Supporting Workplace Learning through digital media:

A concept to overcome the gap between work and training

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Work and Labour in the Digital Future

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Agenda

Digital media in vocational education and training

Structures of further education in Germany

Concept of the project „ET-Spezialist"

Digital Media in VET (in Germany)

- Within vocational education an training digital media are often implemented **based more on technical** than on pedagogical considerations

- "Many of the current approaches tend to repackage eLearning content in order to make it suitable for the smaller screens of mobile devices – **following behavioral and cognitive paradigms**." (Pimmer/Pachler 2014, 193) (e.g. Learning Nuggets)

- The "**full potential** of mobile communications for learning will not be realized until we (…) simple repackage classroom materials to be read (…) on a smaller screen." (Woodwill 2012)
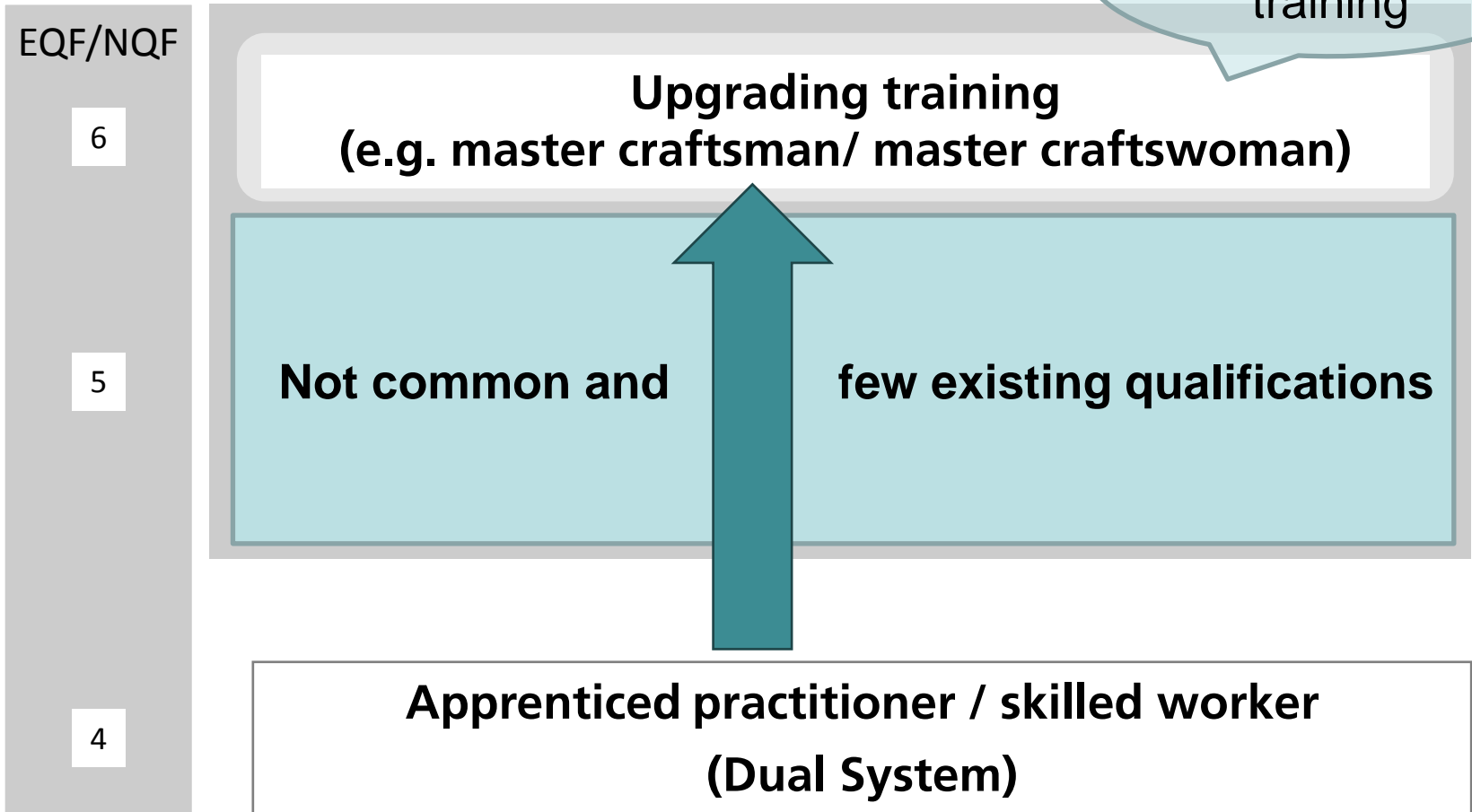
Digitalization of vocational education

Development of competencies is better encouraged when:

- The use of digital media is oriented towards **models of vocational education** ("informal first", similar to 70:20:10 model; Elsholz, 2016)

- Based on **learning theories** like pragmatism (John Dewey) and/or constructivism
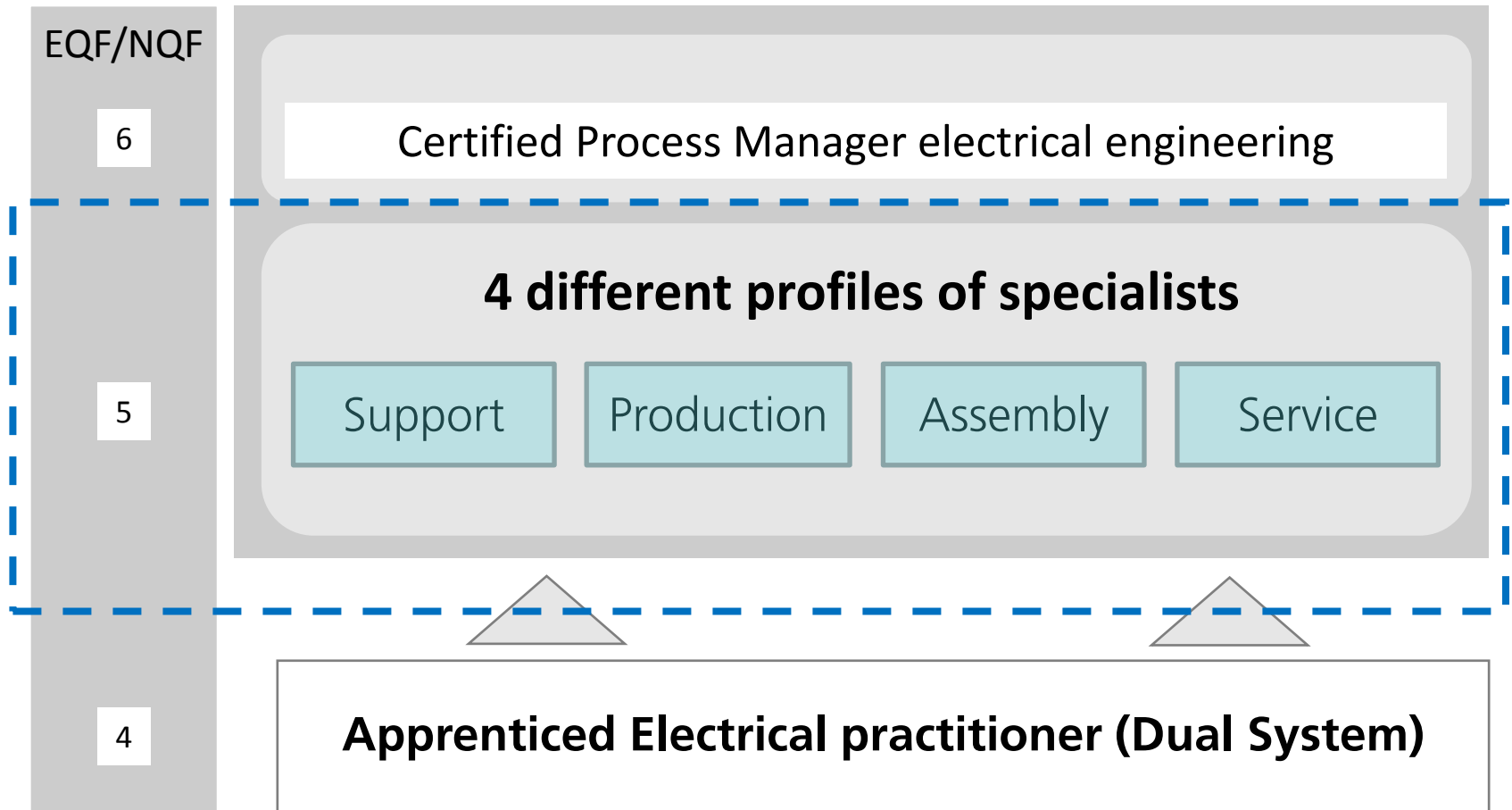
→ **Learner-oriented perspective**

Structures of further education in Germany

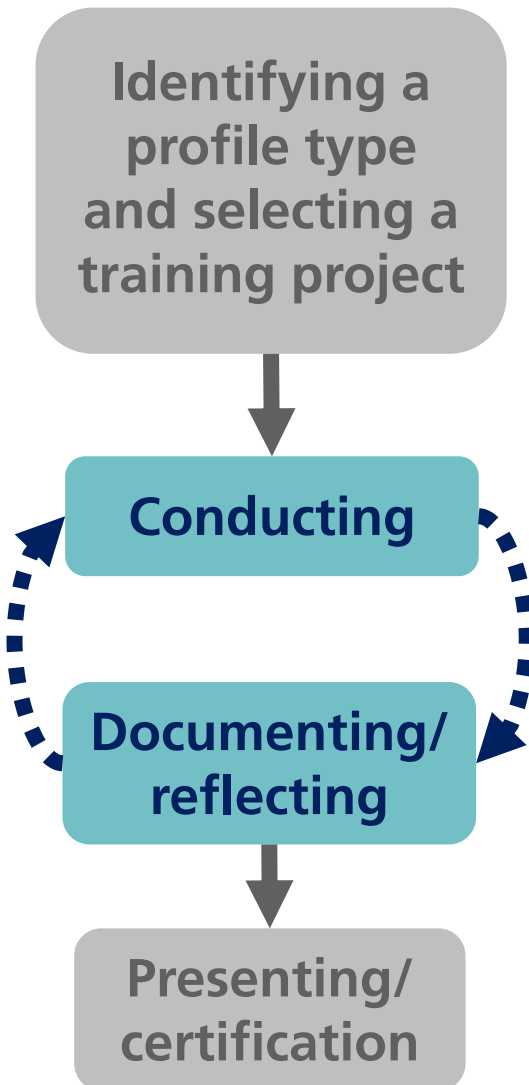Mostly classroom training

EQF/NQF	
6	**Upgrading training (e.g. master craftsman/ master craftswoman)**
5	**Not common and few existing qualifications**
4	**Apprenticed practitioner / skilled worker (Dual System)**

New Approach of further education for electricians

EQF/NQF

6 | Certified Process Manager electrical engineering

5 | **4 different profiles of specialists**

Support | Production | Assembly | Service

4 | **Apprenticed Electrical practitioner (Dual System)**

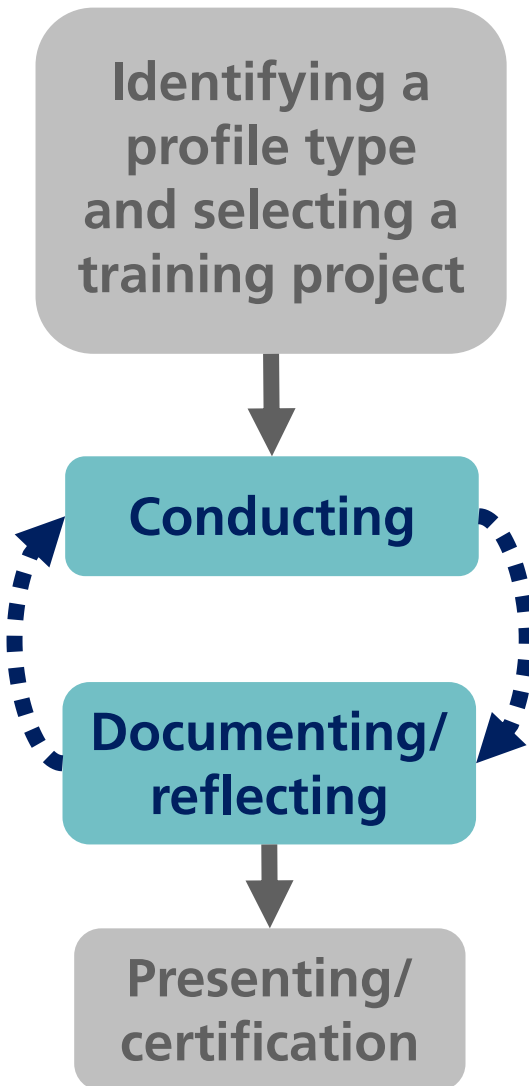# Training from participant's point of view

Identifying a profile type and selecting a training project

- **Choosing one of four specialists' profiles**
- **Selecting a project for the training that covers all required working steps on required competence level**

Conducting

Documenting/ reflecting

Presenting/ certification

Training from participant's point of view

Identifying a profile type and selecting a training project

↓

Conducting

Documenting/ reflecting

↓

Presenting/ certification

+ Neu

Neuen Beitrag erstellen

Fertigungsspezialist

Kurzbeschreibung der Tätigkeit
Bitte beschreiben Sie kurz die Tätigkeit, die Sie in Ihre Dokumentation aufnehmen möchten.

Short description of task

Detaillierte Beschreibung
Warum haben Sie sich für diese Option entschieden?
Gab es andere Lösungswege oder Handlungsalternativen?
Welche Schwierigkeiten und Herausforderungen haben sich bei derTätigkeit ergeben?

Transfer und Erfahrung
Was war für Sie neu bei dieser Tätigkeit?
Was hilft Ihnen in Zukunft bei ähnlichen Aufgaben?
Wie können Sie das Gelernte bei anderen Aufgaben anwenden?

Reflection-in-action guided by questions

Text-Datei hochladen (doc, pdf)
Keine Datei ausgewählt. Datei hinzufügen

Bild hochladen (jpg, gif, png)
Keine Datei ausgewählt. Datei hinzufügen

Video hochladen (mpeg, avi, wmv)
Keine Datei ausgewählt. Datei hinzufügen

Media upload

Training from participant's point of view
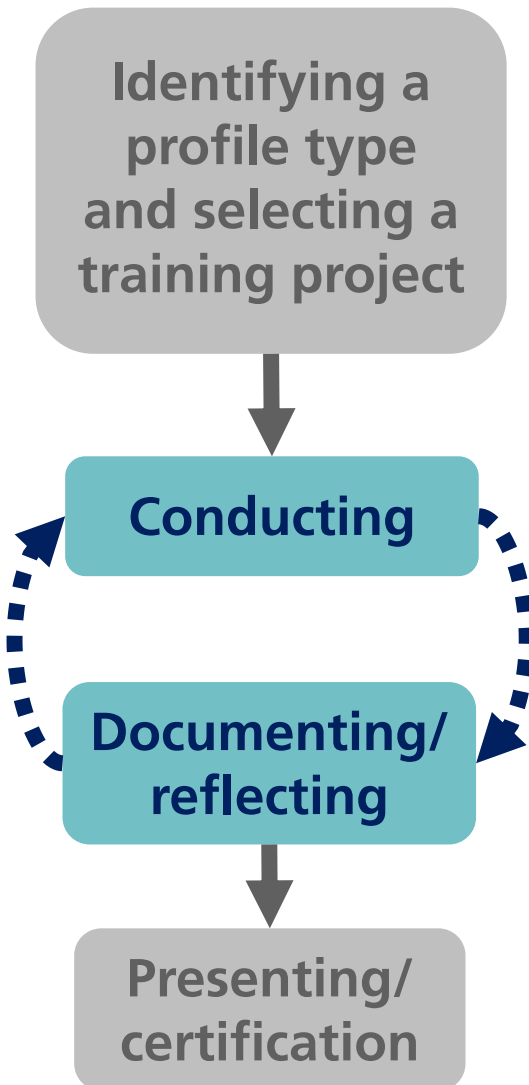
Identifying a profile type and selecting a training project

- Choosing one of four specialists' profiles
- Selecting a project for the training that covers all required working steps on required competence level

Conducting

Documenting/ reflecting

- **Autonomously processing a work stage**
- **Compiling a new posting for a work task**
- **Entering description, adding media**
- **Reflection-in-action guided by questions**
- **Reflection-on-action with learning professionals**

Presenting/ certification

- Reflection-on-action in presentation
- Validation of competences-augmentation

Indicators and advantages of the new approach of further education for electricians

- The content is oriented towards the **tasks of profession** and is generated by the challenges in the project

- Employees use their **experience** to process actual projects

- Employees are supported by **qualified experts** and **learning professionals**

Informal acquired competences can be displayed and certified

Workplace learning will be recognized

Digital learning can enhance workplace learning
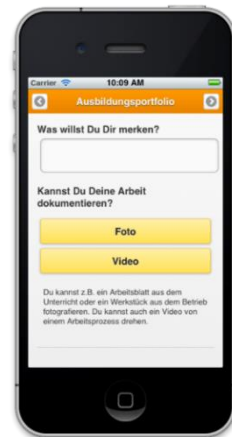
(Elsholz/Schönhold/Hilger 2017)

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