

WORKPLACES AS TRANSFORMATIVE LEARNING SPACES

VIETNAM FORUM: LIFELONG LEARNING
– BUILDING A LEARNING SOCIETY
HÀ NỘI, 7.12.2010

Elina Maslo
Network 2: Workplace Learning
elina@latnet.lv

THE SURVEY, 2010: WORKPLACE LEARNING IN EUROPE AND ASIA: NATIONAL SURVEY REPORT OF LATVIA

- ◉ the work of researchers on the survey
- ◉ learning at the workplaces in Latvia



THE INSTITUTE OF
PEDAGOGICAL
SCIENCES,
UNIVERSITY OF
LATVIA

<http://www.pzi.lu.lv/>

The work of researchers - transformative learning space nr. 1

Individual contributions were provided by the following

◉ authors:

- ◉ - *Maija Kokare* (University of Latvia),
- ◉ - *Evija Latkovska* (University of Latvia),
- ◉ - *Ludmila Babajeva* (University of Latvia),
- ◉ - *Ērika Pičukāne* (University of Latvia),
- ◉ - *Madara Pelnēna* (University of Latvia),
- ◉ - *Gunārs Strods* (Rezekne Higher Education Institution),
- ◉ - *Dmitrijs Kulšs* (University of Latvia),
- ◉ - *Emanuels Fernandenzs* (University of Latvia),
- ◉ - *Lūcija Rutka* (University of Latvia),
- ◉ - *Elīna Maslo* (University of Latvia),
- ◉ - *Irīna Maslo* (University of Latvia),
- ◉ - *Aija Peršēvica* (University of Latvia),
- ◉ - *Ingrīda Muraškovska* (Jelgava Regional Adult Education Centre),
- ◉ - *Eduardo Ramos Mendez* (National Distance University of Spain),
- ◉ - *Genoveva Levī Orta* (National Distance University of Spain).

◉

◉

◉ Data analysis was provided by:

- ◉ - *Ludmila Babajeva* (University of Latvia),
- ◉ - *Manuels Fernandenzs* (University of Latvia),
- ◉ - *Evija Latkovska* (University of Latvia),
- ◉ - *Genoveva Levī Orta* (National Distance University of Spain),
- ◉ - *Dmitrijs Kulšs* (University of Latvia),
- ◉ - *Maija Kokare* (University of Latvia),
- ◉ - *Irina Maslo* (University of Latvia),
- ◉ - *Eduardo Ramos Mendez* (National Distance University of Spain),
- ◉ - *Ingrīda Muraškovska* (Jelgava Regional Adults Education Center),
- ◉ - *Madara Pelnēna* (University of Latvia),
- ◉ - *Aija Peršēvica* (University of Latvia),
- ◉ - *Ērika Pičukāne* (University of Latvia),
- ◉ - *Gunārs Strods* (Rezekne Higher Education Institution).

◉ Data collection was provided by:

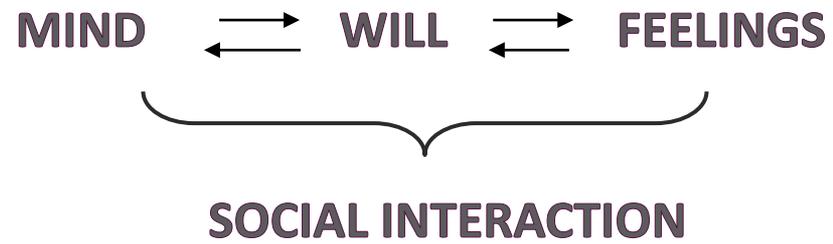
- ◉ - *Katharina Lunardon* (Date survey director, University of Innsbruck),
- ◉ - *Līga Āboltiņa* (University of Latvia),
- ◉ - *Jānis Aizpurs* (University of Latvia),
- ◉ - *Ludmila Babajeva* (University of Latvia),
- ◉ - *Sanita Baranova* (University of Latvia),
- ◉ - *Biruta Bernāne* (University of Latvia),
- ◉ - *Ludmila Belousa* (Daugavpils University),
- ◉ - *Manuels Fernandenzs* (University of Latvia),
- ◉ - *Imants Gorbāns* (University of Latvia),
- ◉ - *Ēriks Grinbergs* (Riga State Technical School),
- ◉ - *Jelena Jaņeviča* (University of Latvia),
- ◉ - *Maija Kokare* (University of Latvia),
- ◉ - *Andrita Krūmiņa* (University of Latvia),
- ◉ - *Aija Kuiķe* (University of Latvia),
- ◉ - *Evija Latkovska* (University of Latvia),
- ◉ - *Juris Leskovičs* (University of Latvia),
- ◉ - *Ieva Lukase* (University of Latvia),
- ◉ - *Jekaterina Maslo* (Baltic International Academy),
- ◉ - *Irina Maslo* (University of Latvia),
- ◉ - *Ingrīda Muraškovska* (Jelgava Regional Adults Education Center),
- ◉ - *Sanita Pavāre* (University of Latvia),
- ◉ - *Inese Pelnēna* (University of Latvia),
- ◉ - *Madara Pelnēna* (University of Latvia),
- ◉ - *Aija Peršēvica* (University of Latvia),
- ◉ - *Ērika Pičukāne* (University of Latvia),
- ◉ - *Nora Jansone-Ratinika* (University of Latvia),
- ◉ - *Lūcija Rutka* (University of Latvia),
- ◉ - *Ilgā Salīte* (Daugavpils University),
- ◉ - *Arnis Šaurinš* (University of Latvia),
- ◉ - *Marija Simonova* (University of Latvia),
- ◉ - *Vjačeslavs Šitikovs* (Riga Technical University),
- ◉ - *Gunārs Strods* (Rezekne Higher Education Institution),
- ◉ - *Svetlana Surikova* (University of Latvia),
- ◉ - *Larisa Turuševa* (Latvia University of Agriculture),
- ◉ - *Liene Vasiļonoka* (University of Latvia).

National data was collected by the Scientific Institute of Pedagogy (PZI) of the Faculty of Education, Psychology and Art (PPMF) of the University of Latvia (LU) in collaboration with the Department of Education Sciences of the Faculty of Education, Psychology and Art, Faculty of Computing, Faculty of Geography and Earth Sciences and Faculty of Social Sciences of the University of Latvia, and with Riga Technical University (RTU), Latvia University of Agriculture (LLU), Daugavpils University (DPU), Baltic International Academy (BIA) and Rezekne Higher Education Institution (RA). The data was analysed by the LU PPMF PZI researcher team in cooperation with the National Distance University of Spain (UNED) as the research partners.

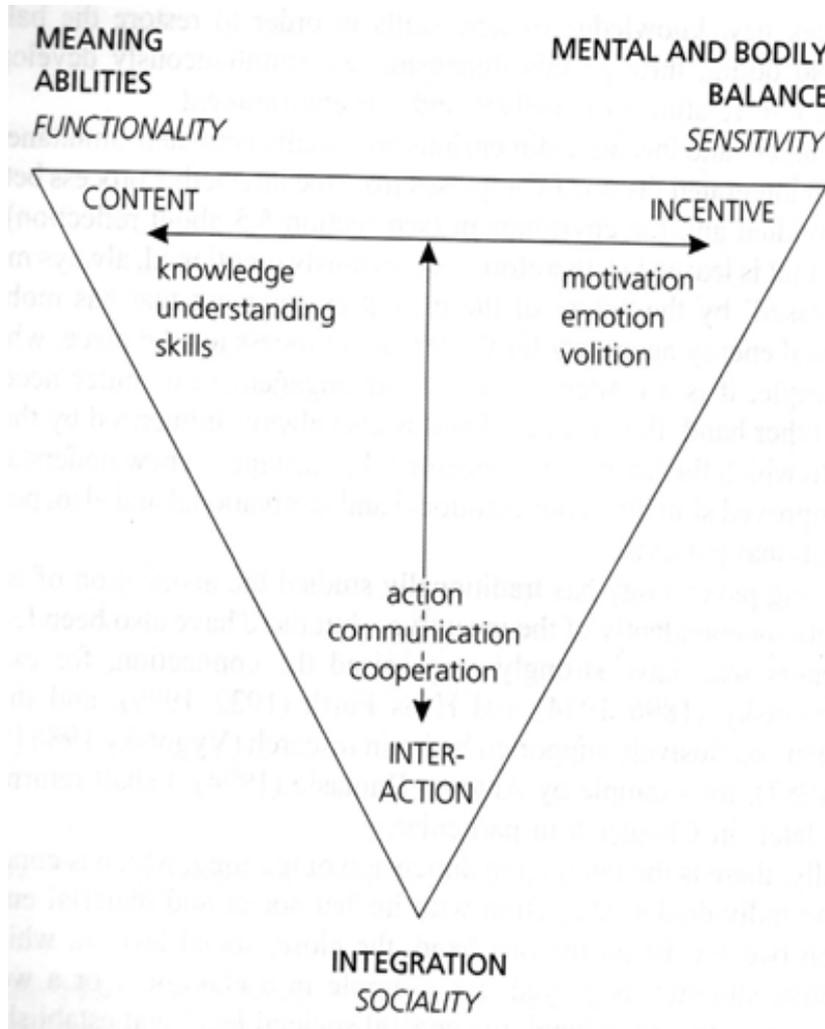
LEARNING (=WORKING) PROCESS IS SUCCESSFUL, WHEN:

- we work with a personally significant content
- we are motivated and responsible
- we are reflecting about our learning process
- we can use our experiences
- we get positive emotions
- we have a possibility to work with others

PESTALOCI' S PEDAGOGICAL PRINCIPLE



LEARNING AS COMPETENCE DEVELOPMENT



(Illeris, 2007, 28)

Transformative Learning Spaces



WORKPLACE LEARNING: CHANGE OF SCENE

Dmitrijs Kuļšs

TEACHER PERCEPTION OF BENEFITS FROM WORKPLACE LEARNING AND TEACHER JOB SATISFACTION

Aija Peršévica

WORKPLACE LEARNING: AN IMPORTANCE OF PERSONAL GROWTH

Ludmila Babajeva

Learning Spaces



- independence in setting learning goals
- personal significance of learning
- self-regulation of learning
- reflective character of learning



WORKPLACE LEARNING IN LATVIA

Transformative learning space nr. 2

Formal learning

Learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner´s perspective.

Non-formal learning

Learning that is provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning activities, learning time or learning support). Non-formal learning is intentional from the learner´s perspective.

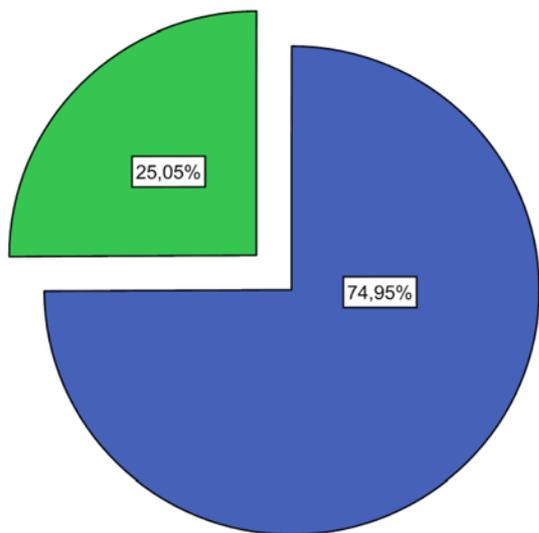
Informal learning

Learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional (or “incidental/random”).

Glossary, Lifelong Learning Communication (European Commission 2001), drawing on the Lifelong Learning Memorandum (European Commission 2000)

Figure 1 Distribution of samples related to HE and IT sectors

■ HE
■ IT



What do people interpret to be “voluntary” and “compulsory” with respect to workplace learning?

For the majority of the respondents it is better that they themselves decide upon learning activities. If it so, learning is more productive and the results are better. Therefore it can be stated that the employees prefer ‘voluntary’ learning. On the other hand, they acknowledge that from time to time employees are forced to learn, therefore the learning might also be ‘compulsory’. As regards employers, it is not so important for them if the course chosen by the employee is required by the organization or not, especially for IT sector. Employers are usually open-minded to all sorts of proposals for work-related learning in which their employees take part, especially in HE sector. Furthermore, for employers it is not so significant if work-related learning of their employees leads to a recognized qualification or not (in both sectors).

How is formal, non-formal and informal learning understood?

To the respondents' mind, **non-formal learning** at workplace is *doing unfamiliar things in new or unexpected situations, working with people who have different skills, backgrounds or experiences*, and either when *their interest in learning is triggered* or when *they are given a goal at work*. As regards **formal learning**, in the respondents' opinion, it is something that is specially organized by the employers. However, even though the respondents acknowledge that there are many **non-formal learning** situations at their workplaces, they do not think that it is best to learn whilst employees are doing their jobs - they have to take courses to learn more.

What does their company/organization offer in terms of formal and non-formal work-related learning?

Based on the qualitative evidences, we can conclude that several employers in Latvia are especially concerned about offering their employees the possibility to learn **formally** and **non-formally** about what is happening in their field in Europe and in the world, and about working with organizational innovations.

What is 'voluntary' and 'compulsory' in terms of formal and non-formal work-related learning offered by company/organization?

HE sector participants are more required to take part in **formal** and **non-formal** training courses provided by the employer at the workplace, whilst for IT specialists **formal** and **non-formal** '**compulsory**' learning related to their job is mainly done through e-learning modules.

Formal and **non-formal** work-related learning opportunities in Latvia have to be understood as '**compulsory**' learning for the job and '**voluntary**' for personal growth in working time, at the workplace or outside of it.

How do objective opportunities and subjective perceptions influence employees' motivation to learn at work and their satisfaction with the learning they have undertaken?

The following **objective opportunities** influence the motivation to learn at work: employees come up with good ideas to improve their work; support from other employees; individual exchange of knowledge and experience. On the other hand, **subjective perception** of motivated workplace learning is: it helps them to do their jobs better, although it is not as emotionally fulfilling as it could be. There are no differences among the two groups of HE and IT sectors.

Formal learning

Learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective.

Non-formal learning

Learning that is provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning activities, learning time or learning support). Non-formal learning is intentional from the learner's perspective.

Informal learning

Learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and usually does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional (or "incidental/random").

Glossary, Lifelong Learning Communication (European Commission 2001), drawing on the Lifelong Learning Memorandum (European Commission 2000)



IS IT POSSIBLE TO
INTEGRATE
INFORMAL LEARNING
IN FORMAL
LEARNING?