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	Nota di contenuto	Section 1 Provision and integration of work experiences within vocational education -- 1 Integration between school and work: Developments, conceptions and applications -- 2 Student readiness and the integration of experiences in practice and education settings -- 3 Work experience and VET: Insights from the connective typology and the recontextualisation model -- 4 Varieties of "Duality": Workbased learning and vocational education in international comparative research -- Section 2 Integrating work experiences within vocational education: Empirical cases -- 5 Integration of learning in educational institutions and workplaces: An Australian case study -- 6 Learner agency and the negotiation of practice -- 7 Integration for holistic development of apprentices' competences in Finland -- 8 Variations in Implementing the Dual VET System: Perspectives of Students, Teachers and Trainers

in the Certified Trades in Iceland -- 9 Work-integrated learning in Aotearoa/New Zealand: Diversity, biculturalism and industry-led -- 10 Even better than the real thing: Practice-based learning and vocational thresholds at work -- 11 ePortfolios as hybrid learning arenas in vocational education and training -- 12 Development of vocational skills through integration of practical training periods in school based vocational education in Norway -- 13 Spaces and spaces 'in between' - relations through pedagogical tools and learning -- 14 Creation of workplace learning paths in school based apprenticeships -- 15 Integration between school and work: Changes and challenges in Swedish VET 1970-2015 -- 16 Success factors for fostering the connection between learning in school and at the workplace: The voice of Swiss VET actors -- 17 Concepts, purposes practices of integration across national curriculum -- 18 Considerations for integration of students' experiences.

Sommario/riassunto	This book draws on experiences from a range of vocational education systems in different nation states and re-examines the purpose of providing experiences outside educational institutions; the kinds and extent of those experiences; and efforts made to ensure the integration of students' experiences across sites. Analyses of the various vocational education systems, their purposes and practices across nations, and challenges experienced by different stakeholders illustrate different approaches to the integration of learning at different sites. The book includes a consideration of what constitutes the integration and reconciliation of experiences, and their attendant educational implications. This extends an appraisal of the concepts of integration, reconciliation, curriculum and work readiness, each of which has a range of connotations. Integration or reconciliation is differentiated from transfer of learning, which is commonly based on simple assumptions that the educational institutions will provide theory and that the workplaces will provide practice from the workplaces, and that the two can be easily linked by students. The contributions from different nation states clearly demonstrate that integration is a collaborative process and requires the agency of stakeholders operating at global, national and specific learning site levels.