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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<sup>2,4,6</sup> as well as the growing need for both digitally skilled workers and trainings for students to enhance digital competency,<sup>6,8,9</sup> #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 learning<sup>3</sup> 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

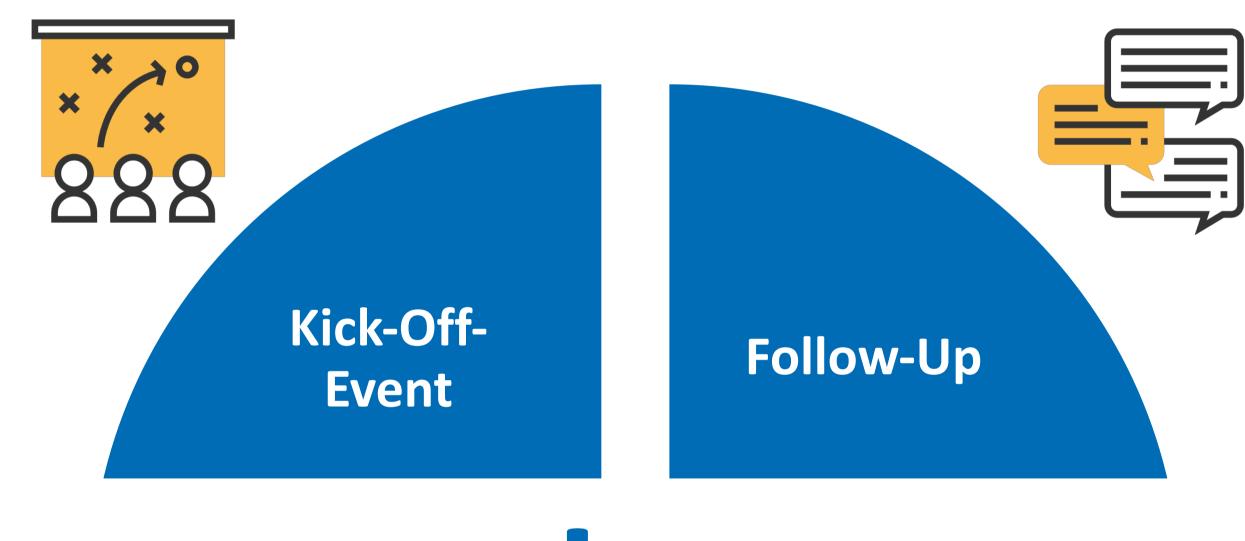
#talents integrates different kind of learning spaces:
During the #talents-Cycle, participating students of various study programs acquire and apply
knowledge in physical as well as virtual learning environments in which attributes of both,
informality and formality, are present.<sup>1,2</sup>

#### 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 makerspace<sup>7</sup> at the TH Wildau (HEI)



Main Goal:

to reflect collaboratively & to receive projects/business problems

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4

#### **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)

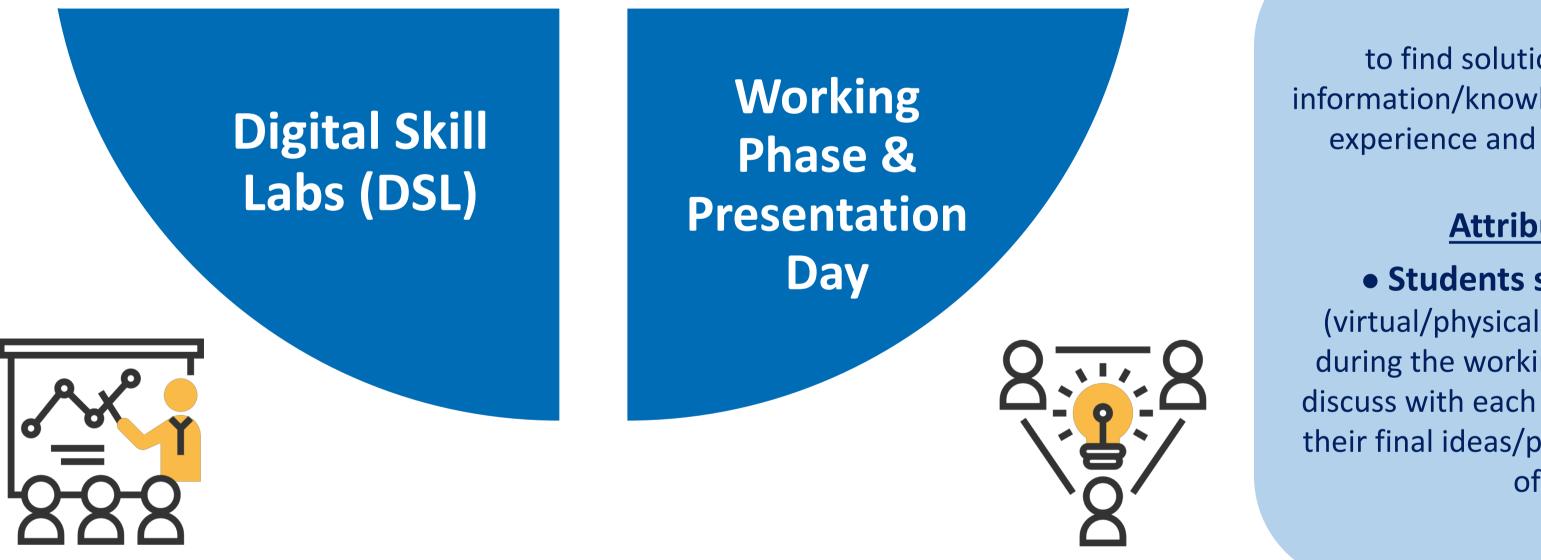


#### <u>Main Goal:</u>

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.

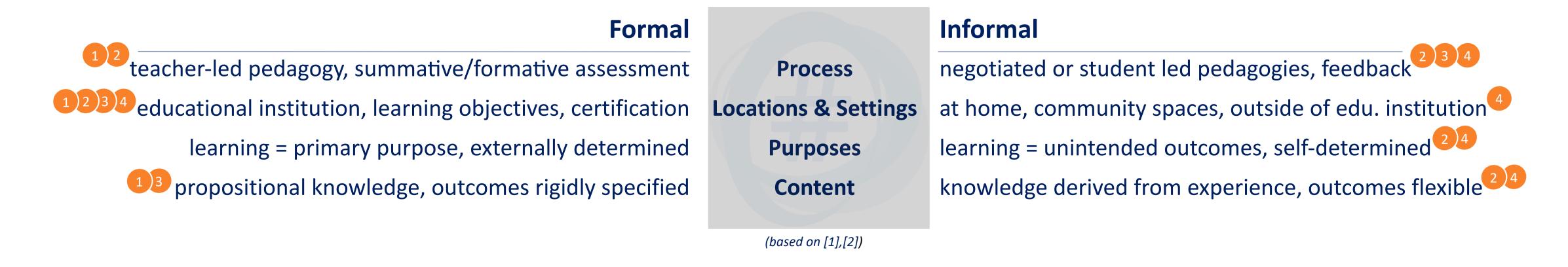
#### Virtual

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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[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 https://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. (2016). Introduction to this volume. In: Peppler, K., Halverson, E., & Kafai, Y. B. (2016). Introduction to this volume. In: Peppler, K., Halverson, E., & Kafai, Y. B. (2016). Introduction to this volume. In: Peppler, K., Halverson, E., & Kafai, Y. B. (2016). Introduction to this volume. In: Peppler, K., Halverson, E., & Kafai, Y. B. (2016). Introduction to this volume. In: Peppler, K., Halverson, E., & Kafai, Y. B. (2016). Retrieved June 25, 2017 from https://www.bmwi.de/BMWi/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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### Website: www.th-wildau.de/digital-talents

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