

1. Record Nr.	UNINA9910488705803321
Autore	Chan Selena
Titolo	Digitally enabling 'Learning by doing' in vocational education : enhancing 'Learning as becoming' processes // Selena Chan
Pubbl/distr/stampa	Gateway East, Singapore : , : Springer, , [2021] ©2021
ISBN	981-16-3405-X
Descrizione fisica	1 online resource (120 pages)
Collana	SpringerBriefs in education
Classificazione	DL 7000
Disciplina	370 370.1130285
Soggetti	Berufsschule Neue Medien Computerunterstütztes Lernen Vocational education - Computer-assisted instruction Formació professional Ensenyament assistit per ordinador Aprenentatge actiu Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- Preface -- Acknowledgements -- Contents -- 1 Supporting Practice-Based Learning with Digital Technologies -- 1.1 Introduction -- 1.2 Rationale for Better Understanding How to Digitally Support Practice-Based Learning -- 1.3 The NZ Context -- 1.3.1 Pre-COVID-19 -- 1.3.2 During COVID-19 -- 1.3.3 Present Initiatives -- 1.4 Challenges Posed by Shifting Practice-Based Programmes to Digitally Enabled Learning -- 1.4.1 The Need for 'Hands-On' Learning -- 1.4.2 Multimodalities of Practice-Based Learning -- 1.5 Overview of Chapters -- 1.6 Conclusion -- References -- 2 'Learning as Becoming' and Processes of 'Learning to Become' and the Role of Technology-Enhanced Learning (TEL) to Support the Process -- 2.1 Introduction -- 2.1.1 How Learning as Becoming Occurs Through Learning to Become -- 2.1.2 The Holistic Nature of 'Learning to Become' a Craftsperson --

2.1.3 Supporting Learning Through Feedback -- 2.1.4 The Roles of Digital Technology in Supporting Feedback -- 2.2 Conclusion -- References -- 3 Technology-Enhanced Learning (TEL) in VET: Theories and Approaches to the Present -- 3.1 Introduction -- 3.2 Key Theories Relevant to TEL -- 3.3 Theories of Learning -- 3.3.1 Behaviourism -- 3.3.2 Cognitivism -- 3.3.3 Constructivist Learning Theories and VET -- 3.3.4 Constructivism and VET -- 3.3.5 Contemporary Learning Theories -- 3.3.6 Practice-Based Learning Pedagogies -- 3.4 Practice-Based Learning and TEL -- 3.4.1 Using Video to Support Practice-Based Learning -- 3.5 Conclusion -- References -- 4 The Future of Work and How It Impinges on 'Learning as Becoming', TEL and VET Pedagogy -- 4.1 Introduction -- 4.2 Future of Work -- 4.3 Challenges of Attaining Occupational Identity in a Fast-Changing World -- 4.4 Responses to the Challenges Posed by the Future of Work -- 4.4.1 Industry 4.0 -- 4.4.2 Education 4.0 -- 4.4.3 Vet 4.0. 4.5 TEL and the Future of Work -- 4.6 Pre-requisites for Engaging with TEL Practice-Based Learning -- 4.6.1 Literacies Required to Engage with Digitally Enabled Learning -- 4.6.2 Aspects of Digital Equity -- 4.7 Learning Design -- 4.7.1 Learning Design Processes and Principles -- 4.8 Conclusion -- References -- 5 VET Learning Approaches for Industry 4.0 -- 5.1 Introduction -- 5.2 VET Skills, Knowledge, and Dispositions -- 5.3 Project-Based Learning -- 5.3.1 Defining Project-Based Learning -- 5.4 Extending Project-Based Learning to Include Inquiry and Problem-Based Learning -- 5.4.1 Inquiry-Based Learning -- 5.4.2 Problem-Based Learning -- 5.4.3 Individual or Team-Based Learning -- 5.5 Importance of Personalised Learning Environments for VET -- 5.6 Authentic Learning When Access to f2f Learning Is Not Possible -- 5.6.1 Video and Its Contribution to VET -- 5.6.2 Simulations-A Continuum -- 5.6.3 Simulations When Physical Learning Spaces Are Not Accessible -- 5.7 Applying the Push-Connect the Dots-Pull Framework to Practice-Based Learning -- 5.8 Conclusion -- References -- 6 TEL Supporting VET into Industry 4.0 -- 6.1 Introduction -- 6.2 The Aspect of Flexible Learning -- 6.3 TEL Structure for Teaching and Learning -- 6.3.1 Blended Learning -- 6.3.2 Digitally Enabled Learning When F2f Contact Is Not Available -- 6.3.3 Mobile Learning -- 6.3.4 Non-tech and 'mblend' VET Distance Learning -- 6.4 Learning Design for Digitally Enabled Delivery When F2f Learning Is Not Possible -- 6.4.1 Learning Activities for Digitally Enabled Learning -- 6.5 Assessments for Distance Learning -- 6.5.1 eAssessments for Learning -- 6.5.2 eAssessment of Learning -- 6.6 Conclusion -- References -- 7 Implementing TEL in VET 4.0 and Future Possibilities -- 7.1 Introduction -- 7.2 Overview of Model of Learning -- 7.2.1 Rationale for the Incorporation of Flexible Learning. 7.3 Recommendations -- 7.3.1 Preparation and Preparedness -- 7.3.2 Learning Design -- 7.4 Future Possibilities -- 7.4.1 Augmented, Virtual, Mixed, and Extended Reality (AR/VR/MR/XR) -- 7.4.2 AR/VR/XR/MR and VET -- 7.4.3 Adaptive Learning and PLEs into the Future -- 7.5 Summary of the Key Themes -- 7.6 Conclusion -- References -- Glossary.

---