Due to the increased transactional distance in the online part of blended courses characterized by less spontaneous encounters when compared to face-to-face communication (Osguthorpe & Graham, 2003) the learning climate gets negatively affected.
- It might cause feelings of learner isolation (McDonald, 2014), and reduced motivation to learn (Osguthorpe & Graham, 2003), and even higher drop-out rates (Angelino et al., 2007).
- ‘Flipped classroom’ forms, where students engage with online lecture and textbook material at home, before participating in physical class interaction activities are particularly successful (Stockwell et al., 2015), when compulsory online activities are further applied and assessed within F2F settings.
- Bralić and Divjak (2018) argue that also MOOCs can enrich traditionally taught courses and act as a complementary resource in achieving learning goals.