

CLAUDIA DE WITT

New forms of learning for vocational education: mobile learning – social learning – game-based learning

Mobile devices and universal Internet access are bringing about distinct changes in information and communication behaviour. As a response to these changes, new forms of learning in keeping with these technological developments are emerging. This article introduces some of these innovations – mobile learning, social learning and game-based learning – and reflects on their potential for vocational learning.

SABINE SEUFERT, TOBIAS JENERT, ANDREA KUHN-SENN

Didactics potential of mobile learning for vocational education and training

Findings from a pilot project at the Center for Young Professionals in Banking, Switzerland

The aim of the article is to investigate the didactics potential of mobile learning by making use of tablet PCs in initial vocational education and training. The case study of the Center for Young Professionals in Banking in Switzerland, which carried out a comprehensive pilot study in the year 2011, is the departure point. Based on the concrete case, the article analyses the potential of mobile learning from the viewpoint of media didactics, and presents a “didactics map”, on which mobile learning scenarios can be placed in order to clarify the different pedagogical visions behind these scenarios.

BRITTA BEILING, ANNE FLECK, CHRISTIAN SCHMID

Cooperation between learning venues with Web 2.0 – a new tool for an old challenge?

In initial vocational education and training within the dual system, cooperation between the two learning venues – the part-time vocational school and the training company – has always presented a challenge in terms of content and organisation. The article describes how Web 2.0 technologies are used in initial vocational training at Daimler AG (Mercedes Benz factory, Mannheim) to integrate theoretical and practical learning, in order to improve the quality of dual-system initial vocational training.

MICHAEL KERRES, MARCEL VERVENNE, DIRK WESTRUP

Web 2.0 learning in the skilled crafts within a community of practice

Using Web 2.0 elements, traditional learning platforms can develop into knowledge communities. The BMBF project “E-Learning 2.0 im Handwerk” (E-learning 2.0 in the skilled crafts) is investigating the possibilities of linking previous e-learning approaches with elements of informal knowledge-sharing within communities. A community portal based on Web 2.0 technologies was developed for this purpose, aimed specifically at employees in the skilled crafts.

CLAUDIA ALBRECHT, CLAUDIA BÖRNER, THOMAS KÖHLER

An e-portfolio as an instrument for vocational education

Conceptual design, implementation and potential
E-portfolios have proven successful as a tool for documenting competencies. As part of the BMBF-funded “BLok” project, an e-portfolio has been designed in alignment with the “training log” that is already well established in Germany as a formal record of apprenticeship training. This article presents the e-portfolio, including its key tools, and reflects the initial findings from practical application.

ISABEL GARCIA-WÜLFING, TANJA SCHUBERT, MICHAEL HÄRTEL

From project to product – development and transfer of digital media in vocational education and training

What is the potential offered by digital media for vocational education and training, and how can this potential be utilised in the development of teaching and learning offers? Questions such as these are being addressed by support measures of the Federal Ministry of Education and Research under the thematic priority of “Digital media in vocational education and training”, for which BIBB is providing expert support. Based on the example of an implemented project, the article traces the genesis of a “digital education product”.

ANNE KÖNIG, ILONA BUCHEM, LUTZ GOERTZ

Virtual learning communities for final vocational exam preparation

As examination dates approach, apprentices are motivated to devote special attention to preparing for their exam. Self-directed virtual learning communities are one method that they use. The article describes the exam preparation content on the “Mediencommunity” Web 2.0 platform. Now in its sixth cycle, once again it has engaged the participation of up to 20 percent of all apprentices. The description is followed by some concluding design tips on the structure and moderation of the platform.

KARL WILBERS

Developing the digital media competencies of teachers in vocational schools

In vocational education, digital media are relevant as “just” a teaching method but also as an element of the students’ life-worlds. Moreover, these two aspects are increasingly coalescing. The article begins by outlining the various areas in which digital media are relevant to teaching in vocational schools. It goes on to describe the formal and informal development of teacher competence in this area.

ROLF SCHULMEISTER

On the myth of digital natives and the Net generation

Analyses of the frequency and nature of media use in persons aged up to 30 show no evidence of the existence of “digital natives”. The media use is for leisure purposes only, and is not transferred to learning. Against this background, the article sheds light on the function of young adults’ media use and argues that individual motives and dispositions of learners have a decisive influence over the use of new media in learning contexts.

FRIEDRICH HUBERT ESSER

Implementation of the German Qualifications Framework

Background, current position and forthcoming tasks
On 22 March 2011 the working group on the German Qualifications Framework (Deutscher Qualifikationsrahmen, DQR) passed the draft of a national qualifications framework. The article begins with a resumé of the background to the development of the DQR and the current position. Particular attention is paid to the placement of vocational qualifications in relation to general and academic diplomas. In conclusion, the article sets out the tasks that now remain to be accomplished.

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