

## Forum Lernweltforschung // Forum Learning World Research Innovative approaches in Higher Education

08.11.2016, 14:00-18:00, Department of Educational Research, Room 33.2.218  
Moderation: Clemens Wieser, Department of Educational Research, University of Graz

The second symposium on Learning World research focuses on learning architectures that provide innovative channels of communication, cooperation and assistance for both students and instructors: Learning and teaching paths in profession-oriented learning contexts and the learning experiences of students in synchronous and asynchronous learning environments are illustrated in order to facilitate the formation of learning communities and foster student engagement and reflection. The symposium discusses learning architectures from an instructional perspective to scaffold teaching strategies in higher education and to meet the needs of current and future student learning.

### 14:00 Welcome and Introduction

Rudolf Egger, Department of Educational Research, University of Graz

### 14:10-15:10 Educational studies on profession-orientated game-based learning in the Danish veterinary education

Camilla Kirketerp Nielsen, Department of Cognition, Media and Communication & Department of Large Animal Sciences, University of Copenhagen

This presentation provides an overview of an ongoing project dealing with profession-oriented game-based learning in the Danish veterinary learning environment. After the contextualization of the research project, the empirical background for the studies conducted in a mandatory veterinary master course will be described. The fieldwork can be characterized as 'classic' ethnographic studies (participant observation, interviews, document collection and photos) although the implementation of game-based learning in veterinary education by means of 'digital games-in-use' requires the development of new methods. Hence, methodical and methodological implications for the investigation of game-based learning will be outlined and the interplay between traditional ethnographic fieldwork and fieldwork in settings using digital educational technologies shall be discussed.

### 15:20-16:20 Online and offline learning: ethnographic studies in online nursing education

Anita Lyngsø, Department of Media, Cognition and Communication, University of Copenhagen & VIA University College, Health

This presentation deals with an innovative e-pedagogic concept for professional education in nursing in real time and traces how this concept is enacted throughout the curriculum. The focus is on professional learning and on the students' development of their professional identities. The analysis presented in this contribution comprises examples of the digital classroom as well as observations of the students' learning activities at home. It will be shown how the students create their own strategies and a space for interaction, communication, and learning. On the organizational level, the perspective is on both the online nursing education as an organizational experiment and on the development of e-pedagogical strategies by the educators.

### 16:30-17:30 Mapping the profession-oriented learning context between classroom, lab and clinical practice

Karen Borgnakke, Department of Cognition, Media and Communication, University of Copenhagen

Ongoing fieldwork aims to map the profession-oriented learning context. Using ethnographic approaches, this contribution explores different learning sites and analyses the conflict between scholastic and practice learning. The results presented are based on case studies conducted in the realm of health education at university colleges and universities with a focus on strategies for innovation as well as organizational and pedagogical development. Innovative practices and challenges related to formal and non-formal learning situations are placed in the centre of the case studies. On this background, the contribution delineates characteristic learning activities, reflects learning values and clarifies their relation to theoretical concepts of learning in professional practices. The perspective for this presentation is to sharpen the empirical analytical overview of activities, concepts and models of profession-oriented learning, and to exemplify the continuum and important milestones in the process of professional learning.

### 17:40 Closing statement

Rudolf Egger, Department of Educational Research, University of Graz