

Contents

1	Introduction	1
	Background	1
	Heidegger?	2
	Chapter 2: Work-Based Learning as a Field of Study	4
	Chapter 3: Learning as Knowledge of Being-in-the-World	5
	Chapter 4: Dwelling at Work: A Place Where Vocation and Identity Grow?	5
	Chapter 5: What Is Work? A Heideggerian Insight into Work as a Site for Learning	5
	Chapter 6: Heidegger, Time, Work and the Challenges for University-Led Work-Based Learning	6
	Part II—Issues in Work-Based Studies	6
	Chapter 7: Assessment and Recognition of Work-Based Learning	6
	Chapter 8: Quality in Work-Based Studies: Not Lost, Merely Undiscovered	7
	Chapter 9: Adopting Consumer Time: Potential Issues for Higher Level Work-Based Learning	7
	Chapter 10: The Concept of Boredom: Its Impact on Work-Based Learning	7
	Chapter 11: Practical Wisdom and the Worker Researcher	8
	Chapter 12: Carrying Out Phenomenological Research in the Workplace	8
	Chapter 13: The Recession and the World of Work-Based Studies	8
Part I	Context	
2	Work-Based Learning as a Field of Study	11
	WBL: Roots in the Ancients	12
	Understanding Work-Based Learning	13
	Developing a Notion of Field for Work-Based Learning	14
	A Fuller Heideggerian Understanding	20
3	Learning as Knowledge of Being-in-the-World	23
	Capability, Potential and Actualization	24
	The Unconcealment of Being Through Learning	26

The Concealment of Representational Thinking	27
Existential Reflection	29
Pedagogy of <i>Praxis</i>	31
Summary	32
4 Dwelling at Work	35
Phronesis	36
Technical Skill or the Embracing of a Craft—Turning to Heidegger . .	38
The Tension Between Workplace Identity and Dispositions of Democracy	41
What Is the Evidence?	42
5 What Is Work? A Heideggerian Insight into the Workplace as a Site for Learning	47
Understanding the Meaning of the Workplace	48
Structuring	49
The Equipmental Nature of the Workplace	51
Defining Work and the Worker	53
Marcuse	56
Arendt	57
Technological Way of Being	58
The Worker	59
Summary	62
6 Heidegger: Time, Work and the Challenges for University-Led Work-Based Learning	63
Heidegger and His Phenomena of Time	64
Heidegger and His Phenomena of Historicity	68
The Worker and the Labourer in the Age of Technology: Heidegger's Use of Jünger's Works	70
Questioning Temporality and Seeking an Originary Future	73
Part II Issues in Work-Based Studies	
7 Assessment and Recognition of Work-Based Learning	79
The Temporality of the Known: A Fore-Structure and Foreclosure of Assessment	80
Tacit Knowledge	81
Evidence	81
Disclosing Educational Possibilities, Not Assessing	84
Explicitness of Learning	86
Phenomenological Interpretations	89
8 Quality in Work-Based Studies Is Not Lost, Merely Undiscovered .	93
Quality and Work-Based Learning	94
Quality in Our Everydayness from a Heideggerian Perspective	96
Quality Undisclosed	97

A Conscience?	99
The Desire for Disappearance	100
9 Adopting Consumer Time: Potential Issues for Higher Level Work-Based Learning	103
Consumerism and the Changing Notion of Time	104
Higher Level Work-Based Learning	106
Heidegger Once Again	107
Summary	109
10 The Concept of Boredom: Its Impact on Work-Based Learning	111
Moods	112
Heidegger and the Experience of Boredom	114
Three Explorations: Bored-by, Bored-with and Profound Boredom	120
Bored-by	120
Bored-with	121
Profound Boredom	122
Summary	123
11 Practical Wisdom and the Workplace Researcher	125
The Skills of Workplace Researchers	128
Practical Enquiry	130
The Purpose of the Action	131
The Means to Be Able to Act	132
The Feasibility of the Act	133
Determinate Timing	133
Respect for Others	134
Research Ethics: Gratitude	135
Summary	138
12 Doing Phenemological Research in the Workplace	139
Setting the Scene for the Vignettes	141
Vignettes	142
Vignette 1	142
Vignette 2	145
Vignette 3	146
Summary	146
13 The World of Work-Based Studies and the Recession	149
Learning	149
Capability	151
The Workplace as a Learning Environment	152
A Generalized Anxiety	153
References	155
Author Index	169
Subject Index	173