

## **Learning to support: Bridging educational knowledge traditions and situated knowing in technologically intensive work practices**

In co-operation with InterMedia at Oslo University. Project members: Åsa Mäkitalo (scientific leader), Hans Rystedt, Ann-Charlotte Eklund and Sten Ludvigsen

### **Project summary**

The aim of this project is to analyse how professional and traditional forms of knowing (appropriated within the educational system) relate to, and are challenged by, new ways of organising work and new technological tools in 'high tech' environments. The project is directly relevant for technical programmes in upper secondary schools and universities, but also contributes in general to educational programmes currently challenged by the introduction and use of new technologies in their specific professional fields. Our empirical case, an IT support unit, works with problem solving in relation to technologies as both the means and contents of work. Learning and problem solving are, in this new setting, necessary for achieving continuity of everyday practice. This empirical case will be compared with a more traditional work setting (a hospital ward) in which a new technological tool needs to be integrated into, and adjusted to, an established work organization. What do these new professional fields require in terms of formal educational schooling, how is collective knowledge organised and shared and what is the nature of learning at such work sites? Theoretically, learning is conceptualised as driven by continuous attempts to solve dilemmas and close gaps in the on-going activity. This is accomplished by using modes of knowing and reasoning emanating from educational practices when encountering the demands of locally situated sense making and collaborative action.