

THEMATIC SESSION 1: Wednesday, 25th March 2009, 15:15 – 16:45 (room: aula)

An integrated learning approach for the effectiveness of technologies in a dual VET system across contexts

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Considering VET and its quality, two key points can rise as very relevant to work on: on the one hand, the need to better articulate the gap among the three training places (workplace, school, intercompany courses); on the other hand, the need to develop the core competences identified in legal texts as crucial to be a professional in the actual society. Examples of competences are: to be autonomous, to be able to find the right resources to solve a problem, to be able of anticipating different solutions, to articulate theory and practice through abstractions... Our leading house addresses both these points. Can technology foster the collaboration between the actors of vocational training across contexts? Can technology be helpful to capture the complexity of professional situations, e.g. with pictures or small videos? Can technology allow apprentices to develop any of the above mentioned professional competences by introducing writing activities or simulations? Can technology improve VET efficiency and effectiveness by promoting reflective activities?

Starting from the discussion of the research projects carried out in the framework of the “Technologies for Vocational Training” Leading House, we will develop some hypotheses regarding to these questions. These projects all use a Design-Based Research as methodological approach (Brown, 1992; Collins, 1992; DBRC, 2003) and the “integrated learning” approach as pedagogical framework. In 'integrated learning', where are designed to support learning activities, which on their turn foresee multiple modes of social interactions and produce reusable emerging objects integrating across contexts experiences.

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