

» 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

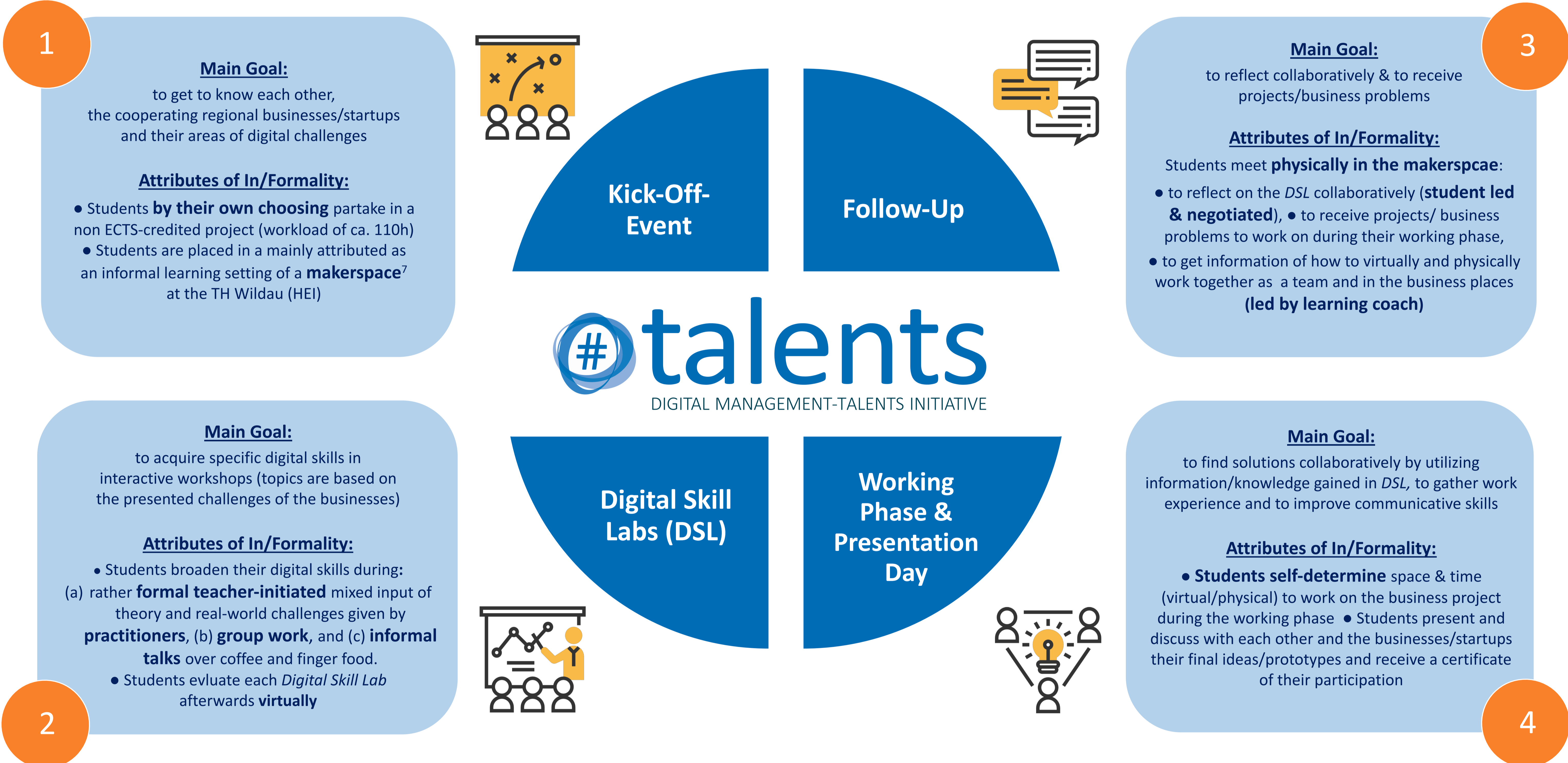
with **(B) practical experience in working spaces** of regional businesses and startups.

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 mw2012,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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