

Challenging Transitions In Learning And Work

Lifelong Learning in Paid and Unpaid Work The SAGE Handbook of Learning and Work Understanding Learning at Work The SAGE Handbook of Workplace Learning Long Life Learning Learning, Work and Practice: New Understandings The Fundamentals of Workplace Learning Authentic Professional Learning The Future of Learning for Work Resources in Education Learning/work Informal Learning at Work VET Boost: Towards a Theory of Professional Competencies The Handbook of Work Based Learning NIE Papers in Education and Work Discourses on Professional Learning Education & Jobs College Opportunity and Affordability Act of 2007, December 19, 2007, 110-1 House Report 110-500, Part 1 Dialogue Education at Work Making Learning Job-Embedded D. W. Livingstone Margaret Malloch David Boud Margaret Malloch Michelle R. Weise Paul Gibbs Knud Illeris Ann Webster-Wright Linda Cooper Paul Matthews Ben Bennett National Institute of Education (U.S.) Christian Harteis D. W. Livingstone Jane Vella Sally J. Zepeda

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lifelong learning in paid and unpaid work provides a new paradigm for understanding work and learning documenting the active contribution of workers to their development and their adaptation to paid and unpaid work

across 40 chapters learners learning and work are situated within educational organisational social economic and political contexts taken together these contributions paint a picture of evolving perspectives of how scholars from around the world view developments in both theory and practice and map the shifts in learning and work over the past two decades

work now invariably requires a continual focus on learning to improve productivity to enhance the flexibility of employees and to develop and transform organizations this volume brings together leading experts from the united states britain australia and new zealand to critically evaluate the current debates on workplace learning and to propose directions for future developments in both research and practice topics covered include expectations of learning at work into the twenty first century learning theories practice and performance implications the relationship between workplace learning and other forms of lifelong learning the international developments in competency based approaches to learning and assessment the influence of language power culture and gender upon the construction of learning topical and informative this volume will be an invaluable resource for students and researchers of training hrd continuing and adult education

this handbook provides a state of the art overview of the field of workplace learning from a global perspective the authors are all well placed theoreticians researchers and practitioners in this burgeoning field which cuts across higher education vocational education and training post compulsory secondary schooling and lifelong education the volume provides a broad based yet incisive analysis of the range of theory research and practical developments in workplace learning the editors draw together the three essential areas of theory research and practice and issues and futures in the field of workplace learning in addition final chapters include recommendations for further development key researchers and writers in the field have approached workplaces as the base of learning about work that is work based learning there has also been emerging interest in variations of this idea such as learning about through and at work many of the theoretical discussions have centred on adult learning and some on learners managing their own learning with emphasis on aspects such as communities of practice and self directed learning in europe and australia early work in the field was often linked to the vocational education and training vet traditions with concerns around skills competencies and on the job learning the idea that learning and workplaces had more to do with real lifelong and lifewide aspects than traditional training regimens has emerged in the last decade since the mid 1990s the field has grown world wide as an area of theory research and practical work that has not only expanded the interest but has also legitimized the area as a field of study reflection and progress the sage handbook of workplace learning draws together a wide range of views theoretical dispositions and assertions and provides a leading edge presentation by key writers and researchers with insight into the field and its current state it is a resource for researchers and academics interested in the scope and breadth of workplace learning

a visionary guide for the future of learning and work long life learning preparing for jobs that don t even exist yet offers readers a fascinating glimpse into a near future where careers last 100 years and education lasts a lifetime the book makes the case that learners of the future are going to repeatedly seek out educational opportunities throughout the course of their working lives which will no longer

have a beginning middle and end long life learning focuses on the disruptive and burgeoning innovations that are laying the foundation for a new learning model that includes clear navigation wraparound and funding supports targeted education and clear connections to more transparent hiring processes written by the former chief innovation officer of strada education network s institute for the future of work the book examines how will a dramatically extended lifespan affect our careers how will more time in the workforce shape our educational demands will a four year degree earned at the start of a 100 year career adequately prepare us for the challenges ahead perfect for anyone with an interest in the future of education and clayton christensen s theories of disruptive innovation long life learning provides an invaluable glimpse into a future that many of us have not even begun to imagine

this book s original contribution to a crowded literature on work and learning will attract strong international interest its focus on the philosophy of learning at work brings a fresh perspective on a topic normally viewed through psychological anthropological and sociological eyes it assembles a host of internationally recognized scholars who reflect on the various philosophies of work based learning full of distinctive and original contributions that provide perceptive insights into the subject the work will be a practical support to teachers trainers and researchers at the same time as it gives readers a clear philosophical grounding in learning at work it is however not simply a book about philosophy but a gazetteer of approaches to education in work that will sustain and inspire those who provide engage in and support the learning of new knowledge and skills in the workplace with adaptability to new employment opportunities so vital to existing workers the authors stand behind continued provision of work based learning in the face of tightening economic constraints

fundamentals of workplace learning is a comprehensive guide to how people learn in the workplace and the issues and challenges involved examining the essential aspects of workplace learning and unravelling the various influences which affect the success of work based learners knud illeris presents a holistic model to explain how diverse individuals can be encouraged and invited to learn at work approaching workplace learning from the perspective of learners as human beings with complex social and psychological needs as opposed to resources to be managed this book examines in detail the key issues surrounding workplace learning including the workplace environment as a learning space workplace learning as competence development a multitude of different kinds of workplace learning arrangements job transcending learning initiatives the interaction between formal and informal learning environments the challenges presented by specific groups early school leavers elderly workers and the new young generation presenting conclusions on workplace learning and possibilities for the future this book focuses on a way forward while detailing the fundamentals of successful workplace learning it will appeal to everyone involved in understanding and improving learning in the workplace including educationalists business students managers personnel and educational leaders

there is considerable and growing interest in professionals learning across their working lives the growth in this interest is likely premised upon the increasing percentage of those who are being employed under the designation as professionals or para professional workers in advanced industrial economies part of being designated in this way is a requirement to be able to work autonomously and in a relatively self regulated manner of course many other kinds of employment also demand such behaviours however there is particular attention being given to the ongoing development of workers who are seen to make crucial decisions and take actions about health legal and nancial matters part of this attention derives from expectations within the community that those who are granted relative autonomy and are often paid handsomely should be current and informed in their decision making then like all other workers professionals are required to maintain their competence in the face of changing requirements for work consequently a volume that seeks to inform how best this ongoing learning can be understood supported and assisted is most timely and welcomed this volume seeks to elaborate professional learning through a consideration of the concept of authentic professional learning what is proposed here is that in contrast to programmatic approaches towards professional development the process of continuing professional learning is a personal complex and diverse process that does not lend itself to easy prescription or the realisation of others intents

we are living through a daunting yet fascinating period in which the global economy increasingly challenges the accepted dichotomies between home life and work life between employment and unemployment paid work and unpaid work this calls for serious analysis of how knowledge is generated both formally and informally in workplaces as diverse as the factory the field or the street it raises questions about what forms of learning and training are involved how they articulate with one another and what practical and theoretical implications this has for our societies in this book 34 leading scholars from 10 countries challenge established understandings of lifelong learning and work with several arguing that work and lifelong learning need to be turned inside out through a rigorous critique of underlying social relations and practices so that we understand the power relations that shape learning work possibilities in various ways all of the 25 chapters that make up this volume are infused with imaginings of alternative futures which prioritise social justice and sustainability for the majority in the world publisher s website

discover how the role of anybody involved with workplace learning enhancing capability and improving performance must change to successfully manage the critical shift in the way organizations need to cater to the learning needs of their employees despite millions spent on training surveys show that the majority of workers are disengaged and delivering far less than they are capable of deliberately harnessing the power of informal learning is the new way to tangibly improve worker capability and performance right at the point of work this book shows you how using practical advice from workplace learning experts and examples and case studies from around the world it establishes the relationship between informal learning and employee engagement knowledge management organisational development performance support and competence publisher description

the themes of the different papers in this book are related to five major areas of research first the book presents the work on a large scale

assessment in vocational and occupational education and training reason was the work of frank achtenhagen and his colleagues on the preparation of a vet pisa which started in 2004 which has now become more and more a concrete program the contributions to this part of the book contain a project description and profound presentations and discussions of measurement and evaluation problems it reflects also the work of achtenhagen with respect to item response theory measurement and testing the second part of this book presents a unique endeavour of promoting vet research the swiss federal office for professional education and technology opet initiated a program of leading houses of vet which are dedicated to different important research topics this program might serve as example for comparable approaches in other countries the third part highlights central issues of research on learning processes curriculum theory and the use of technology here the work of achtenhagen on competence profile modelling competence measurement and instructional and curriculum designing is touched the fourth part stresses social and emotional learning as important aspects of vet learning the fifth part considers the political and institutional dimensions of vet research which have to be taken into account when an international large scale assessment of vet shall be getting started achtenhagen s work on learning at work leaning in economics and learning under the conditions of institutional modelling are discussed the whole book is a collection of central issues around a field that is not yet taken enough into consideration in educational research but pushed and supported by frank achtenhagen vet research he belongs to the founding fathers of it and this is why precisely the book reflects new trends and new concepts with respect to the question what can we educational psychologists and educational researchers learn from a rich and central research field

organizational leaders governments and trade unions all agree that learning is fundamental to organizational and economic success the question is how it should best be supported the handbook of work based learning delivers a compelling answer to this question learning needs to be based in the realities of organizational life this unique groundbreaking handbook provides a definitive guide to the set of strategies tactics and methods for supporting work based learning the three main parts of the handbook which focus in turn on strategies tactics and methods are written for both the learner and the professional developer alike each includes a description of the process strategy tactic or method provides examples of what it looks like in action explains the benefits and the likely limitations and provides a set of operating hints for applying the process nothing has been neglected so alongside detailed descriptions of what to do and how to do it the authors have included the declaration on learning created by thirteen of the major figures in the field of organizational learning a section guiding you towards routes for gaining qualifications along with a well researched set of references and further reading

what are the correlations between the education employees bring to their jobs the education required to do those jobs and the skills employees acquire while working on the job written as a sequel to the critically acclaimed the education jobs gap livingstone and contributors explore these questions by building on earlier research and presenting new labour force surveys and case studies of different economic classes and specific occupational groups the survey evidence finds an increasingly overqualified non managerial labour force especially service sector and industrial workers recent immigrants and visible minorities the case studies of professional employees teachers and computer programmers clerical workers auto workers and workers with disabilities explore how workers modify these apparent gaps by continuing to learn and reshape their jobs the book is the most thorough exploration to date of relations between workers and jobs the education job requirement matching ejrm research project team including m lordan s officer k v pankhurst m radsma m raykov j weststar and o wilson worked closely together for several years conducting and analyzing both survey and case study data the new paradigm they present aims to help reshape future studies of learning and work publisher description

this volume of case studies is the companion volume to jane vella s learning to listen learning to teach it demonstrates how educators have used jane vella s methods in their own work

making learning job embedded cases from the field of instructional leadership is a book for sitting principals aspiring principals and teacher leaders this edited volume includes studies that describe and detail findings from dissertation research conducted by scholar practitioners in prek 12 schools these studies examined job embedded professional learning how teachers learned from their work how they grew in their understandings of their work with students and how they could learn from their interactions with others each chapter examines very specific aspects of professional learning that school leaders need to have understanding about to be able to create systems that support teachers in the work they do to teach students interact with colleagues participate in team meetings and other aspects that constitute the work of being a teacher conclusions and recommendations are offered for school leaders to support an environment and culture that embraces job embedded learning as an integral part of the school s foundation for building capacity the messages across the chapters point to the primacy of teacher engagement and the value of job embedded learning

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