

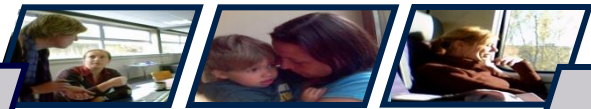


Istruzione Educação educação образование 교육 výchova pendidikan education Onderwijs
 शिक्षा tvorjenje Bildung تشااد civilizacio Uddannelse Παιδεία editim Pendidikan Koulutus 教育 education

Workplace Learning in Asia and Europe: Austrian Survey

Lynne Chisholm

Vietnam Forum on Lifelong Learning – Building a Learning Society
 ASEM Education and Research Hub for Lifelong Learning
 Vietnamese Ministry of Education and Training
 Ha Noi, 8 December 2010

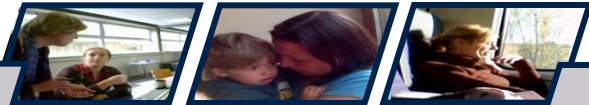


Institute of Educational Science



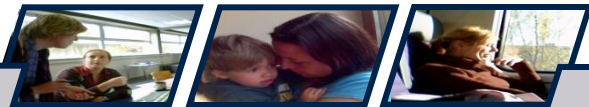
Sample information

- $\Sigma 270$, of whom 230 are employees taking degree courses part-time at universities of applied sciences
- Sectors: banking/finance and commercial/tourism services; 84%/82% private sector employment
- 55%/59% ♀ - Ø31 years (range: 20-40)
- 82%/80% full-time employees; job tenure Ø2+ years
- 26%/19% HE qualification; $\frac{2}{3}$ decent salary; 32% report they are 'over-qualified'
- HE 'pioneers' – marked intergenerational gap: parents (especially mothers) are less qualified



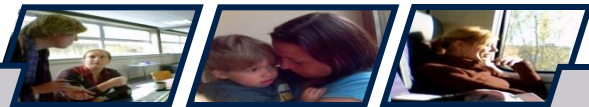
‘Learning work’ as a both/and modality

- between autonomy and obligation – the disciplined entrepreneurial subject
- between individuality and collectivity – relational misrecognition in western cultures
- Between extrinsic and intrinsic motivations – classic mélanges
- between formal/non-formal/informal – an (in)voluntary learning continuum



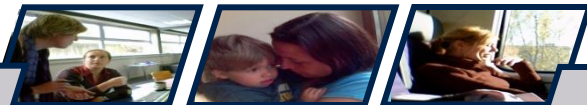
Perspectives and practices

- Majority: high intrinsic commitment to working and learning + high sense of personal reward and being valued
- But ~25% are distanced/dissatisfied – especially the ‘experienced’ (4+ years job tenure)
- Strong orientation to formal ET and qualifications – WPL insufficient
- Strong ideology of free choice and voluntarism for all learning: intensely idealistic perspectives, internally generated motivation, active self-directed behaviours



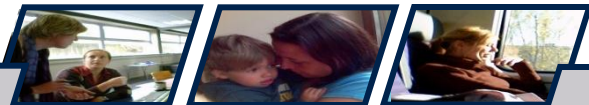
Gender and job tenure

- ♀ at the margins, ♂ in the middle: women sense *either* definite appreciation *or* none at all (more socially attuned workers and learners?)
- ♀ report less active provision and encouragement by employers for their continuing learning (laissez-faire?)
- ♂ learning strategies and decisions more instrumental *and* more oriented to collegial exchange of ideas and advice (androcentric communities of practice?)
- Newcomers (>1 year) more intrinsic + positive, the Experienced (4+ years) the reverse → similar to ♀ vs ♂
- → Newcomers: 54% aged >29 + 67% are ♀ ... →



... this raises some questions ...

- Are newly-recruited young adult women especially committed *both* to work *and* to learning ...
- ... especially when it improves their formal qualifications ...
- ... because they think this is the best way to get ahead in their career and in their organisation?
- What happens later, when they find out that this does not necessarily work ...
- ... compared with their male peers, who seem to get further with less engagement and effort – but who also seem to display greater disillusion as their working experience increases?



Three key issues arising

- Understanding the tensions between (1) internalised educational values and norms and (2) the realities and constraints of employment and working life
- Charting the independent effects of and the potentially interlinked relations between gender and job tenure/work experience
- Theoretically reformulating learning activities and working activities as relations of connectivity rather than as a dichotomy of separation





Istruzione Educação educação образование 교육 výchova pendidikan education Onderwijs
 शिक्षा Educaci3n Bildung شأان civilizacio Uddannelse Utdannelse beskaving Παιδεία editim Pendidikan Koulutus 教育 éducation
 Bildung

Looking forward to RN2 follow-up studies!



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

Univ.-Prof. Dr. Lynne Chisholm
 University of Innsbruck
 Institute of Educational Science

lac-professur-ezwi@uibk.ac.at

Personal homepage: <http://homepage.uibk.ac.at/~c603207/>

ASEM-LLL homepage: <http://www.dpu.dk/site.aspx?p=10345>



Institute of Educational Science

