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» 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 projectbased 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}

Main Goal:

to get to know each other, the cooperating regional businesses/startups and their areas of digital challenges

Attributes of In/Formality:

 Students by their own choosing partake in a non ECTS-credited project (workload of ca. 110h)
 Students are placed in a mainly attributed as an informal learning setting of a makerspace⁷ at the TH Wildau (HEI)



Main Goal:

to reflect collaboratively & to receive projects/business problems

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Attributes of In/Formality:

Students meet physically in the makerspcae:
to reflect on the DSL collaboratively (student led & negotiated), • to receive projects/ business problems to work on during their working phase,
to get information of how to virtually and physically work together as a team and in the business places (led by learning coach)



<u>Main Goal:</u>

to acquire specific digital skills in interactive workshops (topics are based on the presented challenges of the businesses)

Attributes of In/Formality:

 Students broaden their digital skills during:
 (a) rather formal teacher-initiated mixed input of theory and real-world challenges given by
 practitioners, (b) group work, and (c) informal talks over coffee and finger food.
 Students evluate each Digital Skill Lab afterwards virtually



Main Goal:

to find solutions collaboratively by utilizing information/knowledge gained in *DSL*, to gather work experience and to improve communicative skills

Attributes of In/Formality:

 Students self-determine space & time (virtual/physical) to work on the business project during the working phase
 Students present and discuss with each other and the businesses/startups their final ideas/prototypes and receive a certificate of their participation

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.

Virtual

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®)

#talents learning spaces

Physical

makerspace of the TH Wildau, library, seminar rooms, at home, at cafés or other working spaces, on site of the businesses/startups



References:

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