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MINISTRY OF EDUCATION AND TRAINING
THE SOCIALIST REPUBLIC OF VIETNAM



Asia-Europe Meeting
ASEM Education and Research Hub
for Lifelong Learning

Seminar B: Workplace Learning

Venue: Room Thang Loi 3

Time: 1300- 1630, 7 December 2010

Chair: Coordinator of ASEM LLL Research Network 2, Univ.-Prof. Dr. Lynne Chisholm,
University of Innsbruck, Austria.

Schedule

13.00-13.15	B1: <i>Workplaces as Transformative Learning Spaces</i> Assoc. Professor Elina Maslo, University of Latvia, Latvia
13.15-13.30	B2: <i>Workplace Learning: Change of Scene</i> Mr Dmitrijs Kulšs, University of Latvia, Latvia
13.30-13.45	B3: <i>Workplace Learning in Lithuania: Observations and Discoveries</i> Assoc. Professor Daiva Bukantaite, Vytautas Magnus University, Lithuania
13.45-14.00	B4: <i>TOPICA: Challenges and Solutions to Business Personnel as Academic Lecturers</i> Dr. Pham Minh Tuan, Director of TOPICA Program Dean of the Faculty of Banking and Finance, Hanoi Open University
14.00-14.30	Discussion
14.30-15.00	Tea/coffee break
15.00-15.15 <i>sectors</i>	B5: <i>Community of Learning at Workplace: Case of tourism and education in Malaysia</i> Assoc. Professor Ruhizan Mohd. Yasin, Malaysia National University
15.15-15.30	B6: <i>Workplace Learning in Thailand: Motivation and Benefits in Automotive Parts and Hotel Industries</i> Dr. Patcharawalai Wongboonsin, Chulalongkorn University, Thailand
15.30-15.45	B7: <i>Working to Learn: Insights into the Workplace Learning of Education Professionals from the United Kingdom</i> Professor Karen Evans, University of London, UK

15.45-16.00	B8: Opportunities for Learning in the Workplace – as Shown in the Workplace Learning Survey Asst. Professor Petr Novotný and Professor Milan Pol, Masaryk University, Brno, Czech Republic
16.00-16.30	Discussion

Seminar B: Workplace Learning

B1: Workplaces as Transformative Learning Spaces

B1 Abstract: During many years of research in lifelong foreign language learning with very different groups of learners, we found some criteria, which make learning process successful. Since then we tried to find some other examples on “successful learning” from the formal, informal and non-formal learning environments, trying to prove those criteria.

This presentation provides a view on to new examples on transformative learning spaces we discovered doing research on Workplace Learning in Latvia as a part of the ASEM LLL Hub network 2 Survey on Workplace Learning in Asia and Europe. We will present the work of researchers on the survey as the first transformative learning space, and workplace learning we discovered in the enterprises in Latvia - as a second example on the transformative learning space. We will try to show, that there are some universal criteria, which makes learning process successful in those two very different learning examples.

Key words: *learning, lifelong learning, adult learning, workplace learning, transformative learning spaces*

B1 Presenter: Associate Professor Elina Maslo, University of Latvia, Latvia



Elina Maslo is an associate professor at the Faculty of Humanities at the University of Latvia, who at the moment lives and works in Denmark – as research assistant at the Danish School of Education, University of Aarhus. She is fascinated of learning, learning processes and those in many different contexts – transformative learning spaces. Elina has been coordinating the Latvian part of the Survey on Workplace Learning and is pleased to present this new study and the three researchers representing the Latvian Team.

B2: Workplace Learning: Change of Scene

B2 Abstract: This paper presents the some findings of the ASEM deep study results on workplace learning. It provides empirical data on choice of young people to acquire learning outcomes either through formal, non-formal or informal setting. Comparison with other age cohorts is also considered in two sectors – education and IT. The immediate context is colored by exploration of general reasons of selection of educational settings against backdrop of the European policy initiatives for adapting learning provision to individuals' needs. The conclusion offers a summary and suggests some analytical questions and hypothesis of possible intervention for improvement as part of the promotional research as the doctoral student.

Key words –adult learning, motivation, formal, non-formal and informal learning

B2 Presenter: Dmitrijs Kulšs, University of Latvia, Latvia



Dmitrijs Kulšs is a PhD student in the University of Latvia. His main interest in research is adult learning in the context of lifelong learning. He has contributed to the Latvian policy in this field and devotes his work for closer cooperation between policy makers and researchers.

B3: Workplace learning in Lithuania: Observations and Discoveries

B3 Abstract: Changes in economics and work market have caused political and scientific discussions about lifelong learning and needs of a learning society. Management theory sources rarely mention workplace learning and employees' motivation for learning in their workplaces seeking to improve their qualification and match requirements that are being set by the current situation in the work market.

Aim of research: to highlight specifics of workplace learning within service-providing, health security and oil-processing sector organizations

Observations and discoveries

- Employees' attitude towards their job and satisfaction with it can be counted as a motivational factor that stimulates or does not stimulate workplace learning.
- It was not possible to name trainings that had proven to be most effective (workplace learning, internal or external). This had been usually influenced by the aim a competency learner was seeking to reach as a result.
- Training was associated with more qualified performance at work, better decision-making skills, higher evaluation and recognition expressed by colleagues.
- Trainings would have been even more attractive if official certificates, which corresponded standards of the European Union, were to be given upon completion.

Key words: workplace learning, service-providing, health security, oil-processing sector organizations

B3 Presenter: Associate Prof. Daiva Bukantaite, Vytautas Magnus University, Lithuanian Academy of Music and Theatre, Lithuania



Daiva Bukantaite is associate professor at Vytautas Magnus University and lecturer at Lithuanian Academy of Music and Theatre. She received her Ph.D. in learning networks organisations from Vytautas Magnus University in 2005. Areas of scientific research: education management, learning organisation, network organisation, behavior and culture of organization, emotions in organisations, educational marketing.

B4: TOPICA: Challenges and Solutions to Business Personnel as Academic Lecturers

B4 Abstract: Two priority issues the Vietnamese education and training system needs to address are the lack of qualified and experienced lecturer and the gap between training programs and needs of businesses. An effective approach to addressing these two challenges is to mobilize lecturers from businesses, thereby reducing the workload of professional lecturers while bringing new knowledge from the business world into the classroom. TOPICA is a leading entity in mobilizing “Business people Lecturers” at a large scale; the TOPICA online bachelor’s program, “1,000 Businesspeople Lecturers Together with Young People”, developed in collaboration with Vietnam Young Businesspeople Association and Thanh Giong Knowledge Portal, currently has 80% of its subjects engaged by Businesspeople Lecturers. Since 2009, more than 500 Businesspeople Lecturers have registered to share their knowledge and experiences with more than 7,500 students from 32 universities and colleges.

The survey findings show that both lectures and students highly value the program. In order to achieve these positive perceptions, the program has overcome the many difficulties and challenges in recruiting, training and supporting people from the business world. TOPICA has finalized the comprehensive program, including recruitment campaigns, workshop events, peer and colleague recommendation programs, six-step training processes, diverse teaching aids, team resource management (TRM), teaching assistants, sponsoring lecturers, etc. The TOPICA program has been included in the final selection round of international awards such as the Stockholm Challenge GKP Award and Development Gateway Award, and it has employed 3D-simulation technology in Second Life to teach subjects as Microeconomics, Economic Law, Accounting and Algorithms. In this paper, we reflect on several issues of the education system, and introduce programs and outcomes under TOPICA, and analyze difficulties and challenges faced as well as innovative solutions taken up by the programme.

B4 Presenter: Dr. Pham Minh Tuan is the director of the TOPICA program and Dean of the Faculty of Banking and Finance at Hanoi Open University. He also serves as Commissioner of the Asia-Pacific Business Incubation Network Steering Committee.

B5: Community of learning at work place: Case of Tourism and Education Sectors in Malaysia

B5 Abstract: Learning society is an important agenda for all due to globalization and advancement in technology that brought great many changes in the global scenario. Community of learning should occur not only in formal form but also in informal and non-formal forms at all levels of organization and community settings. Hence, developing competence has become important for organizations to continue being competitive in today's environment. This study aims to investigate workplace learning modes that contribute towards the competence development of employees in the context of small tourism enterprises and in education sector in Malaysia. It also intends to fill in the knowledge gap by providing information on the competence development process. This research helps to explore the various factors that facilitate learning in a workplace and the competences developed through it. The study employs a mixed method approach conducted in two phases that are run concurrently. Stratified random sampling technique is used to select the desired samples from small tourism enterprises (STEs) and education sector of in-service teachers. The data obtained then analyzed using descriptive statistics. The findings revealed the competence development process, learning modes that contribute towards competence development, the types of competences developed and the factors that facilitate workplace learning

B5 Presenter: Associate Prof. Ruhizan Mohd.Yasin (Noraishah Buang, Lilia Halim, Shamuni Kunjiapu), Universiti Kebangsaan, Malaysia



Dr. Ruhizan Mohammad Yasin is an Associate Professor in Science, Technology and Vocational Education specialized in Curriculum and Evaluation. She currently is a Deputy Dean of Research and Community Affair at the Faculty of Education, Universiti Kebangsaan Malaysia (National University of Malaysia). She represents the University as a RN2 member since 2007. Her research interest is in sustainable education through curriculum design and implementation and Work place (Based) Learning. She has worked with several overseas universities (University of Bremen, and Duisburg, Germany, Beijing Union University, China and University of Limerick, Ireland) in collaborative research and project of 'Design and Implementation of Curriculum on Curriculum Development (DCCD)' for Technical-Vocational Education and Training, funded by the European Union's ASIA Link programme.

B6: Workplace Learning in Thailand: Motivation and Benefits in Automotive Parts and Hotel Industries

B6 Abstract: Thailand is a middle-income economy in the process of repositioning itself towards a higher level of playing field to secure their competitive edge in the world arena. During the past three decades, Thailand has turned to be one of the most dynamic and diversified economies in Southeast Asia. This study investigates the demographic background of the respondents in automotive parts and hotel industries in Thailand, their work status and workplace, and their perception regarding workplace learning, their experience and effects of workplace learning incurred to them. Both automotive parts and hotels industries that workplace learning is considered part of the strategy of the employers to upgrade their competitiveness and that the employees have recognizes the contribution of workplace learning activities, particularly in terms of productivity and the quality of their outputs or performances. The study finds the respondents in the automotive parts industry with a more positive attitude to their current situation at work than those in the hotel industry. The employees expect the cultivation of organizational learning culture, where employees' motivation and their participation in the design of workplace learning activities be encouraged as a driving force. The study indicates the need for government-private sector partnership to further encourage workplace learning for all along a lifelong learning approach.

B6 Presenter: Patcharawalai Wongboonsin, Ph.D.

Director, Human Development & Migration Studies Center, College of Population Studies, Chulalongkorn University, Thailand



Dr. Patcharawalai Wongboonsin is a faculty member of the College of Population Studies, Chulalongkorn University. She is also a member of the Executive Board of the Institute of Asian Studies, Chulalongkorn University, Asian Review Editor-in-Chief, Asia Trend Editor-in-Chief, East Asian Economic Cooperation Council member, Deputy Director of the European Studies Center in Thailand, and Representative of Thailand to Network of East Asian Think Tank. She served as Advisor to Thai Delegates, ASEAN Inter-Parliamentary Organization. She obtained her A.M. from the University of Pennsylvania and Ph.D. from Kyushu University, Japan.

B7: Working to Learn: Insights into the workplace learning of education professionals from the United Kingdom.

B7 Abstract: The paper aims to explore the role and importance of workplace learning, specifically for UK educational practitioners, against a backdrop of trends in participation in on-the job and 'off the job' training in all sectors of the economy. The paper draws on analysis of employees' questionnaires (UK context) undertaken as part of the ASEM survey. Analysing employees' responses allowed us to illuminate some aspects of workplace learning, specifically focusing on issues arising from learning opportunities at work; employees' attitudes towards workplace learning; role of employers; impact of workplace learning on employees' knowledge and skills development; conditions and circumstances that facilitate workplace learning. In view of the small sample size and in order to get deeper insights into workplace learning the report also draws on a thematic review of selected UK projects that have focused on professional development and workplace learning of adults. The projects were carried out at the Centre for Work-based Learning, Institute of Education, University of London over the five-year period from 2004 to 2009 and covered a wide range of issues related to the topic of educational professionals' workplace learning specifically in a post-16 educational context. Furthermore, research carried out in the LLAKES (Learning and Life Chances in Knowledge Economies and Societies) Research Centre has yielded important insights into trends in UK participation in on-job and off-job 'training' in UK companies in all sectors of the economy, from the 1990s into times of economic downturn. The recent period of recession has also contributed to reductions in the coverage of adult training and especially reductions in off-the-job training for skilled and highly-qualified employees, resulting in a narrowing of the 'training gap' between higher and lower graded employees. These patterns are very likely to be reflected in training levels experienced by educational practitioners as public spending cuts take hold in the UK.

B7 Presenter: Prof. Karen Evans (Natasha Kersh)



Professor Karen Evans, University of London, Institute of Education, UK

Karen Evans is Chair in Education (Lifelong Learning) at the Institute of Education, University of London, and Co-Director of the WLE Centre. She was previously Professor of Post-Compulsory Education and Director of the Post-graduate Centre for Professional and Adult Learning at the University of Surrey. Her main fields of research are learning in life and work transitions, and learning in and through the workplace. She has directed 16 major studies of learning and the world of work in Britain and internationally. Books include Learning, Work and Social Responsibility (2009); Improving Workplace Learning (2006); Reconnection: Countering Social Exclusion through Situated Learning (2004); Working to Learn (2002); Learning and Work in the Risk Society (2000). She is also joint Editor of COMPARE, the journal of comparative and international education (2004-2009).

B8: Opportunities for Learning in the Workplace – as Shown in the Workplace Learning Survey

B8 Abstract: Workplace learning is becoming an integral part of the productive functioning of individuals in the workplace and of the operation of a sustainable organization. It makes therefore sense to pay attention to research of workplace learning in all sectors of the economy. Research

shows, however, that there are significant differences in ways the workplace learning is enhanced in specific national, cultural, economic as well as professional and organizational contexts. Differences can be found at the level of individuals and groups by sex, education or position in the hierarchy of the organization. Systematic training and support for learning in the organization also significantly determines opportunities for learning. Conference paper discusses these questions and illustrates the situation with the data from Workplace Learning Survey.

B8 Presenters: Assistant Prof. Petr Novotný and professor Milan Pol, Masaryk University, Brno, the Czech Republic



Petr Novotný is assistant professor at the Department of Educational Sciences, Faculty of Arts, Masaryk University, Brno, Czech Republic. His main fields of research are learning, work and innovation. His focus is divided between andragogy (including the elaboration of the subject of workplace learning) and methodology of educational research. He has been also co-investigator in several researches on school development (Czech School Culture and the Strategies of its Development, Democracy in Czech Schools, Czech School Headteachers and their Life and Professional Careers, Teachers and Innovation). Petr Novotný has published the study on workplace learning titled "Workplace Learning. Possibilities to apply the concept of workplace learning in the Czech environment" (in Czech language) and he has also edited volume of proceeding? Workplaces as learning spaces? (also in Czech) authored by members of Research Network "Competence Development as Workplace Learning".



Milan Pol is Professor of Education and Chair of the Department of Educational Sciences, Faculty of Arts, Masaryk University in Brno, Czech Republic. In his research, education and development activities he has been focusing on development of schools as institutions, specific organisations and communities. His recent research projects concern school culture, democracy at schools and life and professional paths of school leaders.