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Adding a design perspective to study learning environments in higher professional education / Ilya Zitter ...

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Abstract

How to design learning environments leading to learning-, thinking, collaboration- and regulation skills which can be applied to transferable, knowledge oriented learning outcomes is still controversial. We studied the designs of learning environments in innovative higher professional education more closely. To characterize learning environments we identify designable elements and position them on a scale ranging from specified, to emergent elements. Next, the main problems with the designs are identified. We introduce adaptive elements as a potential solution. We observed participants adapting such elements to suit their own needs or the needs of others. The designable and adaptive elements fulfill a dual function: they should offer contextual clues that would be available in professional practice and scaffold learners in need of support. (HRK / Abstract übernommen) Zitter, Ilya, E-Mail: ilya.zitter@ecbo.nl