

ANDREAS DIETTRICH, MATTHIAS VONKEN

### **The conflict between pedagogical and economic interests in company-based learning**

#### **Research and practical challenges**

Company-based learning frequently takes place at the workplace rather than in didactically organised learning environments. The workplace is an area where pedagogical and economic interests clash. Although company-based learning develops further, it is a field which has been the object of comparatively little research. The present paper states the specific aspects of company-based learning, traces the changes which have occurred in forms of learning and highlights perspectives for a type of company VET research which is aligned in a much more interdisciplinary manner.

MONIKA HACKEL

### **The participative development of training requirements from work processes**

#### **Experiences with the methodological concept of developmental work research in machine and plant construction**

The methodological approach to developmental work research adopted by Engeström is a genuinely educational science based attempt to overcome change processes in the world of work. This paper describes the theoretical and methodological background to this approach and makes reference to a practical example taken from the field of machine and plant construction.

FRIEDERIKE BEHRINGER, BERND KÄPPLINGER

### **Workplace related forms of learning and learning venue diversity in company-based continuing training**

#### **Growing in significance across the whole of Europe or a specifically German aspect?**

Coincidental or targeted learning takes place within the work process. Larger companies in particular offer their own in-house internal courses or else fund staff participation in training measures delivered by external providers. The present paper takes the European CVTS company survey as a basis for investigating the prevailing forms of learning in company-based continuing training in Germany and Europe.

ALEXANDER BAUMGARTNER, JÜRGEN SEIFRIED

### **Dealing with mistakes in the workplace**

#### **The example of the hotel and restaurant trade**

Learning from mistakes made in the workplace plays a major role in the development of employability skills. Whether errors within the work process provide learning opportunities for trainees depends considerably on the quality of the action undertaken by company-based training staff within the specific situation where the mistake occurs. The present paper reports on a research project focusing on the competence of trainers in dealing with trainee mistakes in a way which promotes effective learning.

JOHANNES KOCH

### **Training in the knowledge society – new opportunities for learning in work processes**

The present paper shows that dual learning in VET offers good preparation for the knowledge society if its associated information technology opportunities are used. The fact is that the knowledge society makes learning a neces-

sary part of work activity at all hierarchical levels. At the same time, the new information technologies it makes available create the prerequisites for this learning to take place. The present paper describes the trends exhibited by the knowledge society in terms of being a learning society in order to demonstrate how these trends can be used for the further development of vocational training.

UWE ELSHOLZ

### **Software-supported systematisation and documentation of work-integrated continuing training**

#### **An example from the waste incineration branch**

The serious character of learning at work means that it offers a strong degree of motivational potential to employees. At the same time, however, the coincidental nature of this form of learning and the lack of recognition it enjoys within the educational and employment system are considered to be major weaknesses. The starting point for the company-based continuing training concept described in the present paper was to counter these drawbacks via greater systematisation and documentation of work-integrated learning supported via learning software.

KARLHEINZ MÜLLER, HARALD SCHENK

### **A system for occupational careers**

#### **Continuing and advanced training in the electro-technology branch**

A process oriented continuing training system has been in place since August 2009 in order to provide precisely matched skilled worker development in the electro-technology branch. This paper presents the structure and content standards of this new form of advanced training concept. The focus is on the potential offered by a work process oriented form of continuing training which takes place on an in-service basis, secures employment and operates at a state-of-the-art level in terms of technology and organisation.

EVA AHLENE, ROLF DOBISCHAT

### **Company learning time accounts – interim conclusions of the debate**

The implementation of "lifelong learning" is closely associated with the establishment of a compatible system architecture for the educational system. This is a prerequisite for providing a response to the question of how learning and work times will be distributed across the course of an employment biography in future. This opens up, however, a broad spectrum of unresolved problems. The aim of the present paper is to outline the status of debate, observe conceptual alignment and display perspectives.

STEFAN BARON

### **Strengthening employee confidence in their own ability to undertake continuing training!**

#### **How line managers can support older employees**

In the light of the expected shortage of skilled workers, it is becoming more important for companies to invest in the continuing training of older employees. Based on an empirical investigation the author argues that it is crucial in this context to strengthen employees' confidence in their ability to undertake continuing training. This can be achieved if employees feel that they are receiving support from their line managers and if they work in teams with a positive attitude towards continuing training.

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