

Call for Papers

TVET@Asia Issue 17: www.tvet-online.asia

Self-reliant learning by implementing work-based and work-related learning approaches

Whereas the demand for highly qualified personnel is constantly increasing, the lack of adequate and appropriate qualification measures that foster self-reliant learning competence and enable (future) skilled workers to meet the requirements in the real work process becomes evident. Additionally, in today's complex world of work and very lean forms of work organization, the requirements not only include professional competences but also further dimensions such as social and personal competencies (e.g. teamwork, communication, problem solving etc.) (Spöttl, Loose, & Becker 2020). In order to address those challenges, limiting TVET to theory-based and input-oriented learning is insufficient - rather it needs to be intertwined with experiential and informal learning in real work situations. As one consequence, the concept of work-based learning – where the place of work becomes a learning venue is increasing in importance in the discussion of international TVET research in terms of initial and continuing vocational education and training. Hence, not only formal learning arrangements that are based on work-based learning such as the dual TVET model but also informal and non-formal learning that facilitate competence development need to be taken into consideration.

So far, no detailed analyses or comprehensive reviews of models and approaches to work-related learning have been conducted, although common ground can be found that it includes in-company and outside of the company as well as school-based learning that relate to work and work-processes (Schröder & Dehnbostel, 2019)). With respect to the learning organization, the relationship between the place of learning and the place of work can be distinguished by the following three models:

- In *work-integrated learning*, the place of learning and the workplace are identical. Learning takes place at the workplace or in the work process and the demands of the work-processes are core issues of learning. The question, how learning might be organized and integrated in work-processes could be one of the discussed questions.
- In the case of *work-connected learning*, the learning venue and the workplace are spatially separated, but linked in terms of work organization (e.g. learning bay or work- and learning tasks).
- *Work-oriented learning* takes place at formal learning sites. The learning takes place by the simulations of work organization, work tasks and processes (e.g. learning factory or project learning) (Dehnbostel & Schröder 2017).

The editors invite authors with an interest in work-based or work-related learning in terms of initial and continuing vocational education and training to contribute to this 17th issue of TVET@Asia. We encourage submissions regarding different approaches to enhance competence development emphasizing action and experiential learning as well as self-regulation processes of the learner to meet the current demands in terms of qualified employees for today as well as the future of work.

The articles (10-15 pages) may be research-, practice- or policy-based.

Authors:

Open to any interested author.

Timeline:

1. Please send an **abstract** of no more than 250 words, a short CV/profile (half page) and a list of selected publications to the editorial board via issue17@tvet-online.asia by **May 3rd, 2021**; Please use “**form-abstract_tvet-online.docx**” and “**profile.docx**” which you find with other forms for download at <http://www.tvet-online.asia/preview>
2. Notification of abstract acceptance: **May 10th, 2021**
3. Submit a **full draft paper** by **June 10th, 2021**;
4. Notification of acceptance and peer review until **June 24th, 2021**
5. Send the **finalised and formatted paper** by **July 18th, 2021**
6. Tentative publication date: **July 31st, 2021**

We look forward to receiving your contributions.

Sincerely yours,

Editors, Issue 17

Prof. Dr. Dr. h.c. Georg Spöttl, Assoc. Prof. Dr. Badaruddin Bin Ibrahim, Dr. Surewan Rajchasom, Sarah Pinnow

References

Schröder, T. & Dehnbostel, P. (2019). Enhancing Permeability between Vocational and Tertiary Education through Corporate Learning. In: McGrath, S.; Mulder, M.; Papier, J. & Stuart, J. (Eds): Handbook of Vocational Education and Training. Cham: Springer. S. 1-24.

Dehnbostel, P. & Schröder, T. (2017). Work-based and Work-related Learning – Models and Learning Concepts. In: TVET@Asia, 9. Online: <http://tvet-online.asia/issue/9/dehnbostel-schroeder-tvet9/> (retrieved 25.01.2021).

Spöttl, G., Loose, G., & Becker, M. (2020). Work-Process Based Development of Advanced Detailed Curricula. Vocational Education and Training: Research and Practice, Vol. 16. Berlin: Peter Lang.

The following files are to **download** at <http://www.tvet-online.asia/preview>:

> the **template** for the **article** [template_TVETAsia_i17.docx](#)

> the form for the **abstract** [form-abstract_tvet-online.docx](#)

> the full **Call for Papers** for Issue 17: [CfP_Issue-17_TVETAsia.pdf](#)