

## Playing – Learning – Working

### *Hochschullernwerkstätten* between cooperation and collaboration

Dear colleagues,

we would like to invite you to the 12<sup>th</sup> International Conference of the Hochschullernwerkstätten (Learning workspaces at universities). The conference starts at the 13<sup>th</sup> and lasts until February 15<sup>th</sup> 2019. It is to be held at the Free University of Bolzano at Campus Brixen. There the Faculty of Educational Sciences and the University Library will be your hosts. Join us at South Tyrol/Italy!

The conference topic offers different accesses and versions. As a temporal continuum, "playing - learning - working" is founded in an anthropologically theoretical approach. According to Fröbel, the free and self-acted **playing** in the early Childhood is the most effective self-educational method given by the educators (cf. Neumann, Sauerbrey, Winkler 2010). Drafts for the primary school take this approach in consideration. Thus among others Maria Montessori who interprets the intensive activity of children as work. If they are related with the material, they combine practical activities / works with emotionally, social and cognitive learning of process and therefore combine »I« and »world« (cf. Montessori in 2017)

Following Dewey's theory, **learning** in the mode of joint **working** is the core educational business. Consequently and correspondingly to constructive learning, the Hochschullernwerkstatt could become the key piece in apprenticeship and research by interlacing interests of the respective searchers in a theory practice transfer (cf. Stadler-Altman 2015; Winkler & Stadler-Altman 2016)

In the context of lifelong and work-accompanying learning, the focus is on generating knowledge, i. e. the question of how meanings can be built up and increase on basis of experiences. Thus, on the one hand, research actions can get apparent for students, as well as for educational professionals in the kindergarten and teachers in the school service. Furthermore, their specific accesses in the research could be included (cf. Stadler-Altman et al 2018).

On the other hand, theory-based, didactic questions concerning the practice standards can be developed with students, teaching staff and educational professionals. The challenging aim is to learn the didactical way of thinking (cf. Flitner & Scheuerl 2005; Widmann 2013).

The conference topic is suited as a description of the educational real situation „between cooperation and collaboration“, likewise to the analysis of contextual factors in the educational research (cf. Windzio & Teltemann 2013).

An additional example: In 1874, Konrad Koch started as an English teacher his service in a venerable German High School. The subject causes less enthusiasm to his pupils. How can Koch do his work if the pupils do not co-operate? How can he motivate them to the learning? He tries with football matches. His method is successful concerning language learning. Now his conservative colleagues make Koch's life extremely difficult. At this point, the pupils show unusual engagement and find collaborative means against the unfortunate situation

Therefore, Hochschullernwerkstätten are the place in which inter alia- working or operating, discussion and reflection in situations of playing, learning and working are central and in which a -maybe pragmatically seen- cooperation becomes a collaborative work item. These perspectives should be introduced in the conference presentations and be elaborated and respectively discussed in the Workshops, bar camps and even coffee breaks.

## References

- Flitner, A.; Scheuerl, H. (2005) (eds.): *Einführung in pädagogisches Sehen und Denken*. Neuausg., München: Beltz.
- Montessori, M. (2017): *Kinder sind anders*, München: Klett-Cotta.
- Neumann, K., Sauerbrey, U. & Winkler, M. (2010) (eds.): *Fröbelpädagogik im Kontext der Moderne. Bildung, Erziehung und soziales Handeln*. Garamond: Verlag IKS.
- Stadler-Altman, U.; Keiner, E.; Resinger, P. et al (2018): Hybrid Spaces: Forschendes Lernen – Forschen lernen, in: Pilypaitytė, L.; Siller, St. (eds.), *Schulpraktische Lehrerprofessionalisierung als Ort der Zusammenarbeit*, Wiesbaden: Springer VS, pp. 199-205.
- Widmann, A. (2013), Didaktik unterrichten oder: wie lernen Fachleute didaktisch zu denken? Ein Erfahrungsbericht, in: *Magazin Erwachsenenbildung.at* 20, 8 S. urn:nbn:de:0111-opus-84133.
- Windzio M., Teltemann J. (2013) Empirische Methoden zur Analyse kontextueller Faktoren in der Bildungsforschung. In: Becker R., Schulze A. (eds.) *Bildungskontexte*. Wiesbaden: Springer VS.
- Winkler, G.; Stadler-Altman, U. (2016), *EduSpace Lernwerkstatt in the Library – a collaboration project between the Faculty of Education and the Library*. Vortrag, IATUL: Bolzano.

## Call for Papers – Submission Information & Guidelines

### Formate:

1. **Presentations:** presentation should have theoretical-systematical, historical reflections and/or empirical research results belonging to the conference topic (20 min. presentation + 20 min. discussion)
2. **Forum:** forum should have practical aspects of learning workshops at universities, schools and/or kindergarten. Activating, discussing and experimenting with the audience is expected (90 min.)
3. **Poster:** poster should introduce a Learning Workshop at university, school, kindergarten or covers a research project of learning in a workshop setting at university, school, kindergarten or extracurricular
4. **BarCamp:** additionally a barcamp, an open, participatory workshop-event will be organized. The content of which is provided by participants related to questions and ideas upcoming during the conference.

For number 1, 2, and 3 please submit an abstract (2.000 signs) relating to the conference topic until the 23<sup>rd</sup> of October 2018. Based on the submissions we will prepare the conference program and invite you for the conference.

As usual, a publication relating to the conference topic is planned. Hence, the possibility of publication will be given.

For further information, please see the conference homepage: <http://lernwerkstatt.info/tagung2019/start>

We are looking forward to many submissions and for a fruitful conference!

The Team of EduSpace-Lernwerkstatt at the Free University of Bolzano/Faculty for Education and the library:

Elisabeth Dalla Torre, Enrico A. Emili, Susanne Schumacher, Ulrike Stadler-Altman, Gerda Winkler

### Contact

[lernwerkstatt@unibz.it](mailto:lernwerkstatt@unibz.it)

[www.unibz.it/de/faculties/education/eduspace-lernwerkstatt/](http://www.unibz.it/de/faculties/education/eduspace-lernwerkstatt/)