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How Six Of The Worlds Best Vocational
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This analytical volume uses qualitative data, quantitative data, and direct employee experiences to aid understanding of why workplace bullying occurs in universities throughout the US. To address higher education workplace bullying, this text offers data-driven interventions for human resource staff and departments to effectively tackle this destructive phenomenon. Drawing on Hollis' first-hand research which is supported by findings from a 2019 Human Resources data collection, this text identifies populations which are most vulnerable to discrimination within academia. The data shows how human resource departments, executive leadership, and faculty might proactively intervene to prevent workplace bullying. Divided into two parts, the book offers empirical analysis of structural interventions for human resource efforts to combat workplace bullying in higher education. Second, the book puts forth solutions based on empirical findings for organizations and human resources to combat workplace aggression and civility which hurts higher education. Further, the author examines the specific effect of workplace harassment and cyberbullying on women of color, junior faculty, women, and the LGBTQ community. This text will benefit researchers, doctoral students, and conducting higher education research. Additionally, the book focusses on structural issues which interfere with multicultural education more broadly. Those interested in Human Resource Management, the sociology of education, and gender and sexuality studies and will also enjoy this volume.

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Higher education leaders, managers, human resource professionals, faculty, and staff increasingly face uncivil, bullying behaviors in academe. This can manifest itself as constant public humiliation by a new department chair, exclusion of a contingent faculty member, undermining of work performance by a supervisor, stalking by a staff member, or taunting. As higher education institutions continue to face budget issues and external pressure, the incidences of bullying are on the rise. This edited volume provides guidance on the nature and impact of bullying, legal and ethical issues, and approaches to assist leaders in facing these challenges in their colleges and universities. Research-based chapters cover the impact of bullying on the workforce, the ways that bullying manifests within different sub-cultures and at different institutions including community colleges, the legal and ethical issues of bullying, and recommendations to address bullying on campus. Exploring bullying policies and innovative programs, this book provides a better understanding of how to rethink current policies and practices to proactively create more civil cultures. *Workplace Bullying in Higher Education* is a valuable resource for all higher education leaders and professionals on understanding, mediating, and preventing bullying.

Describes how the experience of the whole through mindful contemplation can release energy and knowledge for practical use in the classroom and in the place of business. Across the western world, there is a growing awareness of the importance of workplace learning, seen at the level of national and international policy, as well as in the developing practices of employers, training providers and Trades Unions. Authoritative, accessible, and appealing, it presents key findings on work-based learning, bringing together conclusions and investigating a variety of workplace contexts to show how such learning can be improved. An extensive

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practical treatment, brought to life with illustrations from both the public and private sectors, this book has a unique combination of breadth of coverage and depth of understanding. Grounded in rich and detailed empirical studies, this volume challenges conventional thinking. An important new addition to the Improving Learning series, it focuses on guidelines for improving learning by marrying the very best theory and practice to provide an accessible and authoritative guide to workplace learning. Practitioners, policy makers, students and academics with an interest in learning at work will find this an invaluable addition to their bookshelves.

This six-volume handbook covers the latest practice in technical and vocational education and training (TVET). It presents TVET models from all over the world, reflections on the best and most innovative practice, and dozens of telling case studies. The handbook presents the work of established as well as the most promising young researchers and features unrivalled coverage of developments in research, policy and practice in TVET.

Informal learning has become an extremely important issue as post-industrial workplaces seek to harness its productive potential. Managers and HRD practitioners have attempted to deploy informal learning in the design of corporate cultures, however, most discussions of the subject have tended to be uncritical expositions which do not challenge the underlying economic, philosophical and organisational rationale.

Uniquely, this book goes against this tendency. It critically examines definitions of informal learning, and focuses on its application in a variety of workplace contexts. It features: * theories of informal learning * the unmasking of contemporary corporate rhetoric * the implications for accounts of workplace learning of poststructuralist and post-modern perspectives.

Incorporating case studies based on interviews with practising

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managers and HRM practitioners, and a detailed glossary of key concepts and issues, this book will be a valuable reference for students of workplace learning.

As policy makers increasingly focus on workplace learning as a way of improving organizational performance, the debate about the learning organization has grown. Counterbalancing the often over-optimistic assumptions made about the future of work and learning, this book argues that without a contextualized analysis of the field, our understanding of the learning environment is limited. It reconsiders the true role and nature of workplace learning in context. Grounded in original research, the book features case studies which illuminate how the workplace environment can provide both barriers to and opportunities for learning. It explores learning in different organizational contexts and different countries, sectors, types of public and private sector organization, and by different occupational groups. This multi-disciplinary approach provides a coherent perspective of the institutional, organizational and pedagogical contexts of workplace learning, and as a result, policy-makers, trainers, trade unionists and educators alike will welcome this groundbreaking text, as it gives the intellectual tools required to understand how learning in the workplace can be improved.

Features assignments and exercises to meet the changing needs of school counselors and school social workers
The School Counseling and School Social Work Homework Planner, Second Edition provides you with an array of ready-to-use, between-session assignments designed to fit virtually every therapeutic mode. This easy-to-use sourcebook features: 75 ready-to-copy exercises covering the most common issues encountered in school settings, such as study and

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organizational skill deficits and academic motivation/underachievement, as well as "outside" issues such as blended families, divorce, substance abuse, teen pregnancy, and parenting skill deficits A quick-reference format—the interactive assignments are grouped by presenting problems including learning difficulties, disruptive classroom behavior, self-esteem building, bullying, and school violence Expert guidance on how and when to make the most efficient use of the exercises Assignments cross-referenced to The School Counseling and School Social Work Treatment Planner, Second Edition—so you can quickly identify the right exercise for a given situation or problem A download code that contains all the exercises in a word-processing format—allowing you to customize them to suit you and your clients' unique styles and needs Additional resources in the Practice Planners® series: Treatment Planners cover all the necessary elements for developing formal treatment plans, including detailed problem definitions, long-term goals, short-term objectives, therapeutic interventions, and DSM-IV diagnoses. Documentation Sourcebooks provide the forms and records that mental health professionals need to efficiently run their practice. For more information on our PracticePlanners® products, including our full line of Treatment Planners, visit us on the web at:

www.wiley.com/practiceplanners

Teachers play a critical role in the success of their students, both academically and in regard to long term outcomes such as higher education participation and economic attainment. Expectations for teachers are

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increasing due to changing learning standards and a rapidly diversifying student population. At the same time, there are perceptions that the teaching workforce may be shifting toward a younger and less experienced demographic. These actual and perceived changes raise important questions about the ways teacher education may need to evolve in order to ensure that educators are able to meet the needs of students and provide them with classroom experiences that will put them on the path to future success. *Changing Expectations for the K-12 Teacher Workforce: Policies, Preservice Education, Professional Development, and the Workplace* explores the impact of the changing landscape of K-12 education and the potential for expansion of effective models, programs, and practices for teacher education. This report explores factors that contribute to understanding the current teacher workforce, changing expectations for teaching and learning, trends and developments in the teacher labor market, preservice teacher education, and opportunities for learning in the workplace and in-service professional development.

Learning in the workplace has come of age with the publication of this book. It shows the way for a new level of sophistication in the ways learning and work are treated. And it opens new territory for exploration in the world of learning throughout life. David Boud, University of Technology, Sydney Stephen Billett provides a comprehensive and practical model, well-grounded in theory and research, to guide learning in the workplace. This is a 'must read' for those in vocational education and training. Victoria Marsick, Columbia University

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Learning does not stop when you leave school or tertiary studies, but continues throughout life. The workplace is now seen as an important learning environment, and businesses and government units are encouraged to become 'learning organisations'. This is all very well in theory, but how does learning actually occur in the workplace? Drawing on research of a wide variety of workplaces in different countries, Stephen Billett analyses the strengths and limitations of 'on-the-job' learning. He outlines what knowledge individuals need and how they can best acquire this knowledge in workplace settings. He shows how to develop a workplace curriculum, and how it can be implemented in organisations of different sizes. Learning in the Workplace offers a comprehensive pedagogy for the workplace. It is a valuable reference for human resource practitioners and students in courses on professional development and adult and vocational learning. This volume focuses on the complex relation between offending and the transition from school to the workplace: how employment and education are related to breaking the law and getting in contact with the criminal justice system. The contributors report results from several large scale and sophisticated studies conducted in the Netherlands that gathered rich data on employment, education and criminal behaviour. Each of the studies focuses on a particular period during the life course and particular risk categories. Taken together, they contribute to our understanding of how getting out of school, getting into a job and doing illegal things are intertwined over the life-course, and how these relations

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differ with age and gender. The background of this volume is our interest in the often-studied relation between offending and employment, or more generally, between offending and the transition from school to work, including dropping out, part-time work and joblessness. The available literature casts little doubt that employment and education are indeed related to less crime and offending. However, this relation is much more complex than it appears at first hand. The volume is primarily aimed at researchers and students in the fields of criminology, sociology and economics. However, it may also be of use for non-academic professionals, in particular policy makers and practitioners in the field of criminal justice, probation/rehabilitation, and youth/schools.

Traditionally, organizations and researchers have focused on learning that occurs through formal training and development programs. However, the realities of today's workplace suggest that it is difficult, if not impossible, for organizations to rely mainly on formal programs for developing human capital. This volume offers a broad-based treatment of autonomous learning to advance our understanding of learner-driven approaches and how organizations can support them. Contributors in industrial/organizational psychology, management, education, and entrepreneurship bring theoretical perspectives to help us understand autonomous learning and its consequences for individuals and organizations. Chapters consider informal learning, self-directed learning, learning from job challenges, mentoring, Massive Open Online Courses

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(MOOCs), organizational communities of practice, self-regulation, the role of feedback and errors, and how to capture value from autonomous learning. This book will appeal to scholars, researchers, and practitioners in psychology, management, training and development, and educational psychology.

Although institutions of higher education have recognized the need for preparing their graduates for a digitalized, global workplace, these efforts have been sporadic, individualized, and varied from discipline to discipline. Nevertheless, over the past 10 years, trends such as “double classrooms,” “inverted classrooms,” and “collaborative online international learning” (COIL) have gained traction at universities across the globe. With the emergence of the COVID-19 pandemic in 2020, efforts to engage students in the use of digital tools and virtual collaborative teamwork increased tenfold.

Creative and innovative virtual learning environments (VLEs) have emerged, and instructors have used them to connect with their students much more frequently. The holistic nature of virtual learning, its impact on employability, and the development of global citizenry have become prime areas of research amongst the digital education landscape. Now more than ever, it is essential to look at virtual learning environments and how they can be used to prepare students and employees for the opportunities and challenges of a global, digital workplace. *Developments in Virtual Learning Environments and the Global Workplace* provides readers with a rationale and tool kit for facilitating virtual learning in a wide variety of contexts in

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response to the opportunities and challenges presented by the digital global workplace. This book covers virtual learning practices, the value of virtual learning for professionals and employers, and the best practices in online learning in different settings. Additionally, the chapters dive into the future perspectives and trends within virtual learning environments and the creation/evaluation of virtual learning strategies. These insights range from diverse countries, education levels, industry sectors, and academic disciplines, making this book a comprehensive research tool. This book will greatly benefit e-learning and instructional designers, university senior managers, university staff responsible for mobility and exchange, researchers, professionals responsible for organizational development and further education, human resource directors, global company executives, managers, practitioners, stakeholders, academicians, and students looking for information on how virtual learning environments are preparing students for the global workplace.

Workplace Learning in Physical Education
Emerging Teachers' Stories from the Staffroom and
Beyond
Routledge

An exploration of what lies behind our problematic behavioural patterns in the workplace and how we can overcome them.

By drawing on observation and detailed discourse analysis from interviews with teachers in Lithuanian and North American schools, this text identifies individual, school-specific, and national factors which

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impact teachers' informal professional learning.

Addressing multiple layers of teacher learning, this text illustrates how factors including socio-economic status, individual learning style, cultural attitudes to education, and political histories support or impede workplace learning. Drawing on three fields of research—teacher education, cultural anthropology, and comparative international—the book posits teacher learning as a multidimensional socio-cultural process. Finally combining a typology of informal learners with other policy-driven factors, the text indicates how practices at school, district, and national levels might stimulate workplace learning. Offering methodological innovations including unique research design and creative ways of using discourse analysis, this book will be of particular use to researchers and doctoral students in education, organizational and educational psychology, cultural anthropology, management, and beyond.

Which non-American education systems best prepare young people for fulfilling jobs and successful adult lives? And what can the United States—where far too many young people currently enter adulthood without adequate preparation for the twenty-first-century job market—learn, adopt, and adapt from these other systems? In *Schooling in the Workplace*, Nancy Hoffman addresses these questions head on, arguing that “the smartest and quickest route to a wide variety of occupations for

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the majority of young people in the successful countries—not a default for failing students—is a vocational program that integrates work and learning.” As she notes, the programs that successfully integrate work and learning all share a fundamental commitment to helping young people find successful careers: “The purpose is not ‘college for all,’ as in the United States today, but rather to provide the education and training young people need to prepare for a career or calling.” *Schooling in the Workplace* explores the vocational education programs in a wide range of countries, focusing in rich and useful detail on six in particular: Australia, Austria, Germany, the Netherlands, Norway, and Switzerland. Framing these discussions, however, is a persistent focus on American circumstances and challenges. Far more than a survey of six “foreign” programs, this is a book prompted by and organized around the policy and practical challenges facing the United States.

Describes workplace conditions in "learning centered" schools, where practices are consistent with recent research knowledge about learning and its contexts. Its purpose is to support fundamental, long-term change by offering a vision of best practice for educators to consider, discuss, and adapt to their circumstances.

Fundamentals of Workplace Learning is a comprehensive guide to how people learn in the

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workplace, and the issues and challenges involved. Examining the essential aspects of workplace learning and unravelling the various influences which affect the success of work-based learners, Knud Illeris presents a holistic model to explain how diverse individuals can be encouraged and invited to learn at work. Approaching workplace learning from the perspective of learners as human beings, with complex social and psychological needs, as opposed to resources to be managed, this book examines in detail the key issues surrounding workplace learning, including: The workplace environment as a learning space Workplace learning as competence development A multitude of different kinds of workplace learning arrangements Job-transcending learning initiatives The interaction between formal and informal learning environments The challenges presented by specific groups: early school leavers, elderly workers and the new young generation. Presenting conclusions on workplace learning and possibilities for the future this book focuses on a way forward while detailing the fundamentals of successful workplace learning. It will appeal to everyone involved in understanding and improving learning in the workplace including educationalists, business students, managers, personnel and educational leaders.

Workplace and professional learning, lifelong learning, adult learning, learning in different contexts

have become of more and more interest and now dominate all aspects of 21st century life. Learning is no longer about 'storing and recall' but 'development and flow'. Theories of Learning in the Workplace offers fascinating overviews into some of the most important theories of learning and how they are practically applied to organisational or workplace learning. With each chapter co-authored by an academic researcher and an expert in business or industry, this unique book provides practical case studies combined with thorough analysis of theories and models of learning. Key figures in education, psychology and cognitive science present a comprehensive range of conceptual perspectives on learning theory, offering a wealth of new insights to support innovative research directions. Containing overviews of theories from Schön, Argyris, Senge, Engeström, Billet, Ericsson, Kolb, Boud and Mezirow, this book discusses: adult learning; workplace learning; informal learning; reflective practice; experiential learning; deliberate practice; organisational and inter-organisational expansive learning. Combining theory and practice, this book will be essential reading for all trainee and practicing educational psychologists, organisational psychologists, researchers and students in the field of lifelong learning, educational policy makers, students, researchers and teachers in vocational and higher education.

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This book explores teacher workplace learning from four different perspectives: social policy, international comparators, multi-professional stances/perspectives and socio-cultural theory. First, it considers the policy and practice context of professional learning in teacher education in England, and the rest of the UK, with particular reference to professional masters level provision. The importance of teachers' and schools' perceptions of improvement, development and learning, and the inherent tensions between individual, school and government priorities is explored. Second, the book considers models of teacher workplace learning to be found in international research and practice to explore what perspective they can bring to understanding policy and practice relating to workplace learning in the UK. Third, it draws on cross-professional analysis to get an intellectual and theoretical purchase on workplace learning by examining how insights from across the professions can provide us with useful perspectives on policy and practice. The analysis draws particularly on insights from medicine and educational psychology. Fourth, the book cross-fertilises research and practice across the field of education by drawing on insights from perspectives such as socio-cultural and activity theory and situated learning/cognition to discover what they can offer in analysing the theoretical and pedagogic

underpinnings of teacher workplace learning. In short, the book offers a number of contexts for exploring how best to conceptualise and theorise learning in the workplace in order to generate evidence to inform policy and practice and facilitates the development of a more theoretically informed and robust model of workplace learning and teaching.

Conquer the most essential adaptation to the knowledge economy *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth* offers practical guidance for teams and organizations who are serious about success in the modern economy. With so much riding on innovation, creativity, and spark, it is essential to attract and retain quality talent—but what good does this talent do if no one is able to speak their mind? The traditional culture of “fitting in” and “going along” spells doom in the knowledge economy. Success requires a continuous influx of new ideas, new challenges, and critical thought, and the interpersonal climate must not suppress, silence, ridicule or intimidate. Not every idea is good, and yes there are stupid questions, and yes dissent can slow things down, but talking through these things is an essential part of the creative process. People must be allowed to voice half-finished thoughts, ask questions from left field, and brainstorm out loud; it creates a culture in which a minor flub or momentary lapse is no big deal, and where actual mistakes are owned and corrected, and where the next left-field idea could be the next big thing. This book explores this culture of psychological safety, and provides a blueprint for bringing it to life. The road is sometimes bumpy, but succinct and informative scenario-based explanations provide a clear path forward to constant

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learning and healthy innovation. Explore the link between psychological safety and high performance Create a culture where it's "safe" to express ideas, ask questions, and admit mistakes Nurture the level of engagement and candor required in today's knowledge economy Follow a step-by-step framework for establishing psychological safety in your team or organization Shed the "yes-men" approach and step into real performance. Fertilize creativity, clarify goals, achieve accountability, redefine leadership, and much more. The Fearless Organization helps you bring about this most critical transformation.

This participant-observation study presents the practice of school to work transition at two Japanese high schools, and explains variations about the modal career trajectory of low achieving students, drawing on Bourdieu's work. It helps to explain the relationship between social values, family ethos, industry, school and economic performance, and the relatively low class consciousness in Japan. It should be of interest to educationalists, sociologists and labour relations specialists studying Japan.

Inclusive Guide Provides Practical Applications for Workplace Education Theory from Diverse Perspectives The Wiley Handbook of Global Workplace Learning explores the field of workplace education using contributions from both experts and emerging scholars in industry and academia. Unlike many previously published titles on the subject, the Handbook focuses on offering readers a truly global overview of workplace learning at a price point that makes it accessible for independent researchers and Human Resources professionals. Designed to strike a balance between theory and practice, the Handbook provides a wealth of information on foundational topics, theoretical frameworks, current and emerging trends, technological updates, implementation strategies, and research methodologies. Chapters covering

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recent research illustrate the importance of workplace learning topics ranging from meditation to change management, while others give pragmatic and replicable applications for the design, promotion, and implementation of impactful learning opportunities for employees at any company, regardless of industry. A sampling of topics addressed includes: “Using an Experiential Learning Model to Design an Assessment Framework for Workplace Learning” “Measuring Innovative Thinking and Acting Skills as Workplace-Related Professional Competence” Multiple chapters specifically addressing international business, such as “Competency in Globalization and Intercultural Communication”, “Global Strategic Planning” and “Global Talent Management” Research and recommendations on bridging generational and cultural divides as well as addressing employee learning disabilities With its impressive breadth of coverage and focus on real-world problem solving, this volume serves as a comprehensive tool for examining and improving practices in global workplace learning. It will prove to be a valuable resource for students and recent graduates entering the workforce and for those working in Human Resources and related fields.

Higher education has changed significantly over time. In particular, traditional face-to-face degrees are being revamped in a bid to ensure they stay relevant in the 21st century and are now offered online. The transition for many universities to online learning has been painful—only exacerbated by the COVID-19 pandemic, forcing many in-person students to join their virtual peers and professors to learn new technologies and techniques to educate. Moreover, work has also changed with little doubt as to the impact of digital communication, remote work, and societal change on the nature of work itself. There are arguments to be made for organizations to become more agile, flexible, entrepreneurial,

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and creative. As such, work and education are both traversing a path of immense changes, adapting to global trends and consumer preferences. The Handbook of Research on Future of Work and Education: Implications for Curriculum Delivery and Work Design is a comprehensive reference book that analyzes the realities of higher education today, strategies that ensure the success of academic institutions, and factors that lead to student success. In particular, the book addresses essentials of online learning, strategies to ensure the success of online degrees and courses, effective course development practices, key support mechanisms for students, and ensuring student success in online degree programs. Furthermore, the book addresses the future of work, preferences of employees, and how work can be re-designed to create further employee satisfaction, engagement, and increase productivity. In particular, the book covers insights that ensure that remote employees feel valued, included, and are being provided relevant support to thrive in their roles. Covering topics such as course development, motivating online learners, and virtual environments, this text is essential for academicians, faculty, researchers, and students globally.

This book is an expansion and major updating of the highly successful Theories of Learning for the Workplace, first published in 2011. It offers fascinating overviews into some of the most important theories of learning and how they are practically applied to organisational or workplace learning. Each chapter is co-authored by an academic researcher and an expert in business or industry, providing practical case studies combined with a thorough analysis of theories and models of learning. Key figures in education, psychology, and cognitive science present a comprehensive range of conceptual perspectives on learning theory, offering a wealth of new insights to support innovative research directions and

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innovation in learning, training, and teaching for the upcoming post-Covid-19 decades. Containing overviews of theories from Argyris, Decuyper, Dochy & Segers, Engeström, Ericsson, Kolb, Lave & Wenger, Mezirow, Raes & Boon, Schön, Senge, and Van den Bossche, this book discusses: Learning of employees in the digital era Workplace learning High impact learning Informal learning Adult learning Learning & development didactics (L&D) Reflective practice Transformational learning Experiential learning Deliberate practice Communities of practice Team learning Organisational learning Expansive learning Combining theory and practice, this book will be essential reading for all trainee and practising educational psychologists, organisational psychologists, researchers, and students in the field of lifelong learning, educational policy makers, students, researchers, and teachers in vocational and higher education. It will also be of interest to those involved in training trainers and teacher training.

Teaching Students About the World of Work argues that educational institutions—especially two-year and four-year public institutions serving low-income students—need to make the topic of employment a central element in their educational offerings. Indeed, the book demonstrates that a far greater emphasis on teaching students about the work world will be necessary if colleges are to give disadvantaged students a realistic chance for professional and economic success. The recommendation is a reconfiguration of postsecondary education that represents a paradigm shift in career preparation and learning. Editors Nancy Hoffman and Michael Lawrence Collins and their authors provide a rich and comprehensive view of both today's work world and the challenges facing many young people who are determined to find a place within it. The book offers detailed accounts of how several community colleges have put employment at the

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center of the curriculum; provides practical insights into the twenty-first century labor market and ways to improve the choices and outcomes for low-income job seekers; and explores the daunting structural barriers to securing successful and satisfying employment. Throughout all its chapters, the book highlights increasing inequalities—in both opportunities and outcomes—within our society. In order to redress those disparities, it argues, postsecondary educators will need to offer enhanced insights and sophistication to disadvantaged young people preparing to enter and navigate the work world. An urgent but unfailingly reasonable book for our times, *Teaching Students About the World of Work* will be required reading for educators determined to create practical opportunities for young people in search of good employment and better lives.

Pre-service and beginning teachers have to negotiate an unfamiliar and often challenging working environment, in both teaching spaces and staff spaces. *Workplace Learning in Physical Education* explores the workplace of teaching as a site of professional learning. Using stories and narratives from the experiences of pre-service and beginning teachers, the book takes a closer look at how professional knowledge is developed by investigating the notions of 'professional' and 'workplace learning' by drawing on data from a five year project. The book also critically examines the literature associated with, and the rhetoric that surrounds 'the practicum', 'fieldwork' 'school experience' and the 'induction year'. The book is structured around five significant dimensions of workplace learning: Social tasks of teaching and learning to teach Performance, practice and praxis Identity, subjectivities and the profession/al Space and place for, and of, learning Micropolitics As well as identifying important implications for policy, practice and research methodology in physical education and teacher education,

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the book also shows how research can be a powerful medium for the communication of good practice. This is an important book for all students, pre-service and beginning teachers working in physical education, for academics researching teacher workspaces, and for anybody with an interest in the wider themes of teacher education, professional practice and professional learning in the workplace.

This book takes up the debate about matching vocational education with the labour market and shows progress in terms of theoretical models tools (transformation and matching processes), and learning environments. The contributions address the concepts of qualifications and skilling, the role, strengths and weaknesses of practical training, and models and processes of becoming skilled. Whether or not one should try to plan the content of vocational programs in accordance with changing qualifications requirements and skill needs in the labour market is the essential question.

How can educators ensure that young people who attain a postsecondary credential are adequately prepared for the future? Matthew T. Hora and his colleagues explain that the answer is not simply that students need more specialized technical training to meet narrowly defined employment opportunities. Beyond the Skills Gap challenges this conception of the “skills gap,” highlighting instead the value of broader twenty-first-century skills in postsecondary education. They advocate for a system in which employers share responsibility along with the education sector to serve the collective needs of the economy, society, and students. Drawing on interviews with educators in two- and four-year institutions and employers in the manufacturing and biotechnology sectors, the authors demonstrate the critical importance of habits of mind such as problem solving, teamwork, and communication. They go on to show how

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faculty and program administrators can create active learning experiences that develop students' skills across a range of domains. The book includes in-depth descriptions of eight educators whose classrooms exemplify the effort to blend technical learning with the cultivation of twenty-first-century habits of mind. The study, set in Wisconsin, takes place against the backdrop of heated political debates over the role of public higher education. This thoughtful and nuanced account, enriched by keen observations of postsecondary instructional practice, promises to contribute new insights to the rich literature on workforce development and to provide valuable guidance for postsecondary faculty and administrators.

The adoption of ICT for personal and business use has encouraged the growth of interactive learning as well as its application in a number of education and training scenarios. Designing effective syllabi for interactive learning projects helps to ensure that desired learning outcomes are achieved without incurring a significant loss of time or money.

Educational Stages and Interactive Learning: From Kindergarten to Workplace Training provides a record of current research and practical applications in interactive learning. This book reviews all aspects of interactive learning, investigates the history, status, and future trends of interactive learning, introduces emerging technologies for interactive learning, and analyzes interactive learning cases in various educational stages and learning situations.

Readers interested in the technologies and pedagogical applications of interactive learning will find this book a comprehensive reference for the understanding of notions, theories, techniques, and methods related to the research and development of interactive learning.

(Under)Represented Latin@s in STEM: Increasing Participation Throughout Education and the Workplace

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presents a critical investigation into Latin@ underrepresentation in STEM throughout the education pipeline and workforce. (Under)Represented Latin@s in STEM: Increasing Participation Throughout Education and the Workplace highlights nationally relevant research related to the creation of opportunities for Latin@ students in STEM, and the ways in which these opportunities increase Latin@ participation in STEM. Of particular interest across the chapters, is the notion of building and sustaining a strong STEM identity within Latin@ students. As such, the authors present ideas through various lenses including teacher preparation and transformative teaching strategies, family and community involvement, and innovative programs for minority students. A broad range of STEM fields (including mathematics, robotics, and computer science), grade levels, and learning environments (including informal and formal, rural and urban) are represented throughout the chapters. Thus, (Under)Represented Latin@s in STEM presents research-based practices that increase Latin@ participation in STEM as a single collection for educators, administrators, and policymakers. In addition to learning about the great efforts that scholars are doing in broadening diversity in STEM, readers will be able to take away ideas for designing and implementing similar educational programs and teaching strategies for their own students.

The purpose of education has been debated in recent years, especially surrounding its curriculum and structure. In order to fully understand this discussion, the relationship between education and the labor market must be explored. Global Perspectives on Work-Based Learning Initiatives is a pivotal reference source that provides vital research on recent progress in selected countries across the globe in educational programs designed to better prepare students for the workforce through the use of work-related learning. While

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highlighting topics such as degree apprenticeships, integrated learning strategy, and economic development, this book is ideally designed for education administrators, professors, business and education professionals, academicians, researchers, and graduate-level students seeking current research on the relationship between the education and labor market.

A NEW YORK TIMES NOTABLE BOOK OF 2020 From award-winning higher education journalist and New York Times bestselling author Jeffrey Selingo comes a revealing look from inside the admissions office—one that identifies surprising strategies that will aid in the college search. Getting into a top-ranked college has never seemed more impossible, with acceptance rates at some elite universities dipping into the single digits. In *Who Gets In and Why*, journalist and higher education expert Jeffrey Selingo dispels entrenched notions of how to compete and win at the admissions game, and reveals that teenagers and parents have much to gain by broadening their notion of what qualifies as a “good college.” Hint: it’s not all about the sticker on the car window. Selingo, who was embedded in three different admissions offices—a selective private university, a leading liberal arts college, and a flagship public campus—closely observed gatekeepers as they made their often agonizing and sometimes life-changing decisions. He also followed select students and their parents, and he traveled around the country meeting with high school counselors, marketers, behind-the-scenes consultants, and college rankers. While many have long believed that admissions is merit-based, rewarding the best students, *Who Gets In and Why* presents a more complicated truth, showing that “who gets in” is frequently more about the college’s agenda than the applicant. In a world where thousands of equally qualified students vie for a fixed number of spots at elite institutions, admissions officers often make split-second

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decisions based on a variety of factors—like diversity, money, and, ultimately, whether a student will enroll if accepted. One of the most insightful books ever about “getting in” and what higher education has become, *Who Gets In and Why* not only provides an usually intimate look at how admissions decisions get made, but guides prospective students on how to honestly assess their strengths and match with the schools that will best serve their interests.

This handbook provides an overview of workplace learning from a global perspective.

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