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 Learning, Community Learning and Learning within the Family

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**LEARNING IN THE WORKPLACE: (NON)CONSCIOUS
 THINKING ABOUT WORK AND THE SELF (TOGETHER?)**

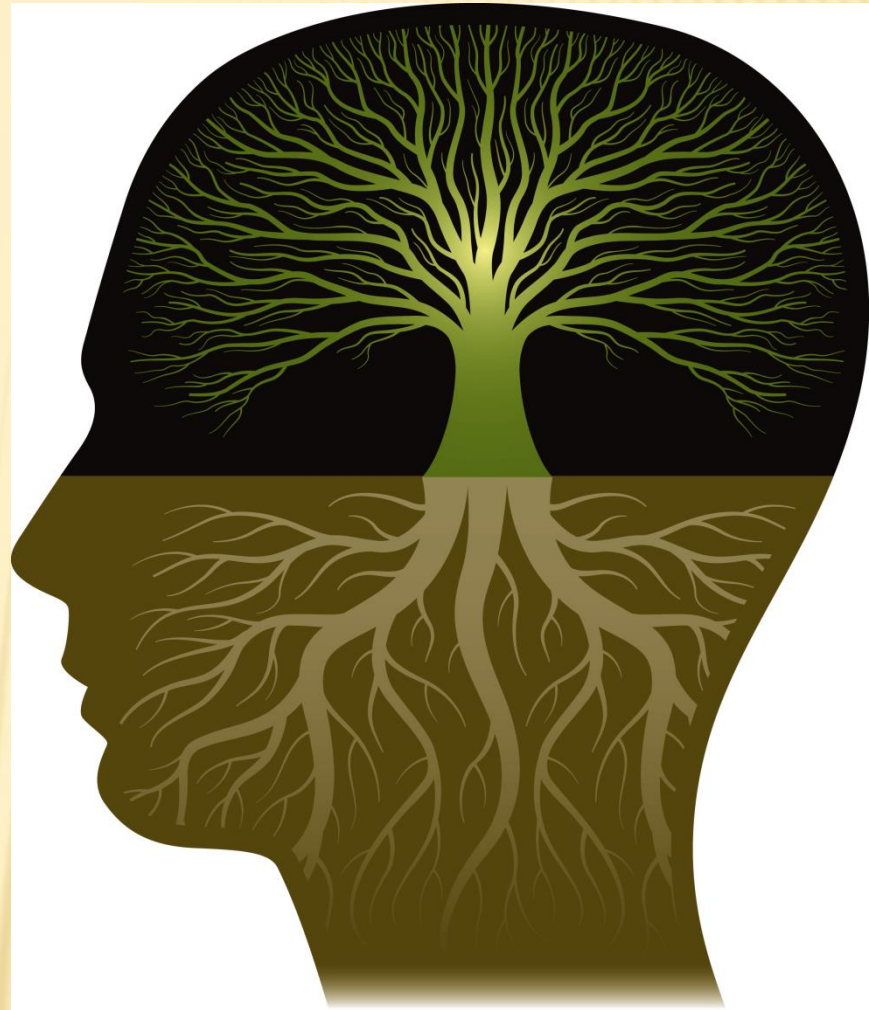
Professionalism in adult learning (in the workplace) means that we need to understand why, what and how adults (could or even should in the best manner) learn (for, in, at and through work) if *they learn at all*.

Workplace learning	Organizational development	Third way	Individual development
Purpose	Utility and growth	Reciprocal purposes	Happiness and pleasure
Method	Rational management	Dynamic balance	Self-determination
Legitimization	Socialization creates fixed reality	Co-creation of indefinite reality	Responsible self-regulated reality
Emergent side-effect	No-nonsense transactions	Negotiate in mutual trust	Anarchistic emancipation

LEARNING FOR WORK POLICIES TOWARDS LEARNING SPACES?

How do I learn to know (knowing) the complete meaning of a concept, idea, argumentation, fact in the context of working?

How can a learner really know what is been known(ing) in the context of the work by others?



KNOWLEDGE IN WORK

KNOWLEDGE

knowledge

/'nɒlɪdʒ/

noun

1.facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject. "a thirst for knowledge"

synonyms: understanding, comprehension, grasp, grip, command, mastery, apprehension; More

2.awareness or familiarity gained by experience of a fact or situation.

"the programme had been developed without his knowledge"

synonyms: awareness, consciousness, realization, recognition, cognition, apprehension, perception, appreciation; formal cognizance

"he slipped away without my knowledge"

PUTTING KNOWLEDGE INTO WORK



✘ Knowledge is central to working and learning



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2 MARKTPLAATS.NL



THE CONCEPT KNOWLEDGE IN LEARNING

Knowledge has multiple aspects at the same time!

1. Materialized
 2. Conceptualized
 3. Tacit
 4. Experienced
 5. Embodied
- Mind (cognitie)
- Body (affectie)
-
- A diagram showing five aspects of knowledge listed on the left, grouped into two categories on the right. The first two items, '1. Materialized' and '2. Conceptualized', are grouped under 'Mind (cognitie)' by a large right-facing curly bracket. The remaining three items, '3. Tacit', '4. Experienced', and '5. Embodied', are grouped under 'Body (affectie)' by a larger right-facing curly bracket.

THE PARADIGM OF NON-REDUCTIVE MONISM OF ADULT LEARNING (JARVIS)

- ✘ Non-reductive monism: mental properties are nothing over and above physical properties (emotions are not less valuable than thoughts or the other way around)

WORKPLACE LEARNING DEFINITION?

- ✘ Learning in the workplace can be defined as a **change** in (the use of) **knowledge** that facilitate working action patterns to become more smooth, easy and efficient

AND

- ✘ Learning in the workplace can be defined as **urgent, incidental and intentional learning actions**, both non-conscious or conscious, that facilitate working action patterns to become more smooth, easy and efficient

IS LEARNING (NOT) EXPERIENCE?



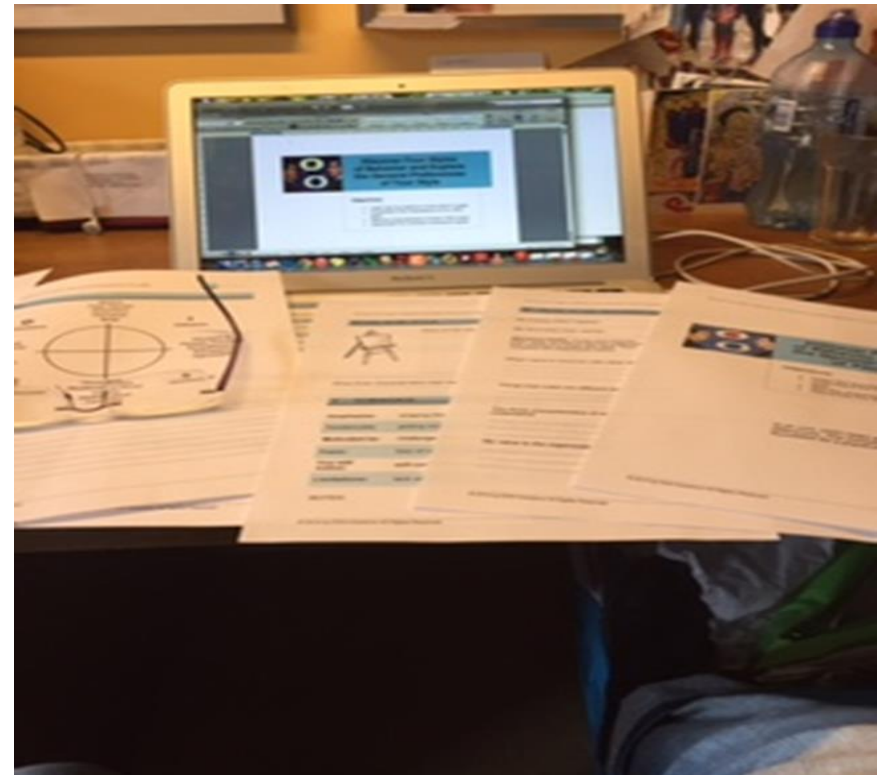
Trienette Struik, Vijfadvis

- ✘ Yes, but is experience always learning?
- ✘ Experience may be degenerated: 'coming across' or 'undergoing'
- ✘ In that case scenes are *not* filled with societal or relational, affective and cognitive meaning
- ✘ Three examples of experiences of WPL as defined?



Putting knowledge into work

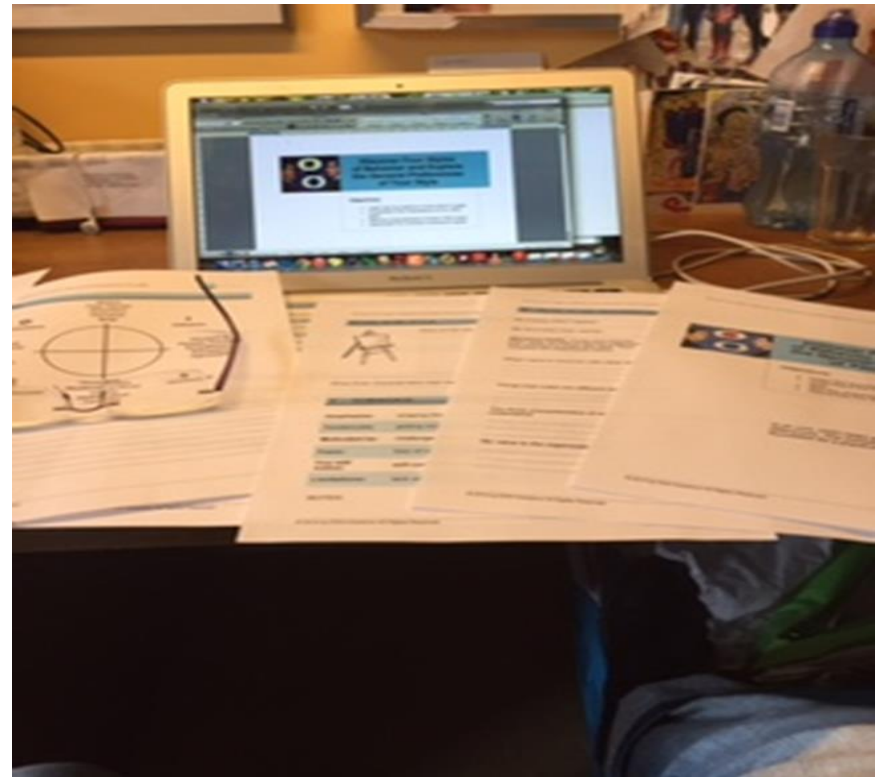
- › “Normally I´m able to train people by acting out ´my thing´ ; I´m doing something and come away with it”
- › “My extravert profile didn´t fit the people of the training I had to do the next morning; so I felt I need something like ´knowledge´”





Putting knowledge into work

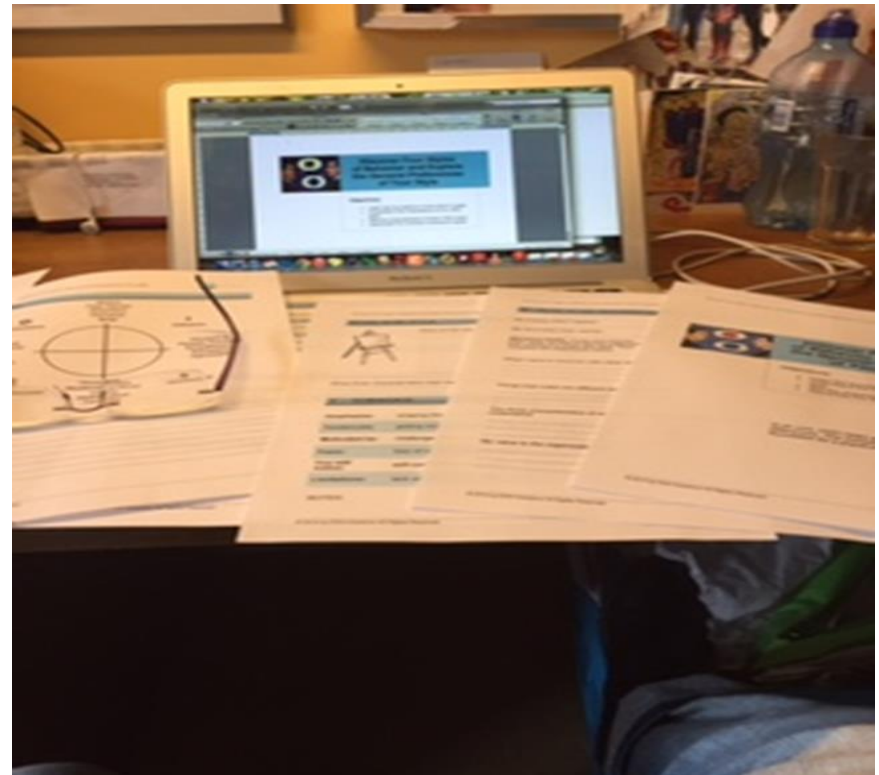
- › “So I felt that I needed to study the people in the coming training (they were costs estimators) and analyzed their personal ways of communication; I felt I had to give them ‘more real content’ ”





Putting knowledge into work?

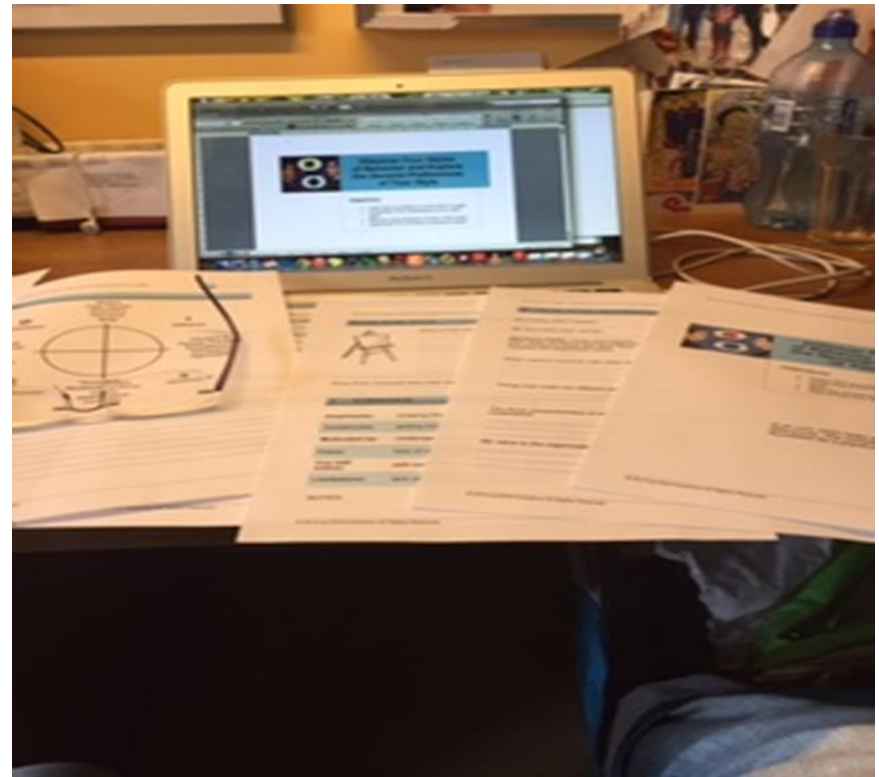
- › “Somehow it was that I left my comfort zone with this training; I missed an alignment in mindset, recognized that I should be very precise in working with them.”





Putting knowledge into work?

- › “I was worried about this training”
- › “More stress, thought their reactions could become personally and directed at me”





Relational thinking



- › “This picture shows an employee with her boss and both of them confirmed that they were satisfied with the task directed feedback they gave to each other (which I supported)”



Relational thinking



- › “But at that moment I realized myself that these two task focused people consider feedback as an odd job but to me this is never enough because at a deeper level I need a relation with somebody to receive feedback that matters”



Difference between man and woman

- › New (VPB) Visual Performance Board of our company
- › Man tent to start talking about the system (VPB)
- › I want to do the things on the list to be done





Difference between man and woman

- › Intrinsically I believe that I learn by doing, acting



Conclusion: the professionalism is non-normative don't show preferences (anthropological or cultural) with respect to one of these perspectives

<i>Performance?</i>	<i>Competency?</i>	<i>Talents?</i>
Organizational development	Common targets	Individual development
Utility and economic growth	Reciprocal experience	Happiness and pleasure
Rational management	Dynamic balance	Self determination
Socialization creates fixed reality	Co-creation of indefinite reality	Responsible self-regulated reality
No-nonsense transactions	Negotiate in mutual trust	Anarchistic emancipation

THREE PERSPECTIVES FOR LEARNING IN THE WORKPLACE



Workplace characteristics valuable for learning spaces: humanistic conditions?

- Conscious processes (of working (together))
- Emotions (around working and innovating)
- Crosstalks (inner speech about the working)
- Communications (outer speech about the working)
- Story telling (about working together)
- Sequential simulations (trials and errors around the working)

WHY AND WHAT: CONTENT

- ✘ Empirical-scientific methods and facts should give scenic understanding
- ✘ But also the for the person(s) affective reality is within it
- ✘ Rational-emotional analytical approaches to the person and the situation

HOW: EMPATHY IS UNDERSTANDING AS WELL

- ✘ Stories add colour to more explicit knowledge
- ✘ Every adults 'should' stand on their own feet in every relational environment, in the face of obstacles and perhaps a defensive temperament
- ✘ Imagination, an eye for the unexpected, the uniqueness, the one-off

HOW WORKPLACES BECOME LEARNING SPACES?



Thank you for your attention

