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Nota di contenuto	CHAPTER 1 An introduction to Francophone perspectives of learning through work, Laurent Filliettaz & Stephen Billett -- CHAPTER 2 Conceptualising and connecting Francophone perspectives on learning through and for work, Laurent Filliettaz, Stephen Billett, Etienne Bourgeois, Marc Durand & Germain Poizat -- SECTION I: CONCEPTUALISING THE LINKS BETWEEN LEARNING AND PRACTICE -- CHAPTER 3 Stimulating dialogue at work: the activity clinic approach to learning and development, Laure Kloetzer, Yves Clot & Edwige Quillerou-Grivot -- CHAPTER 4 Learning by participating: a theoretical configuration applied to French cooperative day care centres, Gilles Brougère -- CHAPTER 5 Learning to use tools: a functional approach to action, Blandine Bril -- CHAPTER 6 Learning through interaction with

technical objects: From the individuality of the technical object to human individuation, Germain Poizat -- CHAPTER 7 Learning as transforming collective activity through dialogical inquiries, Philippe Lorino -- CHAPTER 8 An 'on-the-go' approach to dealing with organizational tensions, Frédéric Matte & François Cooren -- CHAPTER 9 Discussion: francophone approaches to learning through practice, Geoffrey Gowlland -- SECTION II: CONCEPTUALISING THE LINKS BETWEEN TRAINING AND WORK -- CHAPTER 10 Vocational Didactics: Work, Learning and Conceptualization, Patrick Mayen -- CHAPTER 11 An activity-centred approach to work analysis and the design of vocational training situations, Marc Durand & Germain Poizat -- CHAPTER 12 Activity analysis and workplace training: an ergonomic perspective, Sylvie Ouellet & Nicole Vézina -- CHAPTER 13 University-corporate partnerships for designing workplace curriculums: the case of a French work-integrated training program at tertiary level, Laurent Veillard -- CHAPTER 14 Learning through verbal interactions in the workplace: the role and place of guidance in vocational education and training, Laurent Filliettaz, Isabelle Durand & Dominique Trébert -- CHAPTER 15 Transmission and individuation in the workplace, Etienne Bourgeois, Julie Allegra & Cécilia Mornata -- CHAPTER 16 On the articulation of training and work: insights from Francophone research traditions, Simone Volet -- CHAPTER 17 Understanding learning for and through work: Contributions from Francophone perspectives, Stephen Billett, Ray Smith and Charlotte Wegener.

Sommario/riassunto

This book generates a comprehensive account of ways in which practice-based learning has been conceptualized in the Francophone context. Learning for occupations, and the educational and practice-based experiences supporting it are the subject of increased interest and attention globally. Governments, professional bodies, workplaces and workers are now looking for experiences that support the initial and ongoing development of occupational capacities. Consequently, more attention is being given to workplaces as sites for this learning. This focus on learning through work has long been emphasised in the Francophone world, which has developed distinct traditions and conceptions of associations between work and learning. These include ergonomics and professional didactics. Yet, whilst being accepted and of long standing in the Francophone world, these conceptions and traditions, and the practices supporting them are little known about or understood in the Anglophone world, which is the dominant medium for scientific and educational discussion. This book addresses this problem through drawing on accounts from France, Switzerland and Canada that make accessible and elaborate these traditions, conceptions and practices through examples of their applications to occupationally related learning. These accounts offer variations and culturally-specific developments of these traditions, but collectively emphasize a preoccupation with how both work and learning need to be understood through situated considerations of persons enacting their work practice. In this way, they offer noteworthy and worthwhile contributions to contemporary global considerations of learning through work. "This book is most important for our community, not only for the workplace learning community, but for the whole field of educational, psychological and pedagogical science." Professor Hans Gruber, EARLI President from 2015 to 2017<