

Ethnographic studies in innovative learning contexts

Fieldwork in scholastic, profession-
oriented and academic learning context

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Background – full scale case studies – research based evaluation of innovative projects

Organizational and pedagogical development in scholastic and clinical practice learning, professional orientated learning strategies, skills development and profession identity. Long term senior projects, PhD projects, post doc projects, master students projects.

Scholastic context: Secondary and upper secondary schools (*IT-schools since 2000s*) and Higher Education. Academic learning context: Campus studies referring to programmes in the humanities, social sciences and natural sciences. Profession-oriented context: Prof. Bach. Programmes (nurses/teachers)

Current PhD-projects following full scale innovative projects on:

- Inter professionalism – VIA college (Project InterTværs)
- Leadership education - Danish public sector (Knowledge, Power and Practice)
- Online learning (project NETuddannelsen)
- Game-based learning (Innovation project in veterinary education)
- PhD projects on profession oriented learning in clinical psychiatric praxis

Collaboration and Networks - National and International

The projects have strong networks and project development is made in close collaboration between the involved institutions and both national and international research networks. Cross-institutional and international collaboration is based on contact with researchers and networks in Education & Ethnography centered in ECER, Oxford and in *Rethinking Ethnography* with shifting locations in Europe. Activities are maintained by already started projects/collaborations with research groups at Goteborg University, Barcelona University, Graz University, University of Alberta/Edmonton and university colleges especially UC-VIA.

Ambition - Exploring the field of practice

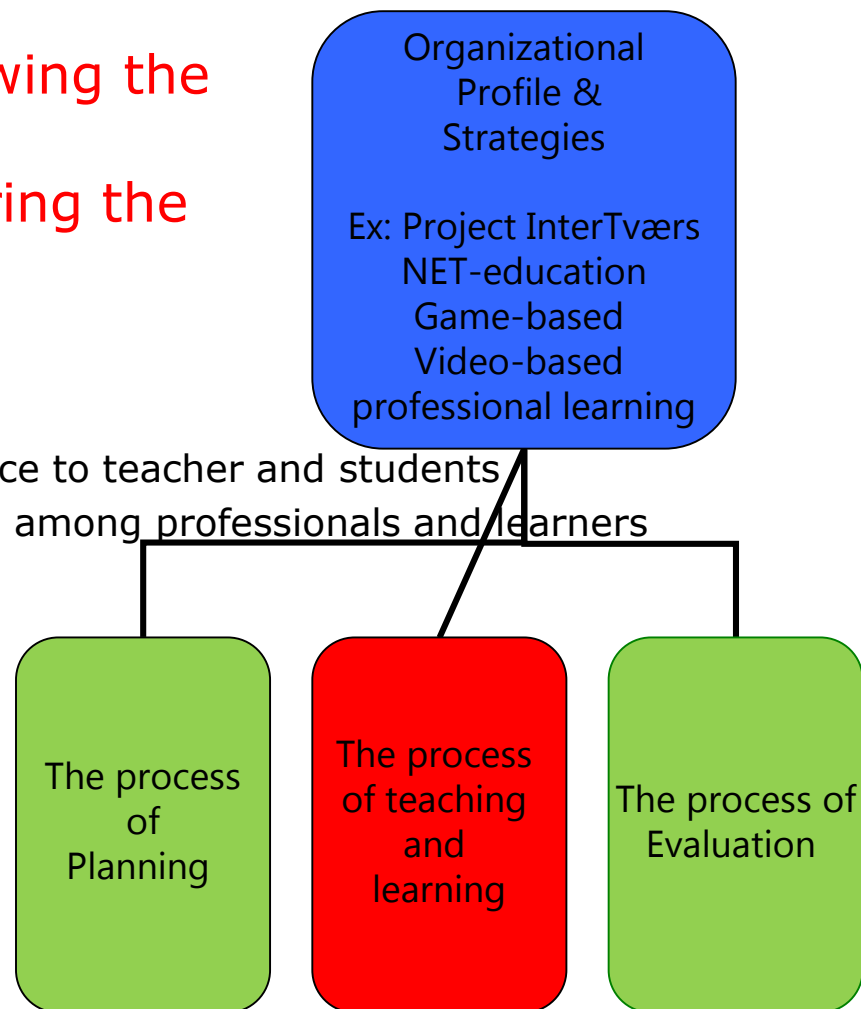
Mapping the area (official documents) and the organisational levels.

Material collections, observations (field notes) and interviews referring directly to

- The management level
– the leader team
- The colleague level the professional and interprofessional (teacher) team
- The teaching and learning practice levelobserving and analyzing the process, learning strategies and tools

Following the field,
covering the case

Giving voice to teacher and students
Observing among professionals and learners



Coping with the process

Results and challenges

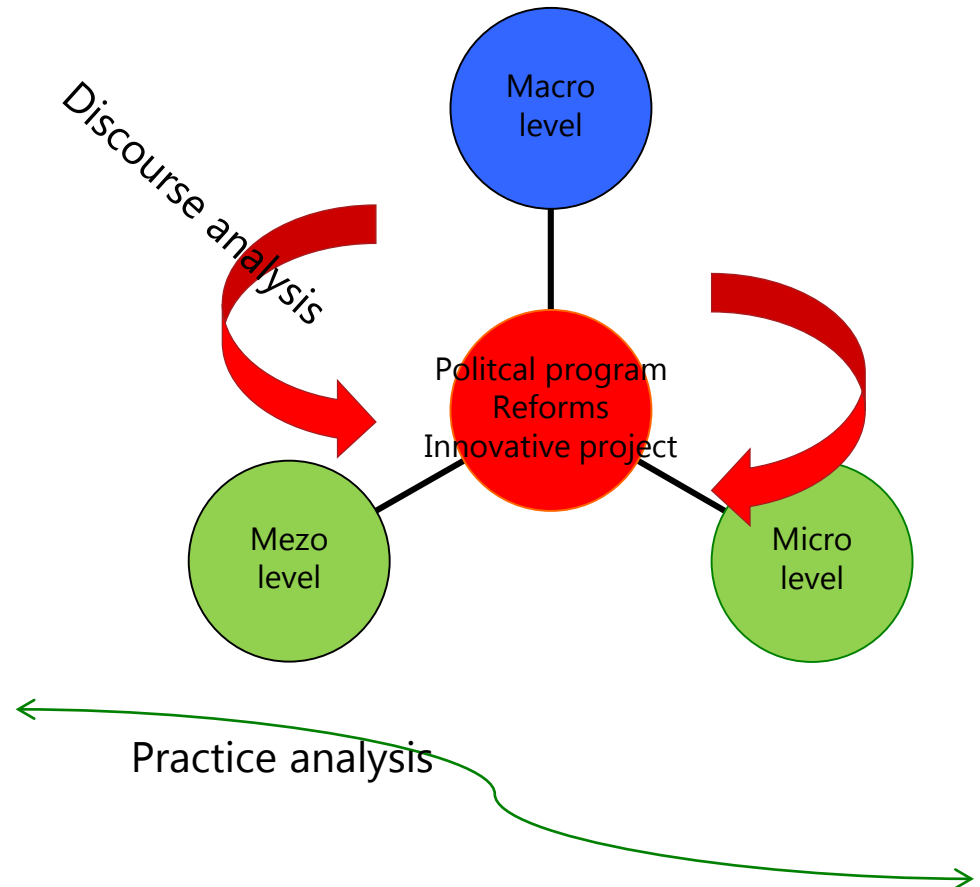
Empirical results mapping the field of practice refer to full scale educational programs and innovative projects refer to a specific course and school as well as to a whole sector. Common headlines: Mapping the powerful paradigm, the basic conflict System/life world, the practical consequences and paradoxes

The main challenge

Transforming ethnographical interest to an empirical analytical strategy showing the interplay between macro, mezo and micro levels and the whole process of implementation, make in depth analysis of the organisational and discursive practice being able to analyse milestones in the process of organisational learning, organization or professional learning.

The main challenge and empirical forces: producing new knowledge about 'the inner world' of educational organisations.

Coping with discourse analysis top-down/from macro level and the political program to the institutional mezo level to the practical micro level as well as bottom up practice analysis – reconstructing milestones of the process



Further info, material and downloads see <https://komm.ku.dk/forskning/paedagogik/innovativelaeringsprocesser/>