

studien zur berufs- und weiterbildung
studies in vocational and continuing education
band / vol. 2

the magical properties of workshop learning

liv mjølde

peter lang

Table of Contents

Preface	13
---------------	----

PART ONE

*The Only Constant is Change:
On the Development and Contradictions
in Norwegian Vocational Education*

CHAPTER 1

Work, Learning, and Vocational Education	19
New Concepts: The Pedagogy of Professions, Vocational Didactics, and Vocational Pedagogy	21
Learning Traditions in Vocational Education: Workshop Learning	23
Conflicts between Different Learning Traditions.....	25
Learning from One's Own Experience at Vocational School	26
Research into the Vocational Sector.....	29
Learning in Terms of Vocational Didactics	32
The Chapters in this Book	34

CHAPTER 2

Reform 94: Was the Way Forward the Way Back?.....	37
Ideals and Realities: The Integration of Vocational Schools and the Gymnasium.....	38
The Integration of the Governing Body: The Council on Upper Secondary Education	40
The New Upper Secondary School: Different Traditions Meet.....	41
The Renaissance of the Apprenticeship Scheme	43
Special Features of Vocational Education.....	44

School-Based Learning Traditions in Crafts and Industry	45
The Vocational and the General Fields in the Development of Vocational Education within the School System	48
After Reform 94: Now What?	51
The Relationship between Practical Subjects and General Subjects in Vocational Education	52
Two Different Ways of Organizing Learning	54
The Road Forward to Higher Studies and Vocational Competence for All	57
CHAPTER 3	
What Do I Need Theory For? I'm Going to Be a Printer	61
Learning at School and Learning at Work.....	61
From Education for the Elite to Education for All	63
How the Apprentices Experience the Dilemmas	68
What Do I Need Theory For? I'm Going to Be a Printer	70
Meaning, Motivation, and Learning	74
Workshop Learning: How Does It Really Work?	77
CHAPTER 4	
Learning and Meaning in Vocational Education:	
Lev Vygotsky and John Dewey on Vocational Pedagogy	85
The Organization of Teaching in Vocational Education	85
Lev Vygotsky and Vocational Pedagogy	90
John Dewey and Vocational Pedagogy	96
Paradoxes and Dilemmas	100

CHAPTER 5

Working Life as a Learning Arena	107
Traditions of the Workplace as a Learning Arena in Vocational Education	110
Apprentices' Experiences in Working and Learning	115
Apprenticing	116
Reform 94 and the Workplace as Learning Arena	119

PART TWO

Gender and Skills in Vocational Education

CHAPTER 6

Dinner through Text: A Social History of How Home Economics Teaching Entered the School System.....	125
Home Economics and the Era of Scientific Optimism.....	125
Norway the Poor, Anno 1890.....	127
Two Pioneer Women: Dorothea von der Lippe Christensen and Helga Bernadine Helgesen	128
The First Textbook Produced for Practical Application.....	133
Dinner through Text	134
The Cookbook as Life-Style Counselling	135
The School Kitchen as a Learning Arena.....	137

CHAPTER 7

From Factory and Housework to Oil and Caring: Changes in Girls' Education in the Vocational Fields during the Years of <i>Reform 94</i>	141
Gender Traditions in Vocational Programmes	144
Reform 94 and the Move in the Opposite Direction.....	147
The Expansion of Statutory Apprenticeships in Fields New to Women.....	150
Conclusion.....	153

CHAPTER 8

Women and Apprenticeship: Industrial, Technological, Skills- and Gender-Related Changes in the Printing Industry in Norway ...155

The Background of the Apprentices and Their Vocational Training	158
Gender and Skills on the Factory Floor.....	162
Is Social Competence a New Productive Factor on the Shop Floor?	166

PART THREE

Workshop Learning, How Does It Really Work?

CHAPTER 9

Bridging Praxis and Research: Vocational Teachers on the Journey from Work to Learning, from Learning to Work.....175

Vocational Teachers, Their Background and Specific Assumptions about Learning	177
Time and Place, a Learning Fellowship	182
‘Learning by Doing’ While Writing a Masters Thesis	184
Counselling as Tailor-made Communication.....	189
Learning through Activity and ‘the Zone of Proximal Development’	191
Conclusion.....	192

CHAPTER 10

Workshop Learning and the Education of the Future.....195

Conclusion.....	201
-----------------	-----

Bibliography	205
--------------------	-----

Index	223
-------------	-----