

KATHRIN HENSGE

Changing terms of reference for training action plans

Qualification requirements and learning cultures when new media are deployed

Rahmenbedingungen des Ausbildungshandelns verändern sich

Veränderte Qualifizierungsanforderungen und Lernkulturen beim Einsatz neuer Medien

Berufsbildung in Wissenschaft und Praxis - BWP 34 (2005) 6, p. 5

Vocational education and training positions and defines itself via the way it interacts with the dynamic contexts to which it relates. It reflects changes and is subject to a constant process of further development in its response to new requirements. New developments in the economy, in society and in the field of technology alter qualification requirements, create new terms of reference for teaching and learning and increase the pressure to develop new concepts and strategies for vocational education and training. Staff involved in vocational education and training operate at the interface between new qualification requirements and changing learning cultures. This article firstly discusses the vocational education and training parameters which influence the functions of training staff. The author then uses this as a basis to highlight the role played by learning concepts and deployment of media within the context of the change in company terms of reference which has taken place.

ANGELA FOGOLIN, GERT ZINKE

Deployment of media as an indicator of quality of training

Mediennutzung als Indikator für Ausbildungsqualität

Berufsbildung in Wissenschaft und Praxis - BWP 34 (2005) 6, p. 10

The deployment of media, particularly computer or network supported media, can be used as an indicator of training quality (both in terms of the quality of structure and process). This article establishes the reasons for and explains this approach, providing as an example selected results of a written survey of trainees and training staff from inter-company training centres in the occupational field of electronics (craft trade). A particular focus of investigation is the deployment of these media and an associated process-oriented form of vocational education and training as quality criteria.

SABINE HOIDN

Self-directed learning with new media – (new) skills requirements for training staff

Selbst organisiertes Lernen mit neuen Medien – (neue) Anforderungen an die Kompetenzen des Bildungspersonals

Berufsbildung in Wissenschaft und Praxis - BWP 34 (2005) 6, p. 15

Self-directed learning using new media is increasingly gaining in importance in all areas of training. The deployment of these media is more and more frequently being heralded as a silver bullet, a view which technological and economic arguments are used to underpin. Specialist didactic aspects are treated in a more marginal way. The most crucial element is, however, the question of how training staff guide learners towards self-directed learning with new media. This article considers the (new) role of training staff in typical teaching-learning situations more closely. Firstly, the type of teaching-learning situation which provides the basis for the formulation of action requirements is delineated. This is then used to sketch out the skills required on the part of training staff to promote learning.

KLAUS HAHNE

Learning from the virtual customer order – a “blended learning approach” for competence centres

Lernen am virtuellen Kundenauftrag – ein „Blended Learning Ansatz“ für Kompetenzzentren

Berufsbildung in Wissenschaft und Praxis - BWP 34 (2005) 6, p. 25

Craft trades require appropriate qualification strategies to deal with the rapid changes taking place in the economy, technology and society. Inter-company training centres are, in their role as competence centres, faced with the task of compensating for the shortcomings of in-company craft trades training within small firms. The tried and tested inter-company instruction methods used are in need of new vocational education perspectives. Virtual customer order based learning represents a new way of accessing lifelong learning in the information society which is oriented towards economic and working aspects of craft trades. This enables a customer order to be experienced as a whole, thus supplementing traditional forms of learning.

WALTER SCHLOTTAU

Training staff – from aptitude to professionalisation

Regional piloting of two-year upgrading training courses

Ausbildungspersonal – von der Eignung zur Professionalisierung

Regionale Erprobung zweijähriger Aufstiegsfortbildungsgänge

Berufsbildung in Wissenschaft und Praxis - BWP 34 (2005) 6, p. 32

The Trainer Qualification Regulations (AEVO) were suspended for five years as a way of creating additional training places. The move met with unanimous approval on the part of leading associations from within trade and industry, who viewed this measure as alleviating a barrier to training. On the other hand, not even assurances that the quality assurance standards stipulated via the requirements stated in the Vocational Training Act (BbIG) were still in place regarding trainer aptitude and had been strengthened by this reform were enough to convince the trade unions. Two further training courses currently being piloted at a regional level are presented as a move towards the professionalisation of trainer activities: “Specialist Educator for Inter-company and In-Company Training” and “Vocational Educationalist for Initial and Continuing Vocational Education and Training (IHK)”.

EVA QUANTE-BRANDT

Structuring training – avoiding breaking off of training – developing social skills

Ausbildung gestalten – Ausbildungsabbrüche vermeiden – Sozialkompetenz entwickeln

Berufsbildung in Wissenschaft und Praxis - BWP 34 (2005) 6, p. 36

The author tackles the subject of structuring training and developing social skills from the perspective of a complex series of endeavours which are being undertaken in the field of training. In the state of Bremen, the project “Training – Stick with it” has been running since 2001, using prevention and intervention strategies to support those involved in the dual system of vocational education and training and to prevent ill-considered breaking off of training. The project involves the cooperation of various responsible parties within the system of vocational education and training. This article undertakes a classification of the training problem and the requirements resulting from this, focussing on the quality dimension. To this end, practical experiences gained from the project work are presented and discussed against the background of the quality dimension.

MONIKA BETHSCHEIDER; CHRISTINE SCHWERIN

Learning groups with participants of different origin

Demands on trainers in continuing vocational education and training

Lerngruppen mit Teilnehmenden unterschiedlicher Herkunft

Anforderungen an Trainerinnen und Trainer in der beruflichen Weiterbildung

Berufsbildung in Wissenschaft und Praxis - BWP 34 (2005) 6, p. 40

Continuing vocational education and training courses where participants are made up partly of local people and partly of immigrants place particular demands on teaching staff. For the purposes of quality assurance, they therefore require targeted qualifications. Results of an investigation carried out by the Federal Institute for Vocational Education and Training (BIBB) are providing indications for the development of a concept for this purpose for trainers working in publicly financed continuing vocational education and training, and these are outlined in the article. The investigation also reveals that teaching staff need terms of reference in line with the content related requirements of the courses. This particularly applies to regulations governing course access as well as to the relationship between the time frame available and the amount of material to be imparted.

SILVIA SIMON

Pilot project “Gender competence for trainers”

A step towards equal rights of participation in working life for women and men

Modellprojekt „Genderkompetenz für Ausbilderinnen und Ausbilder“

Ein Schritt zur gleichberechtigten Teilhabe von Frauen und Männern im Berufsleben

Berufsbildung in Wissenschaft und Praxis - BWP 34 (2005) 6, p. 44

The labour market continues to be characterised by a marked gender hierarchy. Initial vocational education and training maps out career progression for women and men in such a way that the strategy of gender mainstreaming can only be successful if it takes place within vocational education and training. The pilot project “Gender competence for trainers”, carried out by the Ministry of Economics of the State of Baden-Württemberg, has therefore set itself the goal of using targeted training of training staff to make consideration of gender a part of mainstream training practice.