

» Forschung in Wildau – innovativ und praxisnah «

From Learning Spaces to Working Spaces

How to bridge the gap between learning and working in a digitized world

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starting point In the course of "blurring boundaries" of physical vs. virtual and formal vs. informal learning spaces^{2,4,6} as well as the growing need for both digitally skilled workers and trainings for students to enhance digital competency,^{6,8,9} **#talents – Digital Management-Talents Initiative** was created to better prepare students for their professional career following their studies; consequently, to smoothen students transition from *learning* to *working spaces*.

objective

As a multifaceted learning space, #talents integrates project-based learning³ and primarily aims to combine

(A) the transfer of digital knowledge

between digital expert practitioner, students and businesses via brick-and-mortar as well as virtual learning spaces

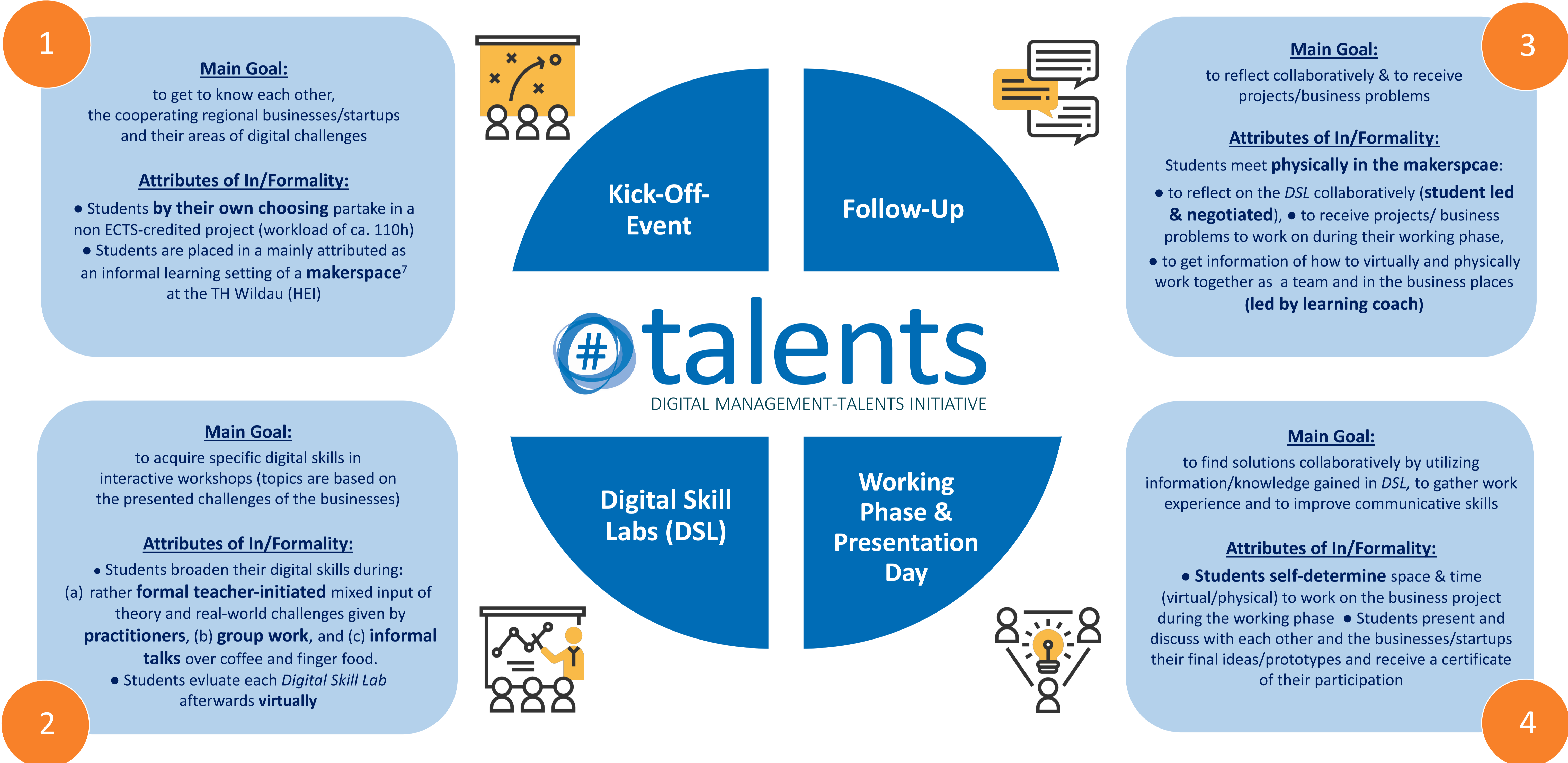
with (B) practical experience in working spaces of regional businesses and startups.

outcome

After partaking in a **#talents-Cycle**, students will not only have **improved existing** or **acquired new skills**, but have also via virtual and physical means developed ideas or solutions that are able to leave lasting impressions resulting in different kinds of **cooperation with the businesses/startups**.

procedure

#talents integrates different kind of learning spaces: During the **#talents-Cycle**, participating students of various study programs acquire and apply knowledge in **physical** as well as **virtual** learning environments in which attributes of both, **informality** and **formality**, are present.^{1,2}



* Overall, #talents enabled nine students to write their BA-/MA- theses, to get a student assistant job or an internship at the respective business/startup following the program.

#talents learning spaces

| Virtual | Formal | Informal | Physical |
|--|---|---|--|
| LMS (Moodle), video conferencing tools (e.g. Skype, WebEx), digital collaboration tools (e.g. Trello, Asana, Slack etc.), digital tools specific to DSL topic (e.g. lumen5, balsamiq®) | <ul style="list-style-type: none"> 1 2 teacher-led pedagogy, summative/formative assessment 1 2 3 4 educational institution, learning objectives, certification learning = primary purpose, externally determined 1 3 propositional knowledge, outcomes rigidly specified | <ul style="list-style-type: none"> 2 3 4 negotiated or student led pedagogies, feedback at home, community spaces, outside of edu. institution learning = unintended outcomes, self-determined knowledge derived from experience, outcomes flexible | makerspace of the TH Wildau, library, seminar rooms, at home, at cafés or other working spaces, on site of the businesses/startups |
| | <p>Process</p> <p>Locations & Settings</p> <p>Purposes</p> <p>Content</p> <p><small>(based on [1],[2])</small></p> | | |

References:
 [1] Colley, H., Hodkinson, P., & Malcolm, J. (2003). Informality and formality in learning: A report for the learning and skills research centre. London: LSRC. [2] Greenhow, C; & Lewin, C. (2016). Social media and education: Reconceptualizing the boundaries of formal and informal learning. Learning, Media and Technology, 41(1), 6-30. doi: 10.1080/17439884.2015.1064954. [3] Larmer, J., Mergendoller, J. R., & Boss, S. (2015). Gold standard PBL: Essential project design elements. Retrieved June 25, 2017 from https://www.bie.org/blog/gold_standard_pbl_essential_project_design_elements. [4] Loeckx, J. (2016). Blurring boundaries in education: Context and impact of MOOCs. The International Review of Research in Open and Distributed Learning, 17(3). doi: http://dx.doi.org/10.19173/irrodl.v17i3.2395. [5] Oblinger G. (2006). Learning Spaces. Retrieved June 25, 2017 from http://net.educause.edu/ir/Library/pdf/PUB7102.pdf. [6] OECD (2015). OECD Science, Technology and Industry Scoreboard 2015: Innovation for growth and society. Paris: OECD Publishing. [7] Peppler, K., Halverson, E., & Kafai, Y. B. (2016). Introduction to this volume. In: Peppler, K., Halverson, E., & Kafai, Y. B. Makeology: Maker Spaces as learning environments, (pp. 1-12). New York and London: Routledge. [8] Picot, A., & Neuberger, R. (2014). Arbeit in der digitalen Welt – Zusammenfassung der Ergebnisse der AG1-Projektgruppe anlässlich der IT-Gipfelprozesse 2013 und 2014. Retrieved June 25, 2017 from https://www.bmw.de/BMW/Redaktion/PDF/A/arbeit-in-der-digitalen-welt,property=pdf,bereich=b mwi2012,sprache=de,rwb=true.pdf. [9] Schulmeister, R. (2012). Vom Mythos der Digital Natives und der Net Generation. Berufsbildung in Wissenschaft und Praxis, 41(3), 42-45.
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