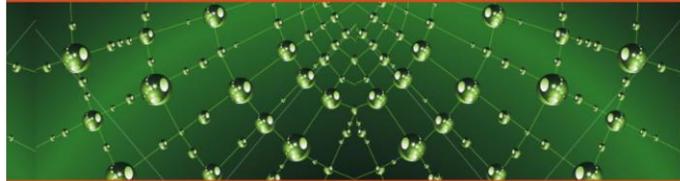


AN INTERNATIONAL VIEW OF WORKPLACE LEARNING OVER 20 YEARS: WHERE HAS IT BEEN? WHERE IS IT GOING?

This is what The Sage Handbook of Workplace Learning aims to achieve. First edition has started the process . The editors - Marg Malloch, and Len Cairns, Karen Evans and Bridget O'Connor.

The SAGE Handbook of
Workplace Learning



Edited by
Margaret Malloch, Len Cairns
Karen Evans and Bridget N. O'Connor



EDITORS BRING TOGETHER THEIR DIFFERENT PERSPECTIVES:

**New directions in work, place and learning: An
Australian perspective**

Len Cairns and Marg Malloch

Workplace learning - a USA perspective

Bridget O'Connor

**Rethinking work - based learning; a UK
Perspective**

Karen Evans

THE AUSTRALIAN CONTEXT

- ◉ National Qualifications Framework
- ◉ Achievement of competency based training
- ◉ Learning Located and assessed in the workplace
- ◉ Definitions of Competency in Australia very Behaviourist based
- ◉ The Australian editors call for a broadening of the three terms, Work, Place and Learning to argue for a more dynamic and 21st century approach to learning *through* work.

NEW DIRECTIONS IN WORK, PLACE AND LEARNING: AN AUSTRALIAN PERSPECTIVE - BINARIES THAT BIND

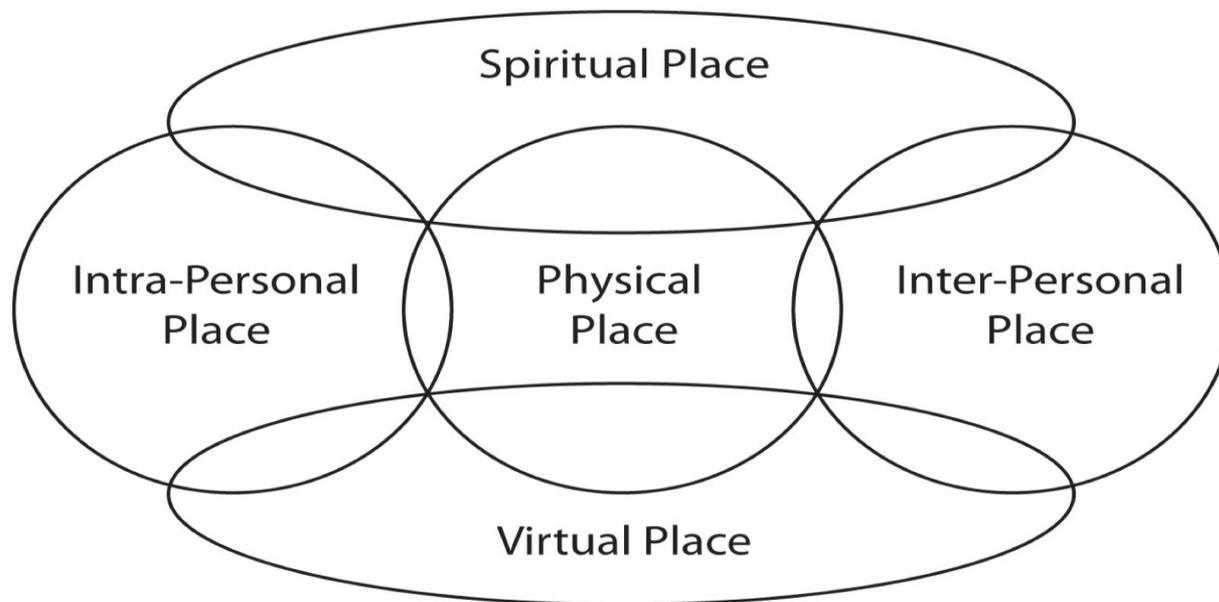
- Informal
- Experiential
- Education
- Physical
- Explicit
- Tacit
- Pure
- Action
- The academy
- Lived
- Classroom
- Formal
- Theoretical
- Training
- Intellectual
- Implicit
- Explicit
- Applied
- Theory
- The factory
- Studied
- Workplace

RE - DEFINING WORK

- Work is an enabled purposive effort by an individual to initiate activity or respond to an issue or problem in a range of situations for some perceived (by them) productive end. This emphasises that the action is intentional engagement by an individual. Cairns and Malloch, *The Sage Handbook*, 2010)

DEFINING PLACE

○ Concepts of place



EXPANDING IDEAS ABOUT LEARNING

- ◉ Experienced all the time
- ◉ With agency and decision making for engagement
- ◉ A process of change in an individual or group through activity, temporal and mindful, usually following purpose/interest (Cairns and Malloch, The Sage Handbook, 2010)

SIGNIFICANCE

- Needs to be a broadening of the understanding of workplace learning for the challenges of the 21st century
- Manifold challenges of change and technology will demonstrably alter what work might be and how we learn in a variety of places.

CONCEPTUALIZATIONS OF RESEARCH ON WORKPLACE LEARNING: A U.S. PERSPECTIVE

A US perspective is brought to the editorial team
by:

Bridget N. O'Connor
Professor, Higher Education
& Business Education
New York University

DEFINITIONS OF WPL

“the process used by individuals when engaged in training programs, education and development courses, or some type of experiential learning activity for the purpose of acquiring the competence necessary to meet current and future work requirements.

The definition assumes the need to balance, though not always equally, the needs of organizations, which provide the context for the learning, with the needs of individuals who may undertake the learning to advance their own work-related interests and goals.” Jacobs & Park (in press)

“This vocabulary [workplace learning] reflects the reality that we have shifted from being dispensers of basic skills and information to being educational experts and business partners whose work is to make sure that learners learn, and not just that training takes place... (p. x)...all about creating an environment where learning can flourish” (p. xii)

O’Connor, Bronner & Delaney
2007

LEARNING AND ORGANIZATIONAL DEVELOPMENT THEORIES: WHO'S IN CHARGE? -U.S. PERSPECTIVE

- 1900 One best way (behaviorism & scientific management)
- 1950 Group problem solving (experiential learning & action research)
- 1965 Systems thinking (sociotechnical systems & humanism)
- 2000 Sense-making (postmodernism & the post capitalist society)
- 2010 Worker/learner-centered learning & the potential of technology

WORKPLACE LEARNING AS ENVIRONMENTAL ENGINEERING

WPL is all about creating an environment or context where the individual can learn. How can we do this?

SURVEY OF US SCHOLARS (O'CONNOR ET AL): RESULTS

- The boundaries between formal and informal learning are increasingly blurred, but research often focuses on one or the other, and should include both as complementary
- Learning processes and approaches are greatly influenced by differences in workplace settings (health, education, business, non-profit, etc.) and context

SURVEY RESULTS (CONT)

- ⦿ Advanced technologies are revolutionizing our understanding of learning and how it is best facilitated
- ⦿ Learning is increasingly social and relationship-oriented, and thus, not a solo activity but one carried out in collaboration, often around real work tasks

SURVEY RESULTS (CONC.)

- ◉ Workplace learning, and its research, is global because that is the nature of work today; and thus, it is difficult to separate workplace learning in the U.S.A. from trends in other countries
- ◉ Workplace learning research is shaped by many different disciplines, often in an eclectic, cross-boundary fashion with an eye toward improving practice.

PRIMARY SOURCE

Marsick, V., Watkins, K., and O'Connor, B. (in press) Researching workplace learning in the United States. Chapter 14 in Malloch, Cairns, Evans & O'Connor (Eds.), *The Handbook of Workplace Learning*, London: Sage Publications.

RETHINKING WORK - BASED LEARNING: A UK PERSPECTIVE

The fundamental re-thinking of work-based learning is brought to the mix by Karen Evans
Institute of Education
London University

Expanding definitions of work-based learning (WBL)

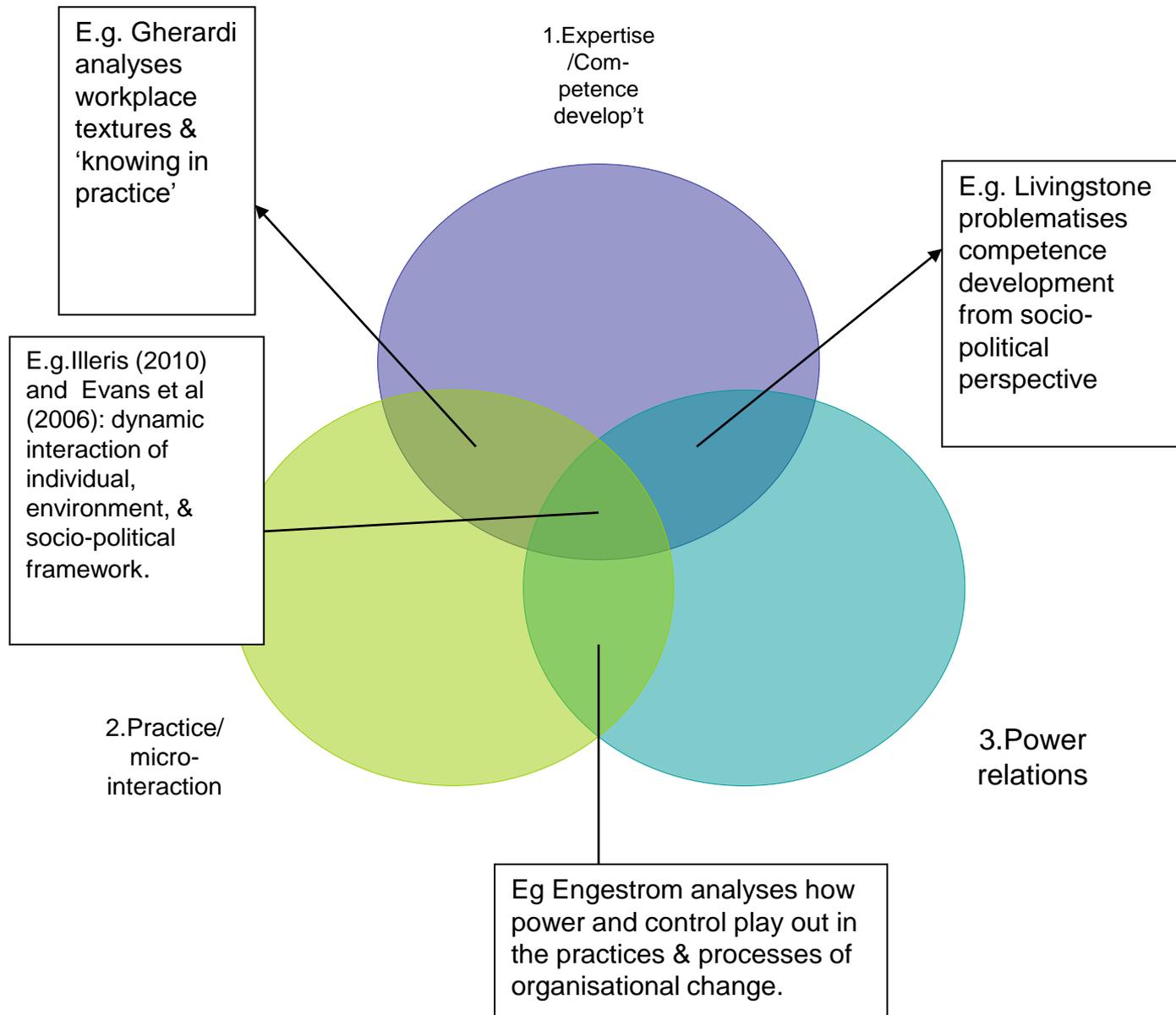
- ◉ Learning at work, for work and through work
- ◉that expands human capacities through purposeful activity
- ◉where the purposes derive from the contexts of (*paid; unpaid; self- and contract-based*) employment (*Evans et al 2010*)

These WBL purposes include:

- ⦿ **Enculturation**
- ⦿ **Competence, licence to practice**
- ⦿ **Improving practice; innovation and renewal**
- ⦿ **Wider capabilities**
- ⦿ **Equity, ethics and social justice**
- ⦿ **Identity development (vocational/
professional/personal)**

- ◉ The Sage Handbook starts the process of:

Identifying robust lines of research inquiry --- and connecting them through a more dialogic approach



- ◉ WBL research, when understood as part of a wider ‘ecological’ dynamic, keeps in view the macro organizational and systemic environments and the interdependencies set up within and beyond the workplace.

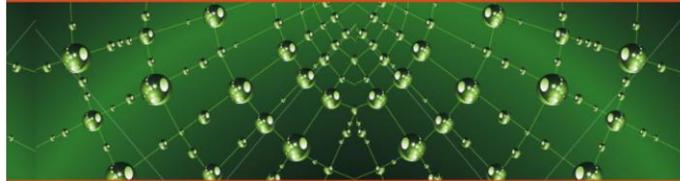
Keeping knowledge and pedagogy in view:

- ◉ The dynamics of knowledge and pedagogy have always to be kept in view in this expanded view of WBL.
- ◉ The pursuit of all these purposes brings different forms of knowledge (personal, procedural, ethical, propositional) with fundamentally different logics, into play.

Recontextualisation - beyond 'transfer'

- At the heart of WBL lie processes of knowledge recontextualisation, as knowledge is put to work in different environments.
- For knowledge generated and practised in one context to be put to work in other contexts, it has to be recontextualised in ways that engage with and change those practices, traditions and experiences (Evans et al 2010).

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