Patterns of (learning-) activities in micro-learning communities in the installation sector

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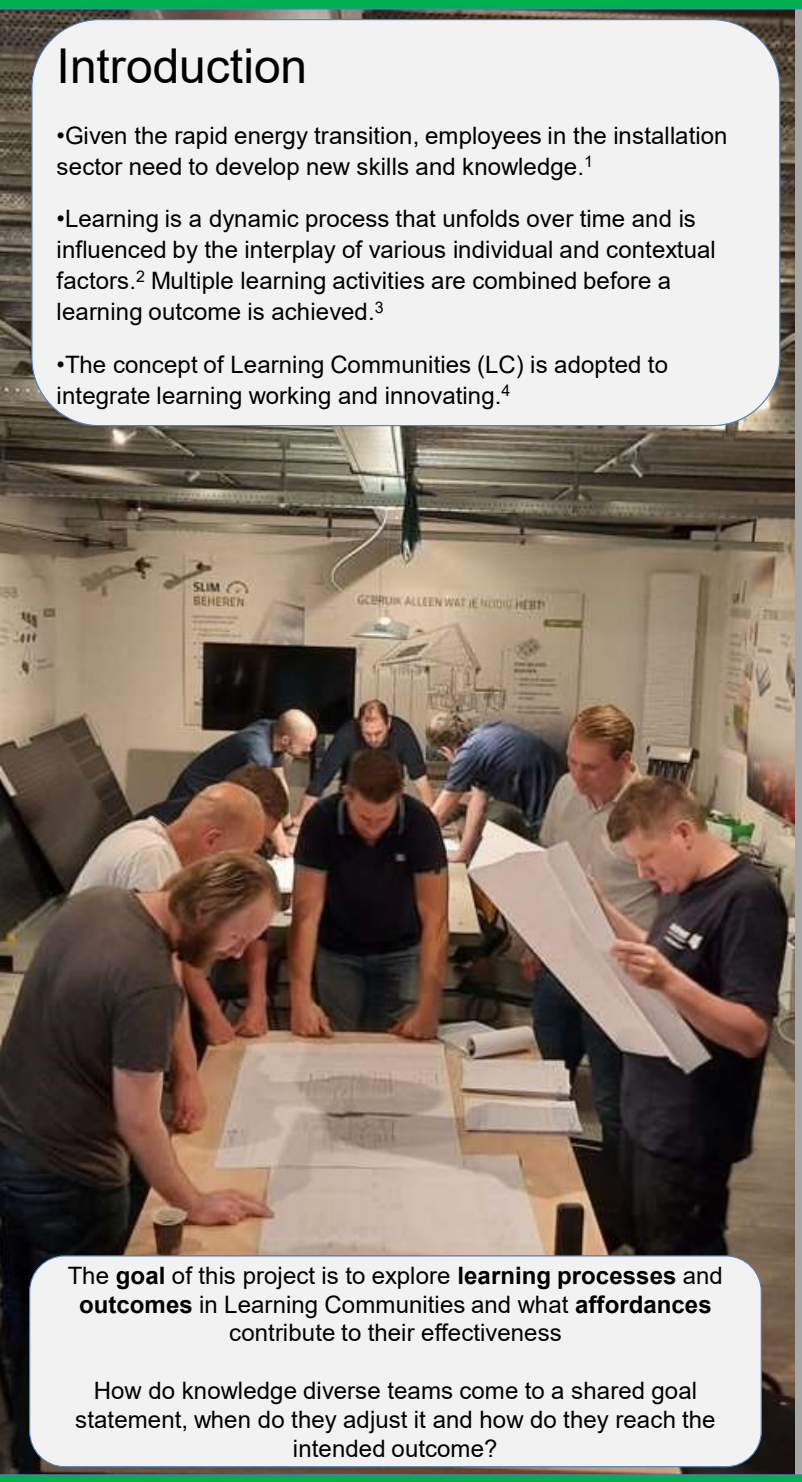
Introduction

•Given the rapid energy transition, employees in the installation sector need to develop new skills and knowledge.[1]

•Learning is a dynamic process that unfolds over time and is influenced by the interplay of various individual and contextual factors.[2] Multiple learning activities are combined before a learning outcome is achieved.[3]

•The concept of Learning Communities (LC) is adopted to integrate learning working and innovating.[4]



The **goal** of this project is to explore **learning processes** and **outcomes** in Learning Communities and what **affordances** contribute to their effectiveness

How do knowledge diverse teams come to a shared goal statement, when do they adjust it and how do they reach the intended outcome?

Method

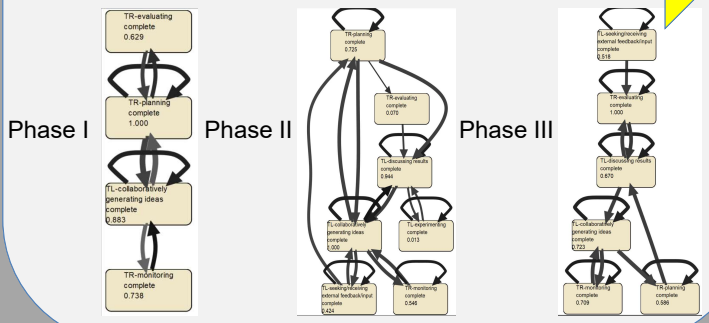
LC: Mechanics, planners, engineers and teachers, trying to solve a challenge in approx. 10 meetings 10 weeks, activities between meetings supported by a facilitator.

Lifespan analysis & Process mining

Results

initial goal adjusting product

Collaborative idea generation never stops
Almost no experimenting during meetings
Evaluation only happens at the end



Discussion

•How to integrate activities between meetings?
•Should coding be more “fine grained”?
•What phases can be distinguished?
•What methods uncover the dynamic nature of learning activities?

References

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