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Altri autori (Persone)	Zlatkin-TroitschanskaiaOlga
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Nota di contenuto	Preliminary Material / Klaus Beck and Olga Zlatkin-Troitschanskaia -- Defining a Learning Theory Linked to Instructional Theory / Robert D. Tennyson -- Universities as a Place of Self-Regulated Vocational Education and Training / Marold Wosnitza , Balthasar Eugster and Kerstin Helker -- Trainability, Vocational Skills and Employability / Jürgen van Buer and Gritt Fehring -- Professional Role Requirements and Universal Morals / Klaus Beck -- Situationism in Business Education – Are Situations the Smallest Didactical Units? / Thomas Bienengräber -- Basic Competencies as Determinants of Success in Commercial Apprenticeships / Susan Seeber and Rainer Lehmann -- Assessing the Value of Knowledge, Skills, Attitudes, Motivation and Emotion from a Pedagogical and an Economic Perspective / Fritz Klauser and Juliana Schlicht -- What Can Research on Technology for Learning in Vocational Educational Training Teach Media Didactics? / Stefanie A. Hillen -- Technical Discussions as Supportive Interventions in the Process of Constructivist Teaching and Learning / Alfred Riedl and Andreas Schelten -- Social Media: Potentials and Challenges for Vocational Education / H.-Hugo Kremer -- The Inferential Construction of Knowledge in the Domain of Business and Economics / Gerhard Minnameier -- Work-Study Programs for the Formation of Professional Skills / Wim J. Nijhof and Cindy Poortman -- Improving the Professional Competence of Low-Achieving Apprentices / Kerstin Norwig , Cordula

Petsch and Reinhold Nickolaus -- Structuring and Detecting Competence / Andreas Frey and Jean-Jacques Ruppert -- Non-Cognitive Facets of Competence / Detlef Sembill , Andreas Rausch and Kristina Kögler -- Adaption of the TSRQ for Financial Behavior / Nina Bender and Daniela Barry -- Diagnostic Competence of (Prospective) Teachers in Vocational Education / Eveline Wuttke and Jürgen Seifried -- Standardizing Oral Examinations in Vocational Education and Training / Christoph Metzger -- Evaluation – Reform – Advancement? / Peter Nenniger -- Assessing Research on School Leadership in Germany from an International Perspective / Julia Warwas and Ralf Tenberg -- Teachers' Evidence-Based Actions / Olga Zlatkin-Troitschanskaia , Jana Seidel and Martin Stump -- Is the German Qualifications Framework an Instrument that Contributes to Permeability and Progression Within the VET System? – An International Perspective / Thomas Deissinger.

Sommario/riassunto

Accelerated substantial progress regarding many fields of production and services imposes pressure upon the labor market. Employers are desperately looking for skilled workers in nearly all technological fields. All over the world this pressure reaches the national systems of vocational education and training. Along with the output orientation turn new standards are imposed, forcing firms and schools to make every endeavor to improve and remodel their programs as well as their practices to reach more and more ambitious goals. To be successful they need the results of scientific research from which they demand reliable information on methods to diagnose the state and learning progress of students and on means to foster and promote competencies of heterogeneous groups of learners. The book offers 22 state-of-the-art articles covering the central fields of vocational education and training and reporting on new and adequate ways to deal with these challenges.
