

Core Research Area: *Workplace Learning*

Research project proposals produced by the experts of the 4th STELLAR Delphi round

301. Workplace Learning

Group: Researcher

Project_title

Learning from your daily job challenges

Project_description

What role can TEL play in fostering learning from daily job challenges?

How can daily job challenges be transformed into learning opportunities?

How can job related learning opportunities be linked to manageable learning opportunities?

Project_partners

Large companies

Educational technology developers

Curriculum designers

Project_justification

1. Society

2. Scientific: operationalisation of learning from working

302. Workplace Learning

Group: Researcher

Project_title

Investigation in how technology changes what we should learn

Project_description

Improving teaching methods using new technology is not the important issue. The real issues are: technology changes WHAT has to be learnt, WHEN it has to be learnt and WHAT kind of change happens to our brain if we use new tools.

Project_partners

Brain research and psychology groups.

Project_justification

Our education system is outdated. It will not get much better if we do not consider the basic questions: WHAT do we need to teach when many things can be outsourced to DBs, computers, the WWW, without ceasing to be real humans (i.e. what level of symbiosis with technology should we have)

303. Workplace Learning

Group: Researcher

Project_title

educational service

Project_description

service is the application of skills and knowledge for the benefit of other. Value in education should be based on the new definition of service, that is co creation of value between customers and providers.

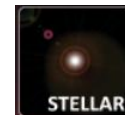
Project_partners

universities, companies.

Project_justification

societal and technological.

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304. Workplace Learning

Group: Researcher

Project_title

Daily tip

Project_description

Which are the best areas of each worker for improving.

Project_partners

News agencies, Online Educational institutions

Project_justification

Technological and economic aspects of each area.

305. Workplace Learning

Group: Researcher

Project_title

Contextualizes Information Assistance in Manufacturing

Project_description

contextualized information delivery for problem solving and learning as well as (semi automatic) gathering of information to improve content in manufacturing SMEs

Project_partners

SMEs

Project_justification

improve performance and quality - electronic job performance support in manufacturing

306. Workplace Learning

Group: Researcher

Project_title

Working without learning

Project_description

Can we support complex tasks in such a way that workers only need basic knowledge and skills to perform these tasks.

Project_partners

Industry

Project_justification

Why learning (difficult) when machines can support you?

307. Workplace Learning

Group: Researcher

Project_title

REciprocal support of learning and creativity at the workplace

Project_description

How can workers learn to contribute to innovations in the daily work routine?
How do they learn to deal with innovations in innovative ways?

Project_partners

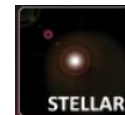
Know Center Graz

KMRC Tübingen

Prof. Hoppe Univ. Essen / Duisburg

Prof. Elisa Giaccardi, Universidad Carlos III, Madrid

Project_justification



We have not really understood the interplay between learning, knowledge construction and the emergence of new knowledge at the workplace - and we know even less about how to promote it.

308. Workplace Learning

Group: Researcher

Project_title

Distributed Learning at Work

Project_description

How can we support workers at their workplaces to share their experiences and learn from each other?

Project_partners

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Project_justification

309. Workplace Learning

Group: Researcher

Project_title

Collaborative Learning in the Workplace

Project_description

What are the argumentative mechanisms that designers use during Project Reviews in order to come to a collective decision?

How can these argumentative mechanisms be supported by both tools and methods ?

How can the tools and methods be evaluated ?

Can the argumentative mechanisms be taught?

Empirical studies will be carried out in authentic situations within enterprises (in situ) and designers will be asked for feedback on researchers' analysis and they will be involved in conception and evaluation of tools and methods

Project_partners

Small and medium enterprises in three countries and corresponding University partners

Project_justification

Design is an integral part of many different workplace and educational contexts.

Effectively supporting collaborative design with technology is a challenge that has not yet been met.

Understanding argumentation in this context is challenging as designer groups are made up of designers with different professions, each having their own expertise.

310. Workplace Learning

Group: Educator

Project_title

Concepts of long life learning on work places

Project_description

How should learning environments organized to enhance life long learning at work places

Project_partners

other universities of applied sciences in Austria and EU; Wirtschaftskammer Österreich, Arbeiterkammer Österreich

Project_justification

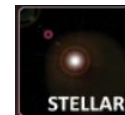
Often the transfer of learning processes in seminars does not fit to the needs of learners at their workplaces. Learning can only take place in learnerfriendly environments at their work places. How should such work places be created?

311. Workplace Learning

Group: Educator

Project_title

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How can we motivate older faculty members to bring the level of their technology skills from poor to average by 2020.

Project_description

A review of reasons why professors ages 50 and up do not utilize technology like professors that are 50 and under.

Project_partners

Northwestern State University
Mississippi State University
Alcorn State University
Louisiana-Monroe

Project_justification

Societal/Technological

312. Workplace Learning

Group: Business Person

Project_title

Holistic learning practices for 21st century organisations

Project_description

what holistic learning practices can an organisation adopt to enhance achievement against key measures such as:

performance
productivity
engagement
retainment

to what degree are such learning practices 'emergent' and more informal in character or led by the institution and more formal in character

is there a difference in impact between more formal and informal learning practices

Project_partners

University of Bristol
Organisations - private and public sector

Project_justification

As we are seeing greater fragmentation of perspectives, beliefs and preferences we are seeing active learner choice in organisations, expressed by how, when, where and whether learners choose to engage with learning, or merely 'submit' to it. Rather than search for the 'best way' of supporting learning in organisations, I would argue that we need to look at existing practices, and blockages to effective practices which exist within the holistic organisational system and explore where maximum impact can be found. Socially I believe this is necessary for greater empowerment as well as more effective uses of technologies to connect and support relationships between people, rather than merely to transmit information