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# Crossing Boundaries: The multiple roles of trainers and teachers in vocational education and training

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Organised By

The Network to Support Trainers in Europe

Conference Proceedings



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**CROSSING BOUNDARIES: THE MULTIPLE ROLES OF  
TRAINERS AND TEACHERS IN VOCATIONAL  
EDUCATION AND TRAINING**

**INTERNATIONAL CONFERENCE  
HELD ON 14 - 15 OCTOBER 2010**

**ORGANISED BY  
THE NETWORK OF TRAINERS IN EUROPE**

**CONFERENCE PROCEEDINGS**

Bremen  
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Editors: Eileen Lübcke and Joanna Burchert (both ITB)

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## **Welcome Words**

*By Dr. Eileen Lübcke, Co-ordinator of the Network of Trainers in Europe.*

Dear participants,

I'm happy to welcome you to the Trainers in Europe Network conference in Kostelec.

In January, I became the co-ordinator of the network inheriting the role from my colleague Simone Kirpal for the final 10 month of the funding period. Fortunately, I was not alone; with my colleagues Pekka Kämäräinen and Joanna Burchert and the support of all the partners within the network we shared the task to prepare this conference - the final activity funded in the project period. I want to thank explicitly Joanna Burchert for working hard, far too much, and never losing the focus on the organisation of the conference.

Many thanks also to our Czech host Hana Čiháková from the Czech TTnet for her support, patience and readiness to facilitate communication with hotels, restaurants and other suppliers.

The theme of this conference represents the overall aims of the network. The title "Crossing Boundaries: The multiple roles of trainers and teachers in vocational education and training" has provided a guideline for our network activities.

The network has already supported two online conferences. The results and feedback provided by the participants were always the same: "make it more practical", "make it more interactive". With this conference, we try to cross the boundaries between presenters and participants and between content and formats. Besides the usual 20 minutes paper presentations we have developed a variety of other formats that focus on involving the audience in a discourse around the different conference themes.

During the conference, the accompanying online exhibition will also grow through adding presentations and interviews. I want to encourage every participant to make use of this exhibition and to send us further material to create a vibrant learning environment based on the conference.

The conference has not been designed in terms of just presenting the results of the network, but instead we have tried to make as many new connections as possible by inviting you to the conference and providing space for meetings, discussions, and mutual exchanges. We did not see it as a final conference but rather as a step towards developing and consolidating an open and dynamic network. With this conference, we cross the boundaries to other interested researchers and practitioners.

The network also crosses the boundaries between the European and national levels. The conference is organised jointly with the Czech TTnet, an associate partner of the network. Presentations from the Czech TTnet will be held parallel to the conference on

Thursday, with an English language contribution on Thursday afternoon. We will present the Czech part in a separate section in the conference proceedings. This should not be understood as something different from the “real” conference, the opposite is the fact. This format has been chosen to give you an overview about the topics and issues discussed in the Czech TTnet and to provide you with an insight into the work of this local network.

On behalf of the network, I would also like to take the opportunity to commemorate in the name of Herold Gross, from BIBB in Germany. A month before the conference the news reached us of his sad death. We have lost an inspiring colleague who we dearly miss.

## **Welcome words**

*by Pavol Krempaski, EU Project Manager, Life Long Learning*

Dear reader, participant of the conference, project partner,

The Leonardo da Vinci sub-programme as a part of the EU Lifelong Learning programme supports innovation and quality of vocational education and training in Europe in order to contribute to a smart, sustainable and inclusive growth lastly defined in the Communication from the Commission "EUROPE 2020: A strategy for smart, sustainable and inclusive growth". One of the crucial agents of such a growth are without any dispute teachers and trainers active in vocational education and training. However, it is not an easy task to develop links, tight co-operation and strong networks inside this community as the roles, social position and qualifications are different in many European countries. In this context it is appreciated every effort that tries to overcome these barriers and create an environment that is more transparent, makes the co-operation easier and supports experience sharing. I think that the Leonardo da Vinci project "Network to Support VET Trainers in Europe" belongs to the family of the projects that goes in the above-mentioned direction. The consortium of the project reflected in their work this different context the VET teachers and trainers work and therefore is in line with one of the key messages of the "New impetus for European cooperation in Vocational Education and Training to support the Europe 2020 strategy": "There is a convergence in the roles of teachers and trainers: a trainer in a work-based setting will need more pedagogical competences and must play a supportive and mentoring role; while a teacher in a school will need, like a trainer, a good understanding of work practices. This convergence should be reflected in policies for recruitment and continuing development of skills and competences, which should be validated and reflected in their career status".

I hope you will enjoy reading this proceedings, will be satisfied with the conference and take the opportunity to be an active member of the European network for VET teachers and trainers soon.

## **Presentation Formats**

The Trainers in Europe Conference will use innovative, dialogue oriented presentation formats. That's why we invite you to learn a bit about them beforehand.

### **Interactive Paper Sessions**

The idea of Interactive Paper Sessions is to enhance a dialogue that focuses on the presented topic. In the first part of these sessions, the most important aspects of the research paper are introduced. After this, the author invites the audience to make an exercise (like watching and analysing a video) or to learn more about the presented tools.

### **Interactive Workshops**

Interactive Workshops are an invitation to explore not only a certain topic, but also one's own experiences and to enhance self-reflection:

### **Speed Learning Cafés**

Speed Learning Cafés are an invitation to vivid discussion. In this session, the audience is divided into two groups /tables. Two presenters introduce the main issues of their research. Each presenter will sit with a group at one of the two tables, which are covered in blank paper and supplied with marker pens. Then the process follows these steps: The presenters begin a conversation with their table using a single SPECIFIC – but not CLOSED – question relating to their specific research/interest. The aim is to gather some additional thoughts/learning or questions from the group. Audience *and* presenters write notes on the table based on the conversation in the form of further questions/ thoughts. Groups change to second table/ presenter after 10 minutes. Each presenter in turn summarises the conversations (3 – 5 key learning points from the session):

### **Round Tables**

In Round Tables, the presenters only give short statements about their views on the session's topic and then open the discussion with the audience.

### **Paper Presentations**

Of course, no conference can take place without offering time for classic paper sessions, which are paper presentations followed by some minutes of asking questions and discussion.

### **Conference Speed Dating**

The key aim of a network is to bring people together. The same applies for conferences. We use the concept of speed dating to introduce you to other participants. During the coffee break on Thursday you will have the chance to talk for 2 minutes about your interests to a stranger at the conference, than rotate to another person you do not yet know.

## **Online Exhibition**

The Online Exhibition will be a virtual space which accompanies the conference before and afterwards. The Online Exhibition will grow during the conference by uploading more and more content

We seek to display not only the PowerPoint presentations and papers from the conference but also videos, pictures, presentations and online tools that are related to the topic and workshops / presentations. These can be in any format.

If you have already uploaded a video, or a PowerPoint presentation in slideshare, could you please send us the link to embed it in our Wiki.

Any content on the online exhibition, please send it either to Graham Attwell **graham10@mac.com** or Eileen Lübcke **eluebcke@uni-bremen.de**

## **Poster Session**

“Here are scientists just being themselves – taking pictures of friends proudly displaying their “babies,” unconcerned about microphones or accents, uninhibited by the formality of speaking before a crowd, congratulating the sharp conclusion, questioning the flawed method, pushing for the truth.”

Michele Sullivan, <http://egmnblog.wordpress.com/2010/08/06/a-poster-girl-for-poster-sessions/>

The partners of the network will present posters on topics that they have promoted in the Trainers in Europe network.

## **Sounds of the Bazaar, Life Internet Radio Show**

Sounds of the Bazaar is a LIVE Internet radio programme produced by the Pontydysgu research organisation and friends.

This time Sounds of the Bazaar will be broadcasted live from this conference focusing on key issues and topics that will emerge during the first day of the conference. The show will be run from 16:30-17:00 on Thursday, 13<sup>th</sup> of October, 2010.

## Timetable

Wednesday, 13.10., 18:00

Registration and Welcome Reception with Drum Show and Finger Food  
Opening: RNDr. Miroslav Procházka, CSc, Director of NUOV

Thursday, 14.10.

<b>8:30 – 9:30 Registration</b>				
<b>9:30 – 10:30 Welcome</b> <i>Joanna Burchert, Eileen Lübcke &amp; Pekka Kämäräinen; Simone Kirpal; Hana Čiháková</i>				
<b>10:45 – 11:45</b>				
<p><b>Big Knight Hall</b> Theme 4: Professional development and HRD for changing roles of trainers and teachers <i>Innovative forms of Trainer Qualification</i> Learning-tandems as a new interaction among teaching and learning – a linkage between theory and practice <i>Alrun Schleiff and Simone Wanken</i> BP@KOM – Berufspädagoge@Kompetenz-erweiterung <i>Roland Tutschner</i> Paper presentations <i>Chair: Simone Kirpal</i></p>	<p><b>Small Knight Hall</b> Theme 1: Institutional, economic, and societal challenges to the role of VET trainers and teachers <i>Lifelong learning in school and at the workplace</i> Communicating LLL in the School Context: Experience and Practices <i>Vana Papalois and Mara Theodosopoulou</i> Interactive paper session <i>Chair: Pekka Kämäräinen</i></p>	<p><b>Classroom 1</b> Theme 2: E-learning as a challenge for trainers, teachers, and learners in vocational education <i>E-learning and pedagogical challenges</i> Mismatch and tension: Challenges of legitimate participation in the adoption of Web 2.0 technologies <i>Warren Kidd</i> Interactive paper session <i>Chair: Markku Kuivalahti and Matti Kurikka</i></p>	<p><b>Classroom 2</b> Theme 4: Professional development and HRD for changing roles of trainers and teachers <i>Teachers' and trainers' self-reflection I</i> Nothing paradoxical about the self-reflexive TVET teacher: A new vision for TVET teacher training <i>Sandra Sukhan</i> Interactive workshop</p>	<p><b>Smířický Hall</b> Curriculum S Project – Support of the global implementation of school educational programmes in the vocational education <i>Pavel Petrovič</i> School educational programmes and changes in education of future teachers <i>Miloslav Rotport</i> The impact of curricular reform on teachers of vocational subjects and practical training <i>Alena Kloučková</i></p>
<b>12:00 -13:00</b>				
<p><i>National Qualification Frameworks as a Chance?</i> Issues in the recognition of prior learning for VET teachers and trainers <i>John Konrad</i></p>	<p>Creativity boundaries and professional competences in higher education training <i>Vito Carioca, Tiago Nunes Aldo Passarinho, Viviane Silva and Ana Velhinho</i></p>	<p>E-learning in preparing teachers and trainers (based on technology and computer education) <i>Andrzej Michalski and Elzbieta Podoska-Filipowicz</i></p>	<p>Interactive workshop</p>	<p>Creating networks of VET schools to provide further education and training and recognition of prior learning – UNIV projects <i>Jarmila Halousková</i></p>

<p>VET Teachers and Trainers at the crossroads: a Spanish view about the current Trends and Issues <i>Jose Luis García Molina, Ana García Muñoz Vicente and Diez Valdés</i> <i>Paper presentations</i> <i>Chair: Charalampos Floros and Dora Thymiopoulou</i></p>	<p>Learning and Professional Development: Challenges for Training and Trainers’ Reflections based on the case of Sociocultural Animation Professionals <i>Sandra Lopes and Sandra Saúde</i> <i>Speed learning café</i> <i>Chair: Svetlana Morozova and Juliana Dobрева</i></p>	<p>The E-learning and the role of the trainers <i>Ioannis Dragoumis, Katerina Moschous, Vasiliadis Stamatiios and Charalambos Syrgiannis</i> Bridging the gap between high-tech and slow or “weak” learners <i>Jörg Kluger</i> <i>Paper presentations</i> <i>Chair: Markku Kuivalahti and Matti Kurikka</i></p>	<p><i>Interactive workshop</i></p>	<p>Environmentals problems within lifelong teacher education <i>Berta Rychlíková</i> Training of teachers of vocational electrotechnical subjects <i>Jiří Vlček</i></p>
<p>13:00 – 14:00 <b>Lunch</b></p>				
<p>14:00 – 15:00</p>				
<p><i>National CVET Agendas for Trainers</i> Trainer academies, networks and round tables – Continuing education of IVET trainers in Austria <i>Silvia Weiß</i> New competence for our professionals of continuing vocational education and training <i>Sofia Isus Barado, Xavier Carrera, Jordi Coiduras, Georgina París Mañas, Cristina Torrelles Nadal, and Jorgina Roure Niub</i> <i>Paper presentations</i> <i>Chair: Erik Kats</i></p>	<p><i>Voices from TTnet Czech Republic</i> Support of Self-evaluation of Schools in the Czech Republic <i>Stanislav Michek</i> The National Educational Portal www.rvp.cz – Support of Educational Reform in the Czech Republic <i>Jan Šperl</i> Years of Europass (Achievements and Future Prospects) <i>Lubomír Valenta</i> <i>Paper presentations</i> <i>Chair: Pekka Kämäräinen</i></p>	<p>Teaching of new role trainer: Defining competences for digital curator <i>Daniel Dominguez and Paz Trillo</i> <i>Interactive paper session</i> <i>Chair: Markku Kuivalahti and Matti Kurikka</i></p>	<p>Analysis of the case studies video recordings <i>Regina Janíková and Petr Mach</i> <i>Interactive paper session</i> <i>Chair: Charalampos Floros and Dora Thymiopoulou</i></p>	
<p>15:00 – 15:30 <b>Coffee break with conference speed dating</b></p>				
<p>15:00 – 16:15 <b>Poster session</b></p>				
<p>16:15 – 16:45 <b>Professionalize what, why and how? A summary of the day</b> Live internet radio show <i>Chair: Eileen Lübcke and Joanna Burchert</i></p>				
<p>19:00 <b>Dinner in the Brewery</b></p>				

Friday, 15.10.2010

9:30 – 10:30			
<p><b>Big Knight Hall</b>                  Theme 1:                  Institutional, economic and societal challenges to the role of trainers and teachers in vocational education  <i>Teaching for a dynamic society</i>                  The new agenda for the professional development of VET trainers in the UK  <i>Sandie Gay</i>                  Interactive paper session                  Chair: <i>Silvia Weiss</i></p>	<p><b>Small Knight Hall</b>                  Theme 3:                  New ways of learning and the re-definition of the role of trainers and teachers in vocational education  <i>Learning in different venues</i>                  Crossing boundaries of learning: Who are the right assessors?  <i>Hæge Nore</i>                  Cooperation of learning venues  <i>Pekka Kämäräinen</i>                  Speed learning café                  Chair: <i>Svetlana Morozova and Juliana Dobрева</i></p>	<p><b>Classroom 1</b>                  Theme 4:                  Professional development and HRD for changing roles of trainers and teachers  <i>Teacher' and trainers' self-reflection II</i>                  Reflections on SEPPPO - a Self Evaluation Tool for Trainers  <i>Markku Kuivalahti, Matti Kurikka and Jose Luis García Molina</i>                  PSICO.COM. A European project on the management of psycho-pedagogical competences of trainers from the construction sector  <i>Alberto Andres, Javier González, and Puy Jiménez</i>                  Paper session                  Chair: <i>Graham Attwell</i></p>	<p><b>Classroom 2</b>                  Theme 4:                  Professional development and HRD for changing roles of trainers and teachers  <i>Learning experience in a professional environment</i>                  The power of 'role models' in promoting 'natural learning' in organisations - reflections on Irish cases  <i>Barry Nyhan</i>                  Paper presentation                  Chair: <i>Erik Kats</i>                  Learning experiences in a professional environment  <i>Erik Kats</i>                  Interactive workshop</p>
10:45 – 11:45			
<p>Changes in VET and their effects on teachers in Romania  <i>Alexandru Bodnariu</i>                  Engaging TVET centres in Capability Building: Lessons learned from Botswana  <i>Sandra Sukhan</i>                  Speed learning café                  Chair: <i>Svetlana Morozova and Juliana Dobрева</i></p>			
12:00 – 13:15 <b>Conclusions: What have we learned – and what do we still need to know?</b> Chair: <i>Joanna Burchert and Eileen Lübcke, Graham Attwell</i>			
13:15 Lunch			

## **TTnet Czech Republic Presentations**

### **Creating networks of VET schools to provide further education and training and recognition of prior learning – UNIV projects**

*Jarmila Halouzkova, Ing.*

*National Institute of Technical and Vocational Education*

The first UNIV project was implemented in the period 2005-2008. As a follow-up a new project UNIV 2 –Regions is being implemented as from 2009. These national system projects are executed by the Ministry of Education, Youth and Sports in cooperation with the National Institute of Technical and Vocational Education. They are conceived as temporary interventions but their outcomes are expected to last beyond the project duration. The focus of these projects is to use the capacity of VET schools in developing and delivering further education courses that correspond to the regional needs as well as in recognising or prior learning, in addition to the initial education and training they offer. These projects conform to national level legislative reforms and are elements of the Czech Lifelong Learning Strategy.

**Keywords:** Region, further education, VET schools

### **The impact of curricular reform on teachers of vocational subjects and practical training**

*Alena Kloučková, Mgr. a Jaroslav Kadlec, Mgr.*

*Educational institution of further education for teachers of the Hradec Králové Region*

The paper examines the impact of initial stage of the curricular reform on teachers of vocational subjects and practical training. It focuses on teachers' preparedness, further education and points out to the most common mistakes in implementing school educational programmes (ŠVP).

**Keywords:** Curriculum, framework educational programmes, school educational programmes, vocational subject teacher, practical training teacher

### **Using casuistry in teacher training**

*Pavel Krpálek, doc. Ing. CSc.*

*Institute of Education and Communication, Czech University of Life Sciences Prague*

Modern trends in undergraduate teacher training intended for vocational subject teachers emphasize case studies and active character of courses. The Institute of Education and Communication works towards systematic deepening these aspects of teaching and their projection into post-graduate teacher training as well.

**Keywords:** Teacher training; casuistry; micro-outputs; good practice examples.

## **Personality of teachers and their impact to pupils**

*Emil Kříž, Ing., Ph.D.*

*Institute of Education and Communication, Czech University of Life Sciences Prague*

Effectiveness of teacher activities depends on a number of indicators among them are e.g. pedagogical skills. A range of practical skills is very important for practical training teachers because it influences pupils' attitude to work. The teachers influence pupils by their authority, approach, frankness, and motivating.

**Keywords:** Secondary school teacher, practical training, skill development, teaching methods, secondary school pupils

## **Support of Self-evaluation of Schools in the Czech Republic (in English)**

*Stanislav Michek, Ing.*

*National Institute of Technical and Vocational Education*

In line with gradual decentralisation of the education system, Act no. 561/2004 lays down a new obligation for schools to carry out self-evaluation. The objective of the project „Way to Quality: Introduction of the System of Self-Evaluation – Self-Evaluation” is to support from May 2009 to April 2012 self-evaluation processes in schools (kindergartens, basic schools, grammar schools, secondary technical and vocational schools, basic art schools, conservatoires and tertiary professional schools), and to define an appropriate combination of self-evaluation and external evaluation in co-operation with schools, their founding entities and the Czech School Inspectorate so as to ensure continuous quality improvement.

**Keywords:** self-evaluation of schools, system support, national project, evaluation instruments

## **Curriculum S Project - Support of the global implementation of school educational programmes in the vocational education**

*Pavel Petrovič, Doc., RNDr. CSc.*

*National Institute of Technical and Vocational Education*

Curriculum S is a national project executed by the Ministry of Education, Youth and Sports in cooperation with the National Institute of Technical and Vocational Education. The project follows up on the verifying of school educational programmes (ŠVP), which proceeded within the previous project Pilot S (2005-2008). This project is co-financed by the European Social Fund and from the Czech Republic's national budget, and will finish in March 2012. The course of the curricular reform proved that the theoretical input is not sufficient for the pedagogical experts, who need to consult their particular problems emerging by processing the school educational programmes, or to be given an expert supervision of prepared educational programme as well. The project provides school management, teachers and other pedagogical staff at vocational schools with information and methodological advice, and offers the possibility to consult issues

concerning elaboration, implementing and innovations of the school educational programmes. This help is provided for free by both the National Institute of Technical and Vocational Education and by the regional consulting centres through consultations, seminars and workshops. The centres enable the schools to exchange experience and organize thematic seminars targeting at coordinators of educational programmes and other pedagogical staff.

**Keywords:** school educational programmes; curricular reform, consulting centres

## **School educational programmes and changes in education of future teachers**

*Miloslav Rotport, Doc., Ing. CSc.*

*Metropolitan University Prague, p.b.c.*

Development and implementation of school educational programmes require new approaches of teachers in all type of schools. Teachers should have a number of competences which they have not acquired during their university education so far. The paper presents partial reflections on changes in education of future teachers which are necessary and suggestions how institutions of teacher training should respond to the changes.

**Keywords:** Role of teachers, teacher education, changes in teaching

## **Environmental problems within lifelong teacher education**

*Berta Rychlíková, Doc. Ing. CSc.*

*University of Ostrava*

Observations on characteristics of relationship between teacher education in the framework of lifelong education and environmental education. Selection of suitable topics interesting for teachers, and examples of practice. Incorporating the topics into educational programmes (lifelong education, school educational programmes).

**Keywords:** Environmental education, lifelong education, framework educational programmes, school educational programmes

## **The National Educational Portal [www.rvp.cz](http://www.rvp.cz) – Support of Educational Reform in the Czech Republic (in English)**

*Jan Šperl, Mgr.*

*The Research Institute of Education*

The internet portal [www.rvp.cz](http://www.rvp.cz) was developed as a major methodological support for the implementation of the Framework Educational Programs in schools. Its purpose was to create an electronic medium, where teachers will inspire one another and inform each other about their experience. Thus, national educational portal [www.rvp.cz](http://www.rvp.cz) offers the experience of specific teachers and schools to the wider Czech educational community and its institutions.

The content is mainly focused on providing information about the creation of School Educational Programs, innovations in the teaching process and the implementation of key competences in teaching. The other important objectives of National Educational Portal include the creation of a discussion forum and e-learning courses.

The National Educational Portal [www.rvp.cz](http://www.rvp.cz) is operated by the Ministry of Education, Youth and Sports. The project itself is financed from the European Social Funds and realised by the Methodology II team at the Research Institute of Education in Prague and the National Institution of Technical and Vocational Education.

**Keywords:** Methodological support

## **5 Years of Europass (Achievements and Future Prospects) (in English)**

*Valenta Lubomír*

*National Institute of Technical and Vocational Education*

The presentation aims to draw the audience's attention to the development and future prospects of the Europass portfolio both on national level and Europewide. Europass is a part of Europe's single transparency network for qualifications and competences. In the course of the five years of its existence it has become a significant, increasingly utilized tool for making skills and qualifications clearly and easily understood in Europe. In years to come, Europass shall continue to reflect the upcoming development in this area and implement the related European state-of-the-art initiatives, e.g. ECVET, ESCO, and EQF.

**Keywords:** Europass, portfolio, transparency, qualification, network

## **Cooperation of Learning Venues: How to evaluate work place learning partnerships in VET under schools and enterprises?**

*Ludger Deitmer, Dr.*

*Germany*

### **Abstract**

#### **1. Introduction**

An active cooperation between companies and VET schools is of crucial importance to implement high quality vocational learning for VET students (Heinemann, Rauner 2009). By active partnership between partners from industry and local schools – often in a regional context – a new way of practical and theoretical learning can be shared. But to establish such integrative practises and programmes the role of local partners must be clear between the responsible HRD managers and / or VET trainers in industry on the one hand and school teachers on the other. Whereas teachers may concentrate on the vocational knowledge – the theory of the profession, the enterprise could focus on the work process and business process competence for their trainees. They help their in-company learners to develop practical skills in making things happen. The schools can deepen students understanding on work process related phenomena. But this is not enough in order to establish a new quality design of VET learning partnerships. New kinds of curricula have to be designed and implemented which aim to strengthen student's interactive learning abilities. This may need cooperative activities and measures both from VET teachers and trainers. In reality many of the existing collaboration practises are often rather weak or do not exist at all.

#### **2. Research and development questions**

By now, company instructors – if they exist at all - are too little involved in cross company dialogues and even to a lesser extent in curricular design. Curricula of that kind have not only effects on the re-design of the curricular frameworks but affect also the professional development of trainers and teachers, because the teaching and training staff has to understand how to make use of this new method of learning and teaching. Learning situations have to be identified and developed out of the work process, i.e. one has to identify the potential work tasks offer for learning and how these tasks can be arranged into a curriculum (Sloane 2004, Deitmer, Heinemann 2009). The most crucial questions pertain to be:

How can trainers and teachers collaboratively develop learning tasks out of typical work tasks?

- What should be taught on the school and what should be taught at the company?
- How can this be co-ordinated and managed at the two learning sites?
- How can this be evaluated so that they support teachers and trainers?

My presentation will demonstrate some conceptual designs and tested tools/instrument (e.g. Timmermann 2005, Deitmer & Gerds 2002) how these problems can be addressed. I

will show which tool can answer which question. Practical cases and studies will be used for illustration.

### **3. Approach**

We found out that by using specific evaluation instruments, the collaboration between work and school partners can be improved and this in order to achieve substantial collaboration results that go beyond mere co-existence of enterprises and schools.

Case example from Germany, China and Malaysia will show key factors that influence strong WPL partnerships (Deitmer, Heinemann 2009).

### **4. Findings and their significance**

I will show that when work place learning partnerships of teachers and trainers are in place that VET students and VET apprentices can learn better and can encounter a higher quality of vocational competence.

### **5. Implications for future work**

Implication of this research are manifold: Teachers training, new methods and instrument to be used in curricular design, tools at the side of companies to support the identification of high quality learning enterprises. Evaluation designs which can be used by the different target groups.

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**Keywords:** workplace learning, curriculum

**Contact:**

Dr. Ludger Deitmer  
deitmer@uni-bremen.de

Institut Technik und Bildung  
Universität Bremen  
28359 Bremen  
Germany

## **Teaching a new role trainer: Defining competences for digital curator.**

*Daniel Dominguez Figaredo and Paz Trillo Miravalles*

*UNED, Spain*

### **Abstract**

There are a number of trends such as personalized instruction on the Internet, the need to update the information received by students or the decentralized location where learning is provided, which produces new training needs for organizations and professionals responsible for management. It is not, in this case to filter what is relevant or not with the intention of alleviating the subjective feeling of chaos, but to remain competitive in a global society that becomes increasingly complex, changing and dependent on knowledge.

This article will analyze the figure and the competence profile of the digital curator, also known as broker of knowledge (Reig, 2010; Freire, 2008; Huang, 2008; Rubel, 2008), in its consideration of appropriate professional for this type of training processes. Unlike other trainer's profiles for offline systems, the mission of the knowledge broker is to maintain the relevance of the information flowing on the Internet supported by specific tools to create adequate information environments. As competitive value, this profile is responsible for updating the organization and its training curriculum, in a kind of knowledge is now vital to ensure competitiveness in a knowledge-based society. Finally, we discuss some of the knowledge management model that supports the presence of this profile in the field of organizations.

**Keywords:** Teaching trainers, digital literacy, curator, broker of knowledge, lifelong learning.

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**Contact:**

Daniel Domínguez Figaredo  
E-mail: [ddominguez1@gmail.com](mailto:ddominguez1@gmail.com)  
Phone: (34) 609862508

Paz Trillo  
E-Mail: [mptrillo@edu.uned.es](mailto:mptrillo@edu.uned.es)

UNED, Education Faculty  
Postal mail: C/ José Ortega y Gasset, 92, 1º ED - 28006 Madrid  
Spain

## **VET Teachers and Trainers at the crossroad: a view of current trends and issues**

*Jose Luis García Molina and Ana Garcia Muñoz*

*Departamento de Psicología social.Facultad de Ciencias Políticas y Sociología.Universidad Complutense, Spain*

*Vicente Diez Valdés*

*Universidad Politécnica de Valencia.Centro de Transferencia de Tecnología.Campus de Alcoy, Spain*

### **Abstract**

Based on the analysis of recent surveys and studies carried out on Vet teachers and trainers over the period 2006-2010, the paper explores and summarizes the main trends and issues in the current situation, amongst which is the reordering of career spaces for teachers and trainers, their cooperation in the ongoing implementation of the National System of Qualifications and VET, with a special focus on the CVT domain. Some examples of cases and good practice will be presented.

**Keywords:** Trainers, teachers, CPD Continuous Professional Development

**Contact:**

Jose Luis García Molina  
E-Mail: jluis.garciam@educacion.es

Vicente Diez Valdés  
E-Mail: vdiez@ctt.upv.es

Ana Garcia Muñoz  
E-Mail: anamun@wanadoo.es

Facultad de Ciencias Políticas y Sociología  
Universidad Complutense  
Campus de Somosaguas  
280223 Pozuelo de Alarcón, Madrid  
Spain

## **The New Agenda for the Professional Development of VET trainers in the UK**

*Sandie Gay*

*Standards Verification UK, United Kingdom*

### **Abstract**

In England, September 2007 brought in significant and far-reaching reforms, regulations and new concepts so that VET trainers could be recognized as professionals alongside their contemporaries in the compulsory and higher education sectors. This was in response to the findings of the educational inspectorate agency, Ofsted, and subsequent government white papers to raise the bar in the development of vocational skills levels in line with the needs of the labour market as well as maintaining and improving UK's position on global competitiveness.

Following sector consultations, various stakeholders were involved in implementing these changes including Standards Verification UK, an impartial, independent subsidiary of Lifelong Learning UK (LLUK), the sector skills council for all those who work in lifelong learning. In the UK, the lifelong learning sector now represents formal, informal and non-formal learning provided by further education, higher education, work-based learning and community learning and development, libraries, archives and information services as well as career guidance which work together to ensure learning opportunities are available throughout a person's lifetime. There is also partnership working between the compulsory and post compulsory providers in the delivery of Diplomas aimed at 14-19 year olds to prepare them for the world of work.

For the VET sector, which includes further education, work-based learning and community learning and development, LLUK developed new professional standards and framework of training qualifications as well redefining the responsibilities of

trainers into associate or full training roles. The Institute for Learning was appointed the new registration body for VET trainers in England and the concept of professional status was introduced. Two levels of professional status are available according to the trainer's role and are conferred by the Institute for Learning on those VET practitioners registered with IfL who have undergone a professional formation process. All VET trainers are required to commit to a minimum amount of continuing professional development, evidence of which is submitted annually for review by IfL.

SVUK's government funded and sponsored remit was to ensure both that new initial trainer training programmes and qualifications were being delivered according to the new professional standards and also to provide resources to support those already in the sector so that their existing experience and qualifications gained prior to September 2007 were properly acknowledged.

Standards Verification UK developed the General Professional Recognition Learning and Skills schemes to recognise officially those practitioners without specific teaching qualifications but who could evidence experience, competency and good practice in training vocational students.

Additionally, SVUK developed the Tariff of Qualifications (ITT) [ [www.tariff.svuk.eu](http://www.tariff.svuk.eu) ] which acknowledges existing trainer qualifications, some developed from national occupations standards for learning and development, by mapping them to the newly introduced trainer qualifications based on the New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector and aligned with the recently launched overarching national occupational standards for learning delivery for the UK. The latter, meta-standards, allow the development of trainers' qualifications in the UK to be articulated with the European Qualifications' Framework.

The maps in the Tariff allow trainers to progress in their careers, including gaining professional status, by providing guidance on the appropriate starting point and avoiding retraining for knowledge, skills and competencies already gained. The Tariff also displays relevant information that can inform the continuing professional development of VET practitioners, ensuring they meet the expectations of good and current practice in the development of their learners' skills. The Tariff also displays multimedia clips of how the tool is currently benefiting users.

The limitations of the Tariff highlighted the need to develop a resource that would also support the mobility of practitioners across Europe. In response to this and acknowledging the variations and complexities of educational systems in other nations, a Comparison Tool was developed [ [www.tariff.svuk.eu/itt-comparison](http://www.tariff.svuk.eu/itt-comparison) ] to provide a basis for comparison of VET trainers' qualifications to that of expected practice in England. This tool is also the basis of potential further funding from the EU Lifelong Learning programme in order to expand and develop it into a truly flexible, easily accessible tool to support the mobility of VET practitioners who aspire to practise in the country of their choice.

The New Agenda for the professional development of VET trainers in the UK and progress to date, including the Tariff activities to support mobility and enable

boundaries to be crossed, will be presented to the delegates at a workshop. Participants are invited to comment and provide feedback on these developments to inform continuous improvements.

**Keywords:** Trainers, development, professionalization, mobility, qualifications

**Contact:**

Sandie Gay

E-Mail: sandiegay@svuk.eu

Standards Verification UK

4th Floor

36 Park Row, Leeds, LS1 5JL

United Kingdom

Homepage: <http://www.standardsverificationuk.org/>

## **PSICO.COM. A European project on the management of psycho-pedagogical competences of trainers from the construction sector**

*Javier González, Puy Jiménez, and Alberto Andrés*

*Fundación Laboral de la Construcción, Spain*

### **Abstract**

It is certain that trainers in the construction sector in Europe have a common characteristic different of the rest of the activity sectors: a lot of them come from building sites. That is a big advantage for their qualification, because they have been working in the building site before they begin their training activity. This ensures that they have wide knowledge and technical skills.

In contrast to their technical skills, several researches have shown the training needs of these trainers in “non-technical” competences, also known as psycho-pedagogical competences. A lot of these trainers have not been trained in this area. Taking this information into account, the main aim of the PSICO.COM project is to develop a computer programme based on a deep analysis of the psycho-pedagogical competences of these training professionals. This programme is going to allow us the assessment, the management and the improvement of “non-technical” competences through specific training.

**Keywords:** Construction, trainers, psycho-pedagogical, management

**Contact:**

Javier González

E-Mail: [jgonzalez@fundacionlaboral.org](mailto:jgonzalez@fundacionlaboral.org)

Puy Jiménez

E-Mail: [pjimenez@fundacionlaboral.org](mailto:pjimenez@fundacionlaboral.org)

Alberto Andrés

E-Mail: [jandres@fundacionlaboral.org](mailto:jandres@fundacionlaboral.org)

Fundación Laboral de la Construcción

Avenida Alberto Alcocer, 46B 7<sup>a</sup>. 28016, Madrid

Spain

Homepage: <http://www.fundacionlaboral.org/>

## **Analysis of the case studies video recordings**

*Regina Janíková a Petr Mach*

*Czech Republic*

### **Abstract**

Case study method of didactic situations is a modern procedure of effective development of professional abilities in future teachers. A case study does not develop only the subject and didactic competences of future teachers. The self-evaluation and self-reflection processes in students also play an important role. For this purpose the third - analytical - phase of the study is carried out. Two basic methods are used for a complex analysis - macro-analytic and micro-analytic.

The macro-analytic method is used to examine the course and the results of the case study. The micro-analytic method is used to find out changes in students personalities and causes of the outer demonstrations of the case study.

**Keywords:** case study method, professional abilities, macro-analytic method, micro-analytic method, creativity

### **Contact**

Janíková, Regina

[eginajanikova@centrum.cz](mailto:eginajanikova@centrum.cz)

Mach, Petr

[pmach@kat.zcu.cz](mailto:pmach@kat.zcu.cz)

Západočeská univerzita v Plzni

Veleslavínova 42, 306 14 Plzeň

## **LEARNING EXPERIENCES IN A PROFESSIONAL ENVIRONMENT**

*Erik Kats,*

*PLATO, Leiden University, The Netherlands*

In this workshop we want to explore learning experiences of professionals and the settings that advance these learning experiences. Therefore we will invite the participants to reflect upon their own learning experiences.

*Learning experiences as a base for professional development*

The discourse of vocational education and training is changing. It is not the transmission of knowledge and skill by teachers and trainers that is decisive, but the, to a large degree self-directed, learning activity of employees. Learning better originates from experience in the work situation than from instruction by an outsider. Vocational learning and professional development is realized by employees who seek after solutions, communicate their findings and integrate these in their practice. This is not to say that in every organisation such learning processes develop progressively. We are in search of progressive learning organisations instead of effective models of instruction.

*Design of the workshop*

In this workshop we will try to start from the experiences of the participants themselves. In a first round we will use an interview format that invites participants to share their learning experiences. The aim of the workshop is to explore learning experiences in an interactive way. Therefore we will ask the participants in a next round to 'upload' their experiences in a group session. We will then try if we can distinguish some critical features of these learning experiences. Possibly our common search operation will result in an analysis of the nature of work environments that favour vocational learning and professional development.

**Keywords:** Professional Development, Learning

**Contact:**

Erik Kats

PLATO

Email: [kats@fsw.leidenuniv.nl](mailto:kats@fsw.leidenuniv.nl)

Pieter de la Court gebouw, Wassenaarseweg 522333 AK Leiden

The Netherlands

## **Mismatch and tension: Challenges of legitimate participation in the adoption of Web2.0 technologies to enhance the teaching and learning of vocational and work based trainee teachers.**

*Warren Kidd*

*University of East London, United Kingdom*

### **Abstract**

#### **Context:**

The e-learning developments showcased in this paper and accompanying multimedia presentation have been developed to support the distance learning of trainee teachers in London, United Kingdom. The trainee teachers in question possess multiple identities – occupying a space as both teachers/trainers and trainees/learners. They are also vocational learners – being trained to teach/train while completing voluntary local work placements. University teacher educators working with these vocational learners also occupy multiple positions – the teachers of teachers; the trainers of trainers: Both teachers and teacher educators. This dual-hermeneutical location further compounds and locates the pedagogy adopted to train the trainers. The teacher educator role is seen as a ‘modelling’ of practice and within this emphasis is placed upon dissemination of craft-tools which can be applied to the trainees’ specific placements and practices. As trainee teachers spend most of their time in the workplace, they are both workplace and work based vocational learners, and situated (Lave and Wenger, 1991) as ‘distance learners’. This situated learning within the workplace, at a distance from the normal routines and workings of the University, has made e-learning and M-learning tools all the more useful to aid learner engagement and to support their training programmes and reflective practices.

Adopting Web2.0 tools enables us to construct discursive space for teacher educators to explore tensions and ambiguities around rejection, accommodation or adoption of e-learning by neo-tribes (Maffesoli, 1996) within the teaching workplace. Within this context, questions can be raised regarding the degree to which trainees entering workplace settings do or do not enter and engage with communities of practice (Wenger, 1998). When e-learning pedagogies are not mirrored in the vocational placements trainees find themselves within, it is less the case that ‘old timers’ teach and support ‘new timers’ and more the case that e-learning creates a ‘mismatch’ between the pedagogy modelled at the university and that seen elsewhere. This makes problematic otherwise ‘clean’ notions of simple socialization and the transfer of learning in workplace settings.

#### **Purpose:**

This presentation illustrates to international colleagues tools and e-pedagogies, allowing articulation of meta-conversation around distance learning and workplace provision, and the challenges of e-learning within such space. This work adopts a variety of e-learning tools: video blogs, social networking platforms (using the emergent technology

of 'elgg'), podcasts, wikis, Twitter feeds and an e-zine. These tools were constructed through collaboration with the University's school of distance and e-learning. They are designed to structure trainee support before and after sessions, rather than 'lecture capture' during sessions.

The podcasting blog allows for continuation of (asynchronous) support from classroom settings – drawing out themes/issues for clarity and extension. Many trainees use the podcasts for M-learning opportunities, allowing for a reorientation of the places and spaces of their distance learning.

The Twitter feed provides learners with regular updates for reading and access to online academic sources.

The social networking site adopts the technology of the emergent Elgg platform to create a reflective space for the mentors of trainees. This space houses video blogging resources designed to support mentors' workplace CPD.

### **Findings / Challenges:**

There has been considerable use of the podcasting blog and Twitter feeds, resulting in favourable feedback from external quality audits and inspections, and from the learners themselves. It is observed that through the Twitter feed learners are reading more widely and bringing new knowledge to sessions.

The significant challenge in developing and using these e-learning tools with new entrants to the teaching profession has been the resultant pedagogic 'mismatch' many of the cohort have experienced with the teaching and learning strategies dominant within local placement providers. Evidence from trainees' reflective accounts of their work based learning suggests that all too often e-learning tools are seen as marginal, of little value, or even as 'distractions' from the 'serious business' of classroom teaching. This mismatch between the 'new' e-learning and 'old' face-to-face learning raises questions and observations regarding the legitimate peripheral participation (Lave and Wenger, 1991) of (new) trainee teachers, as they enter workplace settings.

The presentation of this paper will illustrate how each e-resource stands alone, yet combines to construct a rich tapestry for distance and workplace learners. This presentation will showcase the blog, podcast and Twitter tools developed in this work and illustrate the discussion of these tools through streaming audio and video clips. Use will be made of trainees' own reflective accounts of their workplace learning to draw out a critique of the applicability of notions of legitimate peripheral participation to e-teaching and e-learning.

**Keywords:** Web2.0, e-learning, podcasting, blogging, work based learning, teacher training, legitimate peripheral participation

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### **Contact:**

Warren Kidd

E-Mail: [w.kidd@uel.ac.uk](mailto:w.kidd@uel.ac.uk)

Cass School of Education

The University of East London

Stratford Campus

Water Lane London, England, E15 4LZ

United Kingdom

Homepage: <http://www.uel.ac.uk/education/staff/warrenkidd.htm>

## **Bridging the gap between high-tech and slow or 'weak' learners**

*Joerg Kluger*

*Project manager, VESBE e.V., Germany*

### **Abstract**

The implementation of new information and production technologies has resulted not only in far-reaching changes but also established an extensive scope for creativity in the competing interests between work and technology, work organisation, and vocational training. Issues, such as, integration, networking, systems thinking, communication and cooperation are of vital importance. Rapid technical development demands the continuous further development of educational conception, educational targets and contents, as well as suitable educational concepts and material.

Target groups with difficult learning requirements should be qualified to implement, use and co-shape modern technologies and processes. For this purpose, especially when dealing with slow or 'weak' learners, low academic achievers, or those not used to learning, there is a need for suitably qualified training and further training personnel to facilitate positive senses of achievement. For the specialised needs of the target group(s), as part of our project, suitable training concepts, media and materials will be developed and tested. Instructors, teachers and trainers will be sensitised and qualified both pedagogically and methodically/ didactically.

The concept of action-based learning emphasises a comprehensive perception of action, which in addition to learning and expanding competence and abilities, as well as practising skills, includes developing the personality of the learner. Consequently, the focus during action-based learning is on the learner with his/her individual learning requirements, learning and working "styles". This is especially important for the mentioned main group where different individuals may even more differ from one another, requiring adequate learning attitudes (teachers and learners), curricula, media, materials, learning arrangements / embedded learning scenarios etc.

Compiling a complete job description of mechatronics / car mechatronics certainly is and was way beyond the scope and resources of the INNOVET project ([www.innovet-mechatronics.eu](http://www.innovet-mechatronics.eu), EU Leonardo da Vinci programme). Given the wide range of modern technical systems and components in both application areas, we decided to identify typical application fields in which we wished to clarify our vocational training "philosophy" to learners and teachers (3-4 learning modules per field). External resources (professional suppliers of automation solutions and qualified publishers) were included, as well, in the development work of the project. The main focus was on the following aspects:

- Orientation / reflection on typical and realistic systems, components, processes and functions,
- Practice-oriented tasks with varying scalable degrees of difficulty.
- High cost-effective implementation aimed at high transferability and usability of the approach,
- Independent shaping, modifiability and further development by learners and teachers
- High motivation and anxiety-free entry through practical application examples from the working and living environment of the learners.

Starting from the general conceptual and pedagogical concept, different media, materials, tasks and learning arrangements will be presented in this session. They are based on project experiences in Bulgaria, Germany, the Netherlands and in Turkey – comprising different learning groups and individuals on the one hand as well as different teaching and training staff on the other hand. In the course of the INNOVET project, manuals for teachers and trainers have been developed and tested as well learning and training media and materials, comprising work-process related tasks and learning, interactive media, including e-learning, simulations, differentiated content related to the individual / group learning style and progress etc.

**Keywords:** Weak and slow learners, High tech: Mechatronics and car mechatronics, Imbedded learning, Training concepts, Methodology and materials, Training of teachers, trainers and instructors

## **Issues in the Recognition of Prior Learning [RPL] for VET Teachers and Trainers**

*John Konrad, Prof.*

*Konrad Associates International, United Kingdom*

### **Abstract**

This paper analyses the outcomes of the Leonardo da Vinci Project RPLO <http://www.rplo.eu> (2008-2010) for the standards of professional competence of this target group and evaluates the contributions claimed for the Validation of Non-formal and Informal Learning at European and National levels with a specific focus on the assumed equivalence of RPL to the methods of assessment used in formal learning. The role of funding systems will also be considered.

**Keywords:** Validation of non-formal and informal learning, recognition of prior learning, EQF, ECVET, professional competencies

### **Contact:**

Prof. John Konrad

E-Mail: [john.konrad@talktalk.net](mailto:john.konrad@talktalk.net)

April Cottage

Chestnut Avenue

Chichester, West Sussex, UK-PO19 5QE

United Kingdom

Homepage: <http://www.konradassociatesinternational.eu/>

## **Vocational subjects teachers in changing world of work and new educational technologies reality. Research report**

*Aleksandra Kulpa-Puczyńska*

*Kazimierz Wielki University in Bydgoszcz, Poland*

### **Abstract**

The necessity of adjusting vocational education to the needs of a flexible labour market will influence also the role of vocational subject teachers who prepare young people to life and work in a changeable world – under the conditions of globalization, European integration and high technologies development. High qualifications and professional competence will be necessary during their professional life. Hence, the substantial role of permanent vocational education is to offer a variety of forms intended for complementary education, improvement and self-education. Flexibility in employment and organization of work should be supported with accommodating education systems,

assuring flexibility and diversity of curricula, tools and techniques of learning, time and place.

The data used in the paper derives from research on that topic: Preparing vocational school students' to flexible forms of employment and the organization of work. The research is part of the forthcoming doctoral dissertation. Apart from vocational school students, the research covers teachers, vocational guidance consultants and also entrepreneurs or people involved in human resource development of the researched companies as well as workers from labour market institutions.

**Keywords:** Vocational education, vocational subjects teachers, flexible labour market, flexible forms of employment and the organization of work, professional qualifications and competence, complementary education, e-learning

**Contact:**

Aleksandra Kulpa-Puczyńska  
E-Mail: olakulpa@ukw.edu.pl  
Uniwersytet Kazimierza Wielkiego  
Wydział Pedagogiki i Psychologii  
Instytut Pedagogiki  
Zakład Pedagogiki Pracy i Andragogiki  
Chodkiewicza 30, 85-064 Bydgoszcz  
Poland  
Homepage: <http://www.ukw.edu.pl/>

## **E-Learning and the Role of the Trainers**

*Katerina Moschous, Economist, and Charalambos Syrgiannis, Teacher of Adult Education  
Greece*

### **Summary**

The summary of our project supports the basic body of the work which is developed in more details in each axis of our study

#### **1. Distant learning – Tele-education**

A new method that is widely spread worldwide is distant learning, also encountered as Tele-education.

It is about a new philosophy of knowledge propagation from a distance, in the frame of lifetime learning, which repeals the limitations of conventional education through the use of new technologies and contributes to the coverage of educational needs mainly for people already in the job market. Moreover, it offers many educational opportunities in a wide range for adults giving them the opportunity to allocate the time and the place of

their education. In Greece the distant learning is granted from the Greek Open University. Furthermore programs of distant learning are organized from the National and Kapodistrian University of Athens, while in the Pedagogic Institute operates a Centre of Distant Training for the educators of Primary and Secondary Education.

Nowadays, in the frame of the invitation 7 of “Community of Information” (CoI) and the Ministry of Education, the creation of special shaped and equipped places of tele-education, is in progress. In every supreme educational institution there is a programme to support horizontal educational action. Already many academic institutions have corresponded in the demand for growth of technical infrastructures for the modern education from distance.

The special centers are providing service for:

- training of teachers from distance,
- lectures in the frames of university departments,
- observation of meetings,
- simultaneous connection of observation of meeting’s work,
- congresses from interested that are in other cities without the need of their transport.

But there is still a lack of programs of open education for all, with the possibility of obtaining a certificate.

## **2. The modern role of instructor of adults**

The instructor and educated in the education of adults compose a team of people with shared experiences, knowledge and opinions similar to a team within a company.

Keeping in mind the educational methods and techniques in which we have been trained and the educational model of learning we are in risk of failure with regard to our assumed role of knowledge transporter that is different from the needed role as coordinators of an educational process, as advisers and animators in a team.

We, the instructors, learn much from our students and can become also better trained and educated by sharing the experiences, the knowledge and our opinions in our team,

## **3. Conclusions**

Nowadays an always increasing bibliography for the growth of learning programs via electronic learning exists which the instructors use as tool for the designing of corresponding programs of education.

There have been various efforts in order the instructors to approach the conclusions of academic research for the electronic learning. The most usual strategy was the entrusting of training courses, in academics, so as the theoretical background, or the frame of concrete scientific subjects, is provided.

In the education of adults today the electronic learning constitutes one of the most basic elements that are taken into account at the planning of educational programs, initially using knowledge from initiatives of foreign institutions, but nowadays with the know-how and experience in our country.

**Keywords:** E-learning education, internet and educational materials, distance learning and tele-education, the role of the trainer in the adult education

**Contact:**

Katerina Moschous  
E-Mail: katerina@rtel.gr  
Charalambos Syrgiannis  
E-Mail: xarikos@sch.gr  
47 Str agiou Georgiou, Post code 85100, Rhodes  
Greece

## **Crossing boundaries of learning: Who are the right assessors?**

*Hæge Nore, Associate professor  
Akershus University College, Norway*

### **Abstract**

Since the last educational reform in Norway, “The Knowledge Promotion”, work-based learning has become an integrated part of the traditional school-based vocational education during the first two years. This is through a new subject: In-depth Study Project which aim is to give the students possibilities to work with trade-specific content and methods from the very beginning of their vocational education and training. The subject is an important part of vocational training and can mean a lot to secure vocational relevance, to motivate students and prevent drop-outs. There are many actors involved and a special challenge is put on assessment and grading. Main questions are: Will teachers be the right and fair assessors in this subject? Do trainers have the right expertise to provide assessment for learning, not only for the quality of work?

## **Crossing boundaries of learning: Who are the right assessors?**

Since the last educational reform in Norway, “The Knowledge Promotion”, work-based learning has become an integrated part of the traditional school-based vocational education during the first two years. This is through a new subject: In-depth Study Project which aim is to give the students possibilities to work with trade-specific content and methods from the very beginning of their vocational education and training. The subject is an important part of vocational training and can mean a lot to secure vocational relevance, to motivate students and prevent drop-outs.

Most of the subject is taking place in training companies as work-based learning. As an expert and researcher in a project: "Knowledge Promotion from words to action", I have followed three upper secondary schools and around twenty companies implementing the new subject in technical and industrial trades. There are many actors involved and a special challenge is put on assessment and grading. The actors are students, teachers, managers, principals, school owners, training offices, instructors and supervisors. Together they try to develop agreed procedures and systems for organizing, facilitating, evaluating and documenting the learning processes and outcomes. Their efforts are supported in a report from Dæhlen, Hagen & Hertzberg (2008) which underline the complexity of the In-depth Study Project and the need for

- better organization of the cooperation between schools and businesses (structuring)
- better integration of theory and practice (coordination of what is happening on the two different learning arenas)
- more focus on students' learning and transfer of learning between the two arenas

Blossing et al (2010) have evaluated the implementation of the Knowledge Promotion and especially looked at the triangular cooperation between schools, school owners and educational experts. When dealing with In-depth study projects, companies are important providers, and the implementation process is even more complicated.

One of the main intentions with the Knowledge Promotion was to create unity and coherence of vocational education and training for students across different learning arenas (St.meld. nr 30 2003-2004).

In our study we were especially concerned about the continuous and final assessment of the students learning processes and outcomes with so many and different actors. The students are trying to construct their own vocational knowledge in between school and work. During work-based learning, trainers are the main assessors. Their main concerns are key qualifications and adjustment to quality requirements, work culture and norms. During school-based learning, teachers are the assessors. Their main concerns are students' achievement according to curriculums. Teachers are also responsible for the final grading in the In-depth Study Project, even though they might not have upgraded insight in the actual trades or have had the ability to observe students at the workplaces. Their grading must rely on the students own assessment through documentation and on triangulation with students, trainers and teachers.

Tuomi-Gröhn, Engeström & Young (2003) underline the problems with the transfer of knowledge between different learning arenas - especially between school and enterprises in vocational education and training. Vocational knowledge cannot be de-contextualized. Tuomi-Gröhn and Engeström (2003) believe there is a need to take some new ways to bring knowledge from different enterprises and schools together and reorganize it as new constructions of learning. There must be new methods free from established routines or rigid patterns. Wenger (1998) refers to students as "brokers" when crossing the boundaries between two different working and learning cultures. The meeting place between the pupil, teacher and trainer can contribute to knowledge development, but it will require more intellectual work, more language and concept

development, and more abstraction. This is a challenge for vocational education and claims for new roles for trainers and teachers as well as students. Will teachers be the right and fair assessors in this subject? Do trainers have the right expertise to provide assessment for learning, not only for the quality of work? Do schools request active participation from students in the assessment? What will be the best basis for assessment? How can teachers and trainers establish networks that can promote educational change and secure fair assessment of the student's vocational knowledge in this subject? (See Veugelers et al, 2005)

Further development of this new subject in Norwegian VET will have to solve the tensions between assessment for learning in companies and final assessment of learning in upper secondary schools. A new and common understanding of assessment criteria across the learning arenas is necessary. Thus the roles of the trainer and teacher as well as the student will change. The trainers have to be formally integrated in the assessment processes and the teacher can facilitate assessment in work-based contexts. The right assessor has to be close to the student in their daily work and learning processes.

**Keywords:** assessment, transfer of knowledge, assessors, students as brokers

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**Contact:**

Hæge Nore  
Akershus University College  
E-Mail: haege.nore@hiak.no  
Box 423, N-2001 Lillestroem  
Norway

**The power of 'role models' in promoting 'natural learning' in organisations – reflections on Irish cases**

*Barry Nyhan, Dr.*

*Ireland*

**Abstract:**

This paper looks at the importance of learning that takes place in and through every day work practices. This is termed 'natural learning'. It discusses the role of professional trainers in promoting a working and learning environment (culture) for 'natural learning'.

No matter how well trained or how professional trainers are, everyone knows too well of cases in which training courses run by professional trainers do not have a real impact. One of the reasons for this is that much training is seen by participants as something external that is injected into an organisation. Formal training will never have a lasting impact unless self-improvement and learning attitudes and behaviours are built into the fabric of an organisation. This means that unless (what can be termed) 'natural learning' is taking place throughout an organisation, formal (external) training will not have a fertile 'soil' in which to implant its roots.

'Natural learning' occurs through striving for excellence in one's everyday work. In doing so, one contributes towards one's personal and the organisation's learning. Working well together, communicating effectively and sharing know-how is the foundation for learning. In fact without this, sustainable learning will not take place. This is true of big, small and very small organisations.

There is a lot of truth in the saying that " the best way for managers to promote lasting learning in an organisation is not so much introducing training programmes but rather changing the way that work is carried out so that people are properly motivated and challenged in their work' In this way they will learn 'naturally' through their work. 'Natural learning' is not 'easy learning' or something that comes about automatically, but rather requires the active intervention of management and training professionals in designing a challenging work environment and promoting opportunities for coaching, mentoring throughout daily work. The manner in which experienced workers carry out their working roles and find opportunities to interact with younger colleagues in a

coaching or learning mode is a major factor in promoting learning. They are promoting natural learning through acting as role models.

A study of Irish apprenticeship cases illustrates this. The development of apprentices was one aspect of the work supervisors' role, whose main role was craft-specialist project managers. They saw themselves primarily as expert craft practitioners playing a mentoring role (in fact being role models, even though they did not use this expression) in developing apprentices. This is not a question of people wanting to become more involved with training as such but wanting to be excellent in their profession or vocation and thus as a by-product acting as role models for others in their development. They saw this mentoring role as a rewarding, important but part-time activity. It was reckoned that 20 per cent of their time was devoted to this. Their primary role was project management in the craft field in which they wished to expand their own craft skill range through continually taking on new challenging projects. They felt that if they distanced themselves from work projects too much they would lose their skills. Company managers were of the view that project managers who had a greater mastery of their craft and/or were better project managers were also better at supervising apprentices' learning – better role models.

The paper discusses the question of what professional trainers can do to cultivate such a learning-oriented work and learning environment and assist work supervisors to recognise and use 'natural' opportunities and spaces for learning and development – to be better role models.

**Key words:** 'learning through working; learning oriented work; work supervisors and learning.

#### **Contact**

Dr Barry Nyhan,  
barrynyhan@gmail.com

Dublin and University of Bremen (Former European Union Official)

### **New competence for our professionals of continuing vocational education training**

*Georgina París Mañas, Sofia Isus Barado, Cristina Torrelles Nadal, Jorgina Roure Niubó, Jordi Coiduras, and Xavier Carrera*

*Universidad de Lleida, Spain*

The purpose of this research is to design and to validate a model of competences for the trainers and managers continuing vocational education training (CVET). In a social context of crisis that implies an increase of formation(training) and restructuring of professional profiles of trainers and managers that is necessary to adapt new competences for the demands and lawsuits of the context.

To create this new model of competences we have followed Gupta's modal and together with the diverse bibliographical Spanish and European references we have planned four axes of competences; technical, methodological, participative and personal competence. (Isus, S; Echeverria, B. and Sarasola, L., 1996)

The methodological process for the validation of this model is realized by means of a builder's validation across an experts' panel (Dee, 1995). The procedure used for the obtaining of the validation was to select an experts' panel intentional of 40 professionals of the CVET of different entities of training inside Lleida's Province (Catalonia, Spain).

The criteria of selection of these experts were the age (minimum 25 years), professional experience (minimum 10 years), the level of responsibility inside the entity and the professional activity makes concrete training or management.

For the withdrawal of information we create a digital questionnaire that was facilitating to us the access to the polled participants. We ask these for his professional opinion about the diverse professional specific and transverse competences that we raise for the managing and training, and that were valuing for a scale of Likert from the 1 to 4 (the incorrect 1 and 4 correct) the following indicators, belonging or property, adequacy of the label, draft of the competence and comprehension.

As for the process of analysis of the information, we use the technique "group of discussion" across a sample not probabilistic (6 individual's expert in the topic of competences and CVET). This one allowed us to adapt the suggestions and contributions realized by the members polled to the model of competences of trainers and manager of CVET.

To level of results, we can notice and stress some of the new competences for the trainers and managers; for example:

- Competence of leadership,
- Competence of teamwork,
- Competence of negotiation,
- Competence in communication,
- Competence of the professional wellbeing,
- Competence in perspective of genre,
- Competence of learning to learn, and
- Competence in corporate social responsibility.

Finally, we want to emphasize that this results emerged from a European Project called Transveralis (INTEREG, G09011) that stimulates the Xarxa Universitaria Pyrenees Mediterranean.

**Keywords:** Transversal and specific competences, continuing vocational education and training, training of trainers and managers

**Contact:**

Georgina Paris Mañas

E-Mail: paris@pip.udl.cat

Sofia Isus Barado

E-Mail: sisus@pip.udl.cat

Cristina Torrelles Nadal

E-Mail: ctorrelles13@gmail.com

Jorgina Roure Niubó

E-Mail: jorgina.roure@pip.udl.cat

Jordi Coiduras

E-Mail: coiduras@pip.udl.cat

Xavier Carrera

E-Mail: carrera@pip.udl.cat

Av. de l'Estudi General, 4 25001 Lleida

Spain

## **Creativity boundaries and professional competences in higher education training**

*Aldo Passarinho, Vito Carioca, Viviane Silva, Ana Velhinho, and Tiago Nunes,  
Art and Communication Media Lab Coordinators*

*Instituto Politécnico de Beja, Portugal*

### **Abstract**

The principal aim of this paper is to organize a set of references towards the identification of creativity boundaries inside a specific cluster of Creative Industries. This matrix will allow us to do a theoretical approach to the Competent Creator - a professional profile in the area of creative industries.

The definition of that professional profile will contribute to improve the quality of training in higher education in the area of creative industries. We are elaborating an instrument (multimedia kit) supported by the research made with artists, specialists, curators, professionals, ex-students of this dynamic area. Based on their working experience, those observed will reflect and respond about the creative skills and competences that they, as professional actors on that field, needed to become successful on the market. That contribution will permit a definition of a strategy that will guide us on the effort to improve the formation process of our students in higher education, in Portugal.

This research represents the necessity to operate an epistemological cut on a conceptual flow that claims for slowing down discourses about creativity. The aim is to identify

moments of disruption inside general discursive flows in order to re-arrange new solutions and new conditions to professional realities and life-long learning. At the same time this instrument will improve the work based training and learning towards work practice knowledge.

**Keywords:** Creativity, creative industries, professional profile, competent creator, lifelong learning, training.

**Contact:**

Aldo Passarinho  
aldo.passarinho@gmail.com

Vito Carioca  
vcarioca@ipbeja.pt

Viviane Silva  
vsilva@ipbeja.pt

Ana Velhinho  
avelhinho@ipbeja.pt

Tiago Nunes  
tnunes@ipbeja.pt

Instituto Politécnico de Beja  
Art and Communication Media Lab  
Portugal  
Homepage: <http://www.ipbeja.pt>, <http://www.lab-acm.org/>

## **E-learning in preparing teachers and trainers (based on technology and computer education)**

*Elzbieta Podoska-Filipowicz and Andrzej Michalski*

*Kazimierz Wielki University Bydgoszcz, Poland*

### **Abstract**

Teachers of subjects are necessary for professional life – both theoretical and practical trainers who work in initial vocational education and secondary vocational education need to have university degree and teaching qualifications according to the regulations specified by the Ministry of Education.

One of the fields of studies that allow to get such professional preparation is: technology and computer education, which is currently run by 22 universities in Poland. These are 1st grade studies (engineering degree) during which students have the chance to gain qualifications to teach.

The graduates are prepared to work in:

- small, medium and large industrial businesses,
- banking, economic, local government and state administration,
- research and development back offices of industrial plants, design and counselling offices,
- primary, secondary and post-secondary vocational schools,
- institutions developing and using information technology systems,
- institutions dealing with counselling and dissemination of knowledge of production engineering, materials engineering, construction of machinery, computer science, pedagogy and computer-aided technology and teaching.

E-learning – teaching with the use of computer technologies and the Internet, has been used for many years in the didactic process of preparing teachers for vocational education.

E-learning serves distant and flexible teaching, but it can also be used in connection with traditional teaching in a blended form. Moreover, e-learning allows an individual choice of preferred form of providing knowledge and the pace of its transfer.

The article describes didactic aspects of designing and running e-learning courses. It presents some hints on designing a good online course and designing a distant learning module for technology and computer education students.

**Keywords:** E-learning, teachers of vocational schools, trainers, computer and technology education

**Contact:**

Elzbieta Podoska-Filipowicz

E-Mail: [elpofi@ukw.edu.pl](mailto:elpofi@ukw.edu.pl)

Andrzej Michalski

E-Mail: [michan@ukw.edu.pl](mailto:michan@ukw.edu.pl)

Kazimierz Wielki University, Bydgoszcz

Faculty of Pedagogy and Psychology

Institute of Pedagogy, Department of Adults and Labour Pedagogy

Chodkiewicz 30, 85-064 Bydgoszcz

Poland

## **Learning and Professional Development: Challenges for Training and Trainers Reflections based on the case of Sociocultural Animation Professionals**

*Sandra Saúde, PhD*

*Sandra Lopes, MA*

*Portugal*

### **Abstract**

The globalization of economy, internationalized and highly interdependent, and the emergence of new organizational models, which are characterized by the need to respond quickly to change, brought changes in the nature and content of occupational structures: the workforce tends to be mostly qualified, with a predominance of versatility and integration of functions, being the contractual bonds increasingly fluid and unstable. There are also new and diversified recruitment criteria; the activities performed throughout life are varied, and consequently, training needs are transversal to the career path.

In this context, it is urgent to enhance the responsiveness of its stakeholders, particularly employees and job seekers. For these, the new rules of mobility, recruitment, competition, will demand increased capabilities in the areas of "how to be" and "how to act", since, in a less "protected" and more dynamic employment system (which flexibilizes the rules of hiring) the change and the evolution of job profiles will be dizzying. The labour market flexibility requires insurance of new models of professional conduct and more proactive action, to enable them to meet not only the challenge of frequent change of roles and functions, but also the management of emotional instability and transitory growing.

Based on the characteristics and specificities of the competencies profile of the Sociocultural Animation professional, the paper that we intend to present will focus on the exploration and discussion of how this profile is built / shaped by the formative process (higher education) and adjusted depending on the work contexts in which it operates (educational services, libraries, museums, nursing homes, leisure activities, among others). Based on a concept of training as a process that empowers individuals to be independently active in their learning and to qualify under the demands of their professional's contexts, we are interested in reflecting on the evidences/proofs of this assumption in the training and intervention of these professionals.

**Keywords:** Training, Competencies, Development of skills, Continuing professional development, SocioCultural Animation Professionals

## **Contact**

Sandra Saúde - PhD in Sociology – Associate Professor  
ssaude@ipbeja.pt

Sandra Lopes – Master in Sociology - Assistant  
slopes@ipbeja.pt

Polytechnic Institute of Beja (Portugal)  
Department of Education and Social and Behavioral Sciences  
Rua Pedro Soares, S/N  
7800 – 295 Beja, Portugal  
Tel: 00351284314400

## **Nothing paradoxical about the self-reflexive TVET teacher: A new vision for TVET teacher training**

*Sandra Sukhan*

*Red River College, Canada*

## **Abstract**

A paradox is defined as a seemingly contradictory statement which may in fact express a possible truth much like the possible truth that there can be a “self-reflexive TVET teacher”. But is it really possible that a technical or vocational teacher/trainer can be self-reflexive? After all, they are subject matter experts first, hired into the field of education not because of their teaching ability but because of their subject matter expertise. They are thrown into classrooms with little or no underlying knowledge or experience in classroom management, testing and assessment, lesson planning, counselling or teaching methodology. And what about the teachers who are already teaching? How many of them think that professional development means going back into industry to learn the latest technical developments in their field? How many of them do professional development related to pedagogical practices? How many of them are reflective or reflexive practitioners in the learning process, that is, they are both teacher and learner who take the time to reflect upon their teaching? This is the kind of teacher that Donald Schön referred to as the reflective practitioner, practicing what Paulo Freire envisioned as praxis. Going a step further, what happens if and when they do reflect on their teaching? Do they then act on that reflection? And finally how do or how should teacher education programs prepare teachers to be self-reflexive?

As a TVET teacher educator and skilled tradesperson, I have come to my own understanding of what it means to be a self-reflexive teacher. In being self-reflexive, I concern myself with critically examining my own practises, processes and biases, how my life experiences influenced my own construction of knowledge, how that knowledge is situated, what kinds of information I privilege and how my life experiences implicitly or explicitly inform my teaching practises. I then examine how I move through the process of critical reflection to action and back to reflection. As an example, one very

important moment during an internship on Botswana profoundly changed the way I teach a particular course in Diversity and Inclusiveness to TVET teachers. Prior to going to Botswana I thought about how my combined life and educational experiences in Guyana and Canada might be the same or different from Botswana. What would it mean for me as a woman of colour “doing” research in Africa? How would I be perceived? Would I be taken seriously or would my experiences as a tradesperson be discounted because I am a woman doing traditionally undervalued women’s work (hairstyling)? How would I get my ethnographic research published in a technical field that privileges scientific knowledge and further, what TVET teacher - whose emphasis is on teaching technical or vocational skills - would take the time to read such research that does not teach to build or draw but to reflect on one’s teaching and then to act on that reflection?

These are some of the questions posed to TVET teachers as they are challenged in my classes to examine how they as educators are or should be engaged in the creation and understanding of knowledge within the classroom, with colleagues and with the larger society so as to they become participants in the transformation of learning. This is how teacher education is responding to the growing but under-researched need to be a reflexive TVET practitioner. Doing it one class at a time.

**Keywords:** Self-reflexivity, TVET, TVET teacher education, subject matter experts, praxis

**Contact:**

Sandra Sukhan  
E-Mail: sandrasukhan@hotmail.com

Red River College  
39 Eagleridge Court  
Winnipeg, Manitoba, R3Y 1B1  
Canada

## **Engaging TVE training centres in Capability Building: Lessons learned from Botswana.**

*Sandra Sukhan*

*Red River College, Canada*

### **Abstract**

Technical and vocational education and training (TVET) is often viewed as a panacea for the ills of stagnating, crumbling, failed, or depressed economies. It is assumed that if people are sufficiently trained, the jobs will materialize. This paper challenges the notion that training is enough or that any training is good training. It is, in the context of TVET, about the limitations of a capacity-building approach to education which is often operationalized as the acquisition of technical skills, without addressing the social dimensions of learning. Since the UNESCO’s Decade of Education for Sustainability is

now at the halfway mark, it is important to reflect on how much progress has been made in the last five years and how far we have to go in the next five.

This paper reflects on my internship experiences in Botswana as a graduate student assisting with the establishment of a training centre for under/unemployed youths in Gaborone. Although Botswana has a high per capita income relative to other African countries, it faces the same challenges as other developing countries especially in the areas of poverty, health, environment, population growth (or in Botswana's case a lack thereof), and rising consumption. My internship experience can very easily represent a microcosm of the challenges that TVET practitioners – whether they be trainers, educators or planners – face, as they deal with the same issues of under/unemployment. My reflection can also serve as a lesson to be learned, so that in the last half of the Decade of Education for Sustainability, TVET teachers, trainers and educators can positively impact the lives of many through a “capability” approach to development, one which considers: disparities between the rich and poor, larger social and environmental issues, respect for traditional knowledge, the mentality of over-consumption by countries of the North and the reckless disregard for and abuse of natural resources.

The paper is organized into six sections: The first part will be an in-depth analysis of the issues related to capability-building in the areas of organizational structure, programming goals, resources and partnerships. The second part will summarize the issues, provide analyses and identify what capability-building strategies/actions were implemented using a popular education approach as the issues necessitated. The third section will provide a reflection on the lessons learned from that experience so as to inform future education practices related to TVET.

**Keywords:** TVET, capability-building, capacity-building, TVET teacher education, popular education

**Contact:**

Sandra Sukhan

E-Mail: sandrasukhan@hotmail.com

Red River College

39 Eagleridge Court

Winnipeg, Manitoba, R3Y 1B1

Canada

## **Communicating LLL in the School Context: Experiences and Practices**

*Maria Theodosopoulou, M.Sc., Ph.D.*

*Greece*

*Vana Papalois, Ph.D., Post Doc.*

*United Kingdom*

### **Abstract**

LLL in relation to the school context can be seen by two viewpoints: its impact on the school and teachers' understanding and practice of LLL. Aspects of LLL, such as mentoring, collaborative learning, self-directed learning are seen under those two viewpoints. Analysis of Greek teachers' opinions is based on speech maps, an innovative research tool that focuses on the idiolect used to communicate attitudes. Analysing the speaker's natural language data on the axes of reference and content the individual's logic on the discussed topic are presented.

**Keywords:** LLL, lifelong learning, teachers, mentoring, collaborative learning, self-directed learning, speech maps.

### **Contact:**

Mara Theodosopoulou  
E-Mail: mara\_th@yahoo.com  
Vana Papalois  
v.papalois@btinternet.com  
30 Kerkyras str, 11362, Athens  
Greece

## **BP@KOM - Berufspädagoge@Kompetenzerweiterung (vocational pedagogue@competence enlargement)**

*Roland Tutschmer, Dr.*

*Germany*

### **Abstract**

The focus of the project BP@KOM is on the development and testing of an in-service qualification programme for the professionalization of trainers in initial and continuing vocational education and training. The main objective of the project is an enhancement of the professional competence of trainers on a scientifically valid basis.

In the first phase of the project (2010) needs analyses and feasibility studies concerning the qualification of trainers in companies and training institutions are carried out. More specifically, qualitative interviews (e.g. expert interviews) and quantitative surveys are used to investigate the needs as well as the feasibility of an academic qualification of training practitioners in initial and continuing vocational training. The results of the investigation will be used to define a qualification and competence profile for training practitioners.

In the second phase of the project (from 2011) a tailor-made curriculum for the continuing professional development of trainers in companies and training institutions will be developed, which will then be tested in a “tripartite study programme”.

According to the BP@KOM concept the programme is intended to lead to a dual degree, namely the certified vocational pedagogue (Geprüfter Berufspädagoge IHK) and a university degree in vocational pedagogy (Bachelor/Master). In addition the model aims to give learners with a vocational qualification access to higher education.

At the heart of the BP@KOM concept is the model of “tripartite continuing education”. This means that the conceptual, methodological and organisational integration of learning venues (workplace, chamber of industry and commerce, university) in one educational programme aims to allow for an integrated process of competence development.

The major project objectives are:

- Analysis of the qualification needs of training practitioners in companies and inter-company vocational training centres
- Development of a qualification and competence profile for tripartite training
- Preparation of a single transregional qualification concept for training practitioners in initial and continuing vocational education and training
- Implementation and evaluation of the tripartite training concept at four locations in Germany

Target groups are: training practitioners in companies; training practitioners in inter-company vocational training centres; human resource managers in companies and training institutions; self-employed educators, trainers and coaches.

The project is implemented by the following partners: Universität Bremen (Institut Technik und Bildung); Bildungszentrum der Wirtschaft im Unterwesergebiet e.V. (BWU); Pädagogische Hochschule Schwäbisch Gmünd; Universität Rostock (Bereich Technische Bildung); Universität Trier (Fachbereich Pädagogik)

**Keywords:** professionalization of vocational trainers, permeability between vocational training and higher education, skills and competences of trainers

**Contact:**

Dr. Roland Tutschner  
Institut Technik und Bildung  
Universität Bremen  
28359 Bremen  
tutschner@uni-bremen.de

## **Learning-tandems as a new interaction among teaching and learning- a linkage between theory and practice**

*Simone Wanken, Dipl. Pad.*

*Alrun Schleiff, Dipl. Pad.*

*Germany*

### **Abstract**

For some time there have been several heterogeneous changes in the vocational fields of trainers and teachers in vocational education and training. Not only that the educational staff is confronted with an increasing usage of new media and technologies. Also, they have to face several challenges in the context of globalization and demographic changes. Furthermore, the increasing knowledge- and cognitive based work and thus the rising relevance of vocational education and training confront the educational staff with manifold and innovative challenges. Today, trainers and teachers in vocational education are more than teachers according to the traditional "Four-step-method"<sup>1</sup> - they have to broaden their qualifications and competencies so that they can fulfil multiple roles as a training- and learning-consultant, coach, organizer, moderator, mediator, social-worker and manager, too<sup>2</sup>

The project BP@KOM at the University of Trier deals with the analysis of educational requirements among the vocational education staff. It has shown that there is a call for vocational education and that existing offers are not lucid and do not satisfy the requests and needs. Regarding these new challenges, the University of Trier has been developing a scientific, work-integrated vocational certificate for these people since January 2009. This certificate reacts immediately to the problems due to the changing requirements

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<sup>1</sup> The four-step-method is a traditional learning- and teaching method according to the scheme: prepare- show- copy and practice.

<sup>2</sup> Arnold 1997, p. 118f/ Nuissl 2000, p. 20, Reetz 2002, p. 17.

with which the trainers are confronted and also aims at professionalizing this occupational group.

This initiative is accomplished by the implementation of the research- and development-project “Trier-Cross-Mentoring-Program”, as it aims at cooperative learning and a scientifically based integration of theory and practice.

In the Cross-Mentoring-Program non-traditional, qualified employees take part in the certificate-program as students. They are brought together with bachelor students studying at the department of pedagogy and educational science at the University of Trier in the form of learning-tandems. The tandems build practice based learning projects in several companies (see fig.). Both groups can be regarded as experts for their own knowledge and experiences and can support each other as mentors. The interlinking of different perspectives and the coupling of different places for learning opens up new learning and teaching possibilities. Also, the linkage of theory and practice is arranged. Furthermore, the program supports processes of reflection on action as well as theoretically based reflection without the impact of hierarchies between trainees and teachers.

Considering the struggle for professionalization of the educational staff the project shows relevance in three ways. It contributes to the professionalization of the job-based qualified, actual trainers and teachers in adult education and the future staff in vocational education and training, the bachelor students. This professionalization will be carried out through a reflective interlinking of theoretical knowledge and practical experience in the context of the studies. Considering the connection between theory and practice the model project also gives information about the learning-transfer of both study-groups.

The already described developments for the educational staff are accompanied by a role transformation from being a teacher to being a learning-guide. This new self-conception more and more has a consulting and guiding nature. Also, the usage of new methods (e.g. blended-learning-methods) changes the requirements for teachers in adult and vocational education and training as well as for the academics. In the “Trier-Cross-Mentoring-Program” these changes shall be scientifically examined.

The following scientific questions result:

- Which characteristics and challenges occur due to the learning-cooperation of heterogeneous learning groups?<sup>3</sup>
- . Which special didactical and methodical concepts does a teaching-learning-setting in tandems need?

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<sup>3</sup> The learner-groups of the Cross-Mentoring-Program differentiate between age, experience-based-knowledge and theoretical knowledge, experience in studying and work-experience.

- . How could the methods of e-learning be productively used for the consultation and enlargement of the advisory skills of both learner groups?

By winning the "Excellence competition Studium und Lehre 2010" the manifestation of this model project can be implemented and financed. In a sense of the professionalization of knowledge-professions, the project aims at transferring the model into other studies and into other non-academic contexts (e.g. learning-tandems be

The lecture about "Trier Cross-Mentoring-Program" will be combining multimedia-elements and discussions.

### Keywords

### Contact

Simone Wanken  
wanken@uni-trier.de  
Alrun Schleiff  
[schleiff@uni-trier.de](mailto:schleiff@uni-trier.de)

FB 1 Pedagogy  
Universität Trier  
Universitätsring 15  
54286 Trier, Germany

## Trainer academies, networks and round tables - Continuing education of IVET trainers in Austria

*Silvia Weiß, Mag.*

*Austria*

### Abstract

*„Whoever wants to be employable needs to remain to be a lifelong learner. This, of course, is also true for those who train others. One could even argue that for trainers this is especially true given their role model function. As a trainer I can best convey the idea of lifelong learning to apprentices by engaging with learning myself on an on-going basis and thus live up the model.“  
(Alfons Bertsch, Head of IVET trainers at Hilti AG, Thüringen)*

The **initial education** for all persons who want to train apprentices in Austria is the IVET trainer examination/course. It is obligatory and has its legal basis in the Vocational Training Act ("Berufsausbildungsgesetz", BAG). The **Continuing education for IVET trainers** in Austria is not compulsory. It can in principle be pursued at any kind of adult education or further education institute. Nevertheless regional chambers of economy, Federal countries and the social partners have elaborated various offers to support CVET of IVET trainers, to motivate them for continuing learning that also enhances the quality of apprenticeship training.

One possibility of CET for IVET trainers in Austria are **IVET trainer colleges/academies** (“Ausbilderakademien”). The key objective of the trainer academies is to take account of the diversifying roles of trainers, which requires a good combination of subject-specific and pedagogical competences. Although the denomination as “trainer academies” is likely to be indicative for the tertiary education level, those institutions do not follow or represent any academic or higher education. In some Federal States trainer academies are complemented by **trainer networks** and **round tables for IVET trainer**. Another type of further education is the diploma of “**apprentice coach**”. The diploma is seen as an opportunity for trainers to better support the development of apprentices to become skilled workers and to guide them when they have to manage difficult situations.

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## **Contact**

Silvia Weiß  
weiß@ibw.at

ibw -- Institute for Research on Qualifications and Training of the Austrian Economy,  
Vienna

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## Network to Support Trainers in Europe

This Network is by 75 per cent funded by the European Commission through its Lifelong Learning Programme under the network strand of the Leonardo da Vinci programme. The Network is for all those interested in training and the support of trainers. This includes researchers, policy makers, managers and practitioners. Its aim is to bring together and share research and ideas and develop a pool of resources and expertise to inform policies and practice at different levels. The Network provides:

- Access to people and ideas about research and training practice;
- Practical materials and tools to support the professional development of trainers;
- A website packed with information and a communication platform for exchanging ideas.

### What exactly will the Network do?

- Provide an opportunity for exchanging experiences and knowledge through an easy to use web portal.
- Enable policy makers, managers and practitioners to access ideas, materials and opportunities for professional development.
- Undertake a small scale survey of the work of trainers and their professional support.
- Provide access to research and ideas through the organisation of workshops and online conferences.
- Enhance the quality of support for trainers by sharing effective practice.
- Stimulate new approaches to the training of trainers related to the concept of lifelong learning, knowledge sharing and peer learning.
- Bring together research and practice from different projects and initiatives throughout Europe. This also includes further results of the EUROTRAINER study, which can be accessed through the new platform.

How can I learn more about the network?

Go to [www.trainersineurope.org](http://www.trainersineurope.org). If you would like to become a member of the network you can register and set up your profile.

