

Innováció, kutatás, pedagógusok HuCER 2017

*Eötvös Loránd Tudományegyetem Pedagógiai és Pszichológiai Kar
Budapest, Kazinczy utca 23-27.*

2017. május 25-26.

A rendezvény szervezői:



Eötvös Loránd Tudományegyetem Pedagógiai és Pszichológiai Kar

A rendezvény társszervezői:

Eötvös Lóránd Tudományegyetem
Magyar Tudományos Akadémia Nevelésszociológia Albizottsága
KulturÁsz Közhasznú Egyesület, Debrecen



Magyar Tudományos Akadémia
Nevelésszociológia Albizottsága

4. Teacher Education Research – 213. terem

Moderator: Györi, János

Symeonidis, Vasileios: Europeanisation in teacher education: Perspectives of international policy experts and the case of Hungary

Deísi, Yunga: Professional Learning in Changing Times: An interprofessional overview

Réti, Mónika – Batár, Levente: Hungarian teachers' views about inquiry-based learning

Vass, Vilmos: Creative Leadership: From research to action

Takács-Miklósi, Márta – Lanskey, Caroline: Citizenship education for young people in secure institutions in Hungary and in the UK

Boros, Julianna: „Roads leading to education” – Social mobility of Gipsy/Roma adults

5. A digitális generáció és az iskola – 214. terem

Szekcióvezető: Buda András

Molnár György – Pap Dalma: Generációk tanulása a digitális korban – Újgenerációs módszertani megközelítések és okoseszközök alkalmazása a tanítás-tanulás folyamatában

Fehér Péter: IKT eszközök – 12 éven aluliaknak nem ajánljuk?!

Mrázik Julianna: Digitáliskompetencia-fejlesztés a tanári felkészítésben – egy mintakurzus bemutatása

Czékman Balázs – Barnucz Nóra: Mobiltechnológiával támogatott idegennyelv-oktatás hatékonyságának vizsgálata tanórán

Bíró Kinga: Augmentált tanulási környezetek bevezetésének módszertani és technikai lehetőségei

6. Egyházi iskolák és társadalmi funkciók – 216. terem

Szekcióvezető: Pusztai Gabriella

Inántsy Pap Ágnes: Felekezeti iskolaválasztók egy megyeszékhely négy különböző egyházi fenntartású alapfokú oktatási intézményében

Bacsikai Katinka – Iván Nikoletta: Az egyházi általános iskolák felekezetenkénti leíró jellemzése a 2011-es bővülés előtti és utáni időszakban

Tódor Imre: Iskolaválasztás a racionális döntések elmélete alapján

Pusztai Gabriella: Vallásosság és tanulmányi eredményesség

Péntek 13.00–14.30

1. Szakképzés-pedagógia és szakmai továbbképzés – 203. terem

Szekcióvezető: Tóth Péter – Holik Ildikó

Füzi Beatrix – Suplicz Sándor: A tanári munka minősége különböző nézőpontokból

Végh Ágnes – Zimányi Krisztina: Oktatás-módszertani eszközök használata és fejlesztési lehetőségei a Budapesti Gazdasági Egyetemen

Simonics István: Prezentációk alkalmazási lehetősége a mentortanárok munkájában

Nikitscher Péter: Az akkreditált pedagógus-továbbképzések szerkezete és illeszkedése a pedagógusok továbbképzési igényeihez

Tomory Ibolya: Interkulturális dimenziók és kooperatív tanulás: egy ausztrál példa

Pogátsnik Monika: A pályakötődés és a pályaeérdeklődés alakulása a műszaki szakgimnáziumi tanulók körében

2. Neveléstörténet II. Iskolák, intézménytípusok, források – 206. terem

Szekcióvezető: Ozsváth Judit

Takács Zsuzsanna Mária: Egy zárda iskoláinak fejlődése a dualizmus korában

Rébay Magdolna: Arisztokraták a budapesti evangélikus gimnáziumban a dualizmus korában

Vörös Katalin: A felső ipariskolák társadalmi összetétele és helye a dualizmus kori iskolapiacra

Pusztafalvi Henriette: Az óvodai nevelés, mint a szociális gondoskodás színtere a két világháború közötti időben Magyarországon

Molnár-Kovács Zsófia: A tankönyvkutatások dualizmus kori forrásai. Egy kutatás tapasztalatai

Endrődy-Nagy Orsolya: A Gyermekekörtörténeti ikonográfia – a képtudomány és a neveléstudomány házassága?

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Faculty of Education and Psychology

Professional Learning in changing times: An inter-professional overview

Deisi Yunga

Over the past decades, a number of studies have demonstrated overwhelming evidence that a great amount of learning takes place within the working context (Marsick and Watkins, 1990; Graham and Cheetman, 2001; Eraut, 2004). The results of these studies have been instrumental in legitimizing the concept of workplace learning. Today, across various governmental, educational and corporate sectors, the workplace is widely recognized as one of the primary places where learning occurs (Graham and Cheetman, 2001; Eraut, 2004). This trend has been observed internationally (Boud and Garrick, 2001), as well as within the European Union (European Commission, 2013).

Research on workplace learning is crucial, as it supports policies and practices associated with social and economic growth in the context of global competition (Chisholm & Fennes, 2006; European Commission, 2013). As such, research on workplace learning is necessary to further improve initiatives related to education, occupational productivity and the economy. Moreover, researching workplace learning additionally benefits individual learning experiences within the above stated contexts.

Firstly, within the educational sphere, workplace learning is a strong part of lifelong learning since up to 80% of adult learning takes place in a working environment (Cacciattolo, 2015)

Secondly, workplace learning plays a significant role within corporate environments. As workplace learning practices and initiatives are closely linked to productivity, they have a large impact on the development of the worker (Boud & Garrick, 2001; Ashton and Sung 2002). As well, in being exposed to learning-rich environments within the workplace, the worker is more likely to react positively to career development opportunities, like education and training (Brown et al., 2010, as cited in Sweet 2013). Such career developments ultimately help to reduce employee errors, while introducing advanced technology, and enhancing workers' employability. Notably, an increased employability profile enables workers to meet market skill shortage needs more readily (Panagiotakopoulos, 2011, p. 358).

Furthermore, in the interest of increasing levels of worker performance and productivity, the corporate sphere has frequently sought to enhance the worker's effectiveness through workplace learning. It is important to observe that, in this way, workplace learning can be conducted through both formal and informal means.

Certainly, formal training is a vital element of workplace learning. To that end, governments and corporations invest considerably in promoting on-the-job training (Booth, 1991). However, *positive transfer of training*¹ does not always occur optimally, with only 10 to 15 percent of the employee training results transferring to the workplace context (Broad & Newstrom, 1992; Burke & Baldwin, 1999; Fecteau, Dobbins, Russell, Ladd, & Kudisch, 1995 as cited in Cromwell and Kolb, 2004, p. 450). That is, this kind of formal, on-the-job training accounts for a very low percentage of the total skills, knowledge and attitudes gained in an occupational training situation. Indeed, if even 15% of formal, on-the-job training is successfully transferred to the actual workplace, then the remaining knowledge and skills acquired through informal learning is shown to be of dramatic importance.

Therefore, in light of the previous paragraphs, it can be hypothesized that informal learning in the workplace is crucial to enhancing performance through professional learning and development.

¹ Positive transfer of training is defined as the degree to which trainees effectively apply the knowledge, skills, and attitudes gained in a training context to the job (Newstrom, 1986 as cited in Cromwell and Kolb, 2004, p. 450).

Professional learning must be considered in relation to the contextual factors and complexities of each profession to be studied. A final consideration must be made in examining the perception of professional learning, especially as it pertains to workplace dynamics and characteristics.

Workplace learning, as contextualized through the professional development of educators has been widely researched in recent years. However, available studies in the field primarily analyze the process of professional development within a very specialized school context. These studies largely ignore the professional learning of the individuals belonging to other professions and my dissertation intends to fill this gap.

For instance, I decided to start with a general exploration of professional learning.

Purpose

The purpose of this paper is to present the findings of the first year of my study on professional development in teaching and in other professions. This presentation for HUCER 2017 has two aims, first of all, it makes an exploration of current definitions of professional learning and, second of all, makes a description of the elements that might affect professional learning with a specific emphasis on the workplace.

This part of my study is solely theoretical.

Keywords: Professional learning, inter-professional, workplace learning

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