

- | | |
|-------------------------|--|
| 1. Record Nr. | UNICAMPANIAVAN00290346 |
| Autore | Cavicchio, Federica |
| Titolo | Emotion Detection in Natural Language Processing / Federica Cavicchio |
| Pubbl/distr/stampa | Cham, : Springer, 2025 |
| Descrizione fisica | X, 105 p. ; 24 cm |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| 2. Record Nr. | UNINA9910878044303321 |
| Autore | Rauner Felix |
| Titolo | Handbook of Fundamentals of Modern Vocational Education : Shaping the World of Work |
| Pubbl/distr/stampa | Singapore : , : Springer, , 2024
©2024 |
| ISBN | 9789819709878
9789819709861 |
| Edizione | [1st ed.] |
| Descrizione fisica | 1 online resource (1248 pages) |
| Disciplina | 370.113 |
| Soggetti | Vocational education
Educational change
Formació professional
Reforma de l'educació
Llibres electrònics |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Nota di contenuto | Intro -- Foreword1 -- Preface to the Second Edition -- Contents -- About the Author -- Introduction -- Work-Technology-Vocational Training: Deciphering and Shaping a Connection -- 1 Shaping Work |

and Technology: A Cooperation Program Between Science and Practice -- 1.1 Designing Work and Technology: A Cooperation Program Between Science and Practice Emerges -- 1.1.1 "Work and Technology": An Unwieldy Topic for a Symposium -- 1.1.2 Issues and Results of the First Symposium on Work and Technology -- 1.1.3 Outlook -- 1.1.4 Categorical Framework for Interdisciplinary "Work and Technology" Research (Sachverständigenkommission Arbeit und Tech... -- 1.1.4.1 Technology -- 1.1.4.2 Work -- 1.1.4.3 Subjectivity and Social Development -- 1.1.4.4 "Wholeness" and Complexity -- 1.1.4.5 Design -- 1.2 Aspects of a Human-Ecological Technology Design -- 1.2.1 The Players in Technology Development -- 1.2.2 Technology and Its Application Require Criticism -- 1.2.3 The Problem Areas in Technology Design -- References -- 2 Industrial Development: The Future of Skilled Work -- 2.1 Introduction -- 2.2 Conundrums of Social Change -- 2.3 The Success Story of the Industrial Society -- 2.4 Crisis and Future of the Industrial Society -- 2.4.1 Differentiation of Social Spheres -- 2.4.2 Productivity Progress -- 2.5 Gainful Employment and Education -- 2.5.1 A Widening Gap Between the Education and Employment Systems -- 2.5.2 Solidarity Structures -- 2.6 Future of Skilled Labor -- 2.6.1 Professional Work Is Based on the Ability of Holistic Solution of Professional Tasks -- 2.7 Outlook -- References -- 3 Industry 4.0: And What Has Become of It -- 3.1 Socially Acceptable Technology Design -- 3.2 The "New Factory" -- 3.3 The Humane Factory -- 3.4 Alternative Development Paths -- 3.5 Perspective: The New Factory Is a Design Project. 3.6 Industry 4.0: The Computerization of Industrial Processes -- 3.6.1 The New Quality of 4.0 CIM -- 3.6.2 The Production Work of the Future -- 3.6.3 Industry 4.0 from the Perspective of Companies: Results of a Survey -- 3.7 Conclusion -- References -- 4 Automation, Work Process, Maintenance Skilled Work, and Curriculum -- 4.1 Automation Models -- 4.2 Work Processes in Automation Contexts -- 4.3 Substitution of Occupational Activities by Automation (Working World 4.0) -- 4.3.1 Problematic Structural Models of Professional Development -- References -- 5 Open Dynamic Professionalism and the Concept of Core Occupations -- 5.1 Open Dynamic Professionalism: On Overcoming a Fragmented Industrial Professional Tradition -- 5.1.1 "De-professionalization" or "New Professionalism"? -- 5.1.2 The Importance of Occupations and Vocational Training in the Transition from School to the World of Work -- 5.1.3 Vocational Training Planning: In Search of a Modern Vocational Concept -- 5.1.4 Reversal of Horizontal Division of Labor: The Example of Industrial Core Occupations in the Occupational Field Electrica... -- 5.2 Core Occupations: An Occupational Research Response to the Introduction of Business-Process-Oriented Corporate Structures -- 5.2.1 Conflicting Findings on the Qualification Requirements -- 5.2.2 Professional Identity as a Determinant of Professional Development -- 5.2.3 Automotive Mechatronics Technician: Pioneering Development of a Core European Occupation -- 5.2.4 Core Occupations as the Subject of Vocational Training Planning and Policy -- 5.2.4.1 The GAB Project -- 5.2.4.2 Expert Professional Workshops -- 5.2.5 Core Professions as an Expression of Modern Professionalism -- References -- 6 European Vocational Education and Training -- 6.1 Open Dynamic Core Professions: Pivot for European Vocational Education and Training. 6.1.1 A European Education Space -- 6.1.2 On the Constitutive Moments of the European Labor Market -- 6.1.3 Option: A Course Correction of European Vocational Training Policy -- 6.2 European Vocational Education and Training: A Prerequisite for the Free Movement of Workers Enshrined in EU Law -- 6.2.1 The Instruments of

the Copenhagen Process -- 6.2.2 Transparency Versus Harmonization -- 6.2.3 The Wrong Way to Create Transparency in Vocational Education: A Modularized Certification System -- 6.2.4 European Credit Transfer System for Vocational Education and Training: ECVET -- 6.2.5 Reference Framework for the Recognition of Qualifications -- 6.2.6 Europe Faces a Historic Decision -- 6.2.7 The New Commitment in European Education Policy -- 6.2.7.1 Professional Competence and Qualification Framework -- 6.2.7.2 Learning/Competence Levels -- 6.2.7.3 Skilled Labor Level -- 6.2.7.4 Operative Professionals -- 6.2.7.5 Strategic Professionals -- 6.2.7.6 Dimensions and Descriptors -- 6.3 Conclusion: A Problematic Course Needs a Fundamental Correction -- References -- 7 Roots of Vocational Development -- 7.1 Profession and Personality -- 7.2 The Occupational Form of Work in Industrial Production -- 7.3 Main Features of the Further Development -- 7.4 Strengthening Occupational Research Requires an Integrated and Development-Oriented Research Concept -- References -- Guiding Ideas and Theories of Design-Oriented Vocational Training -- 8 The Work-Oriented Turn in the Didactics of Vocational Education and Training -- 8.1 Introduction -- 8.2 The Program of Equivalence of General and Vocational Education and Its Implications for the Didactics of Vocational Learning -- 8.3 The Departure from the Subject-Systematic Curriculum: Design Competence as the Guiding Idea of the New Vocational Education -- 8.4 Conclusion -- References. 9 Enabling People to Help Shape the World of Work -- 9.1 Introduction -- 9.2 Act Versus Design -- 9.3 Technological Determinism Versus the Design of Work and Technology -- 9.4 Abstract Versus Concrete Technology as the Subject of Specialized Vocational Training -- 9.5 Design-Oriented Vocational Training -- References -- 10 Purpose-Free Vocational Education in Vocational Schools -- 10.1 Vocational Education Between Constitutional Norms and Constitutional Reality -- 10.2 The Formation of Industrial Professions and the Evaporation of Concrete Work and Technology as a Point of Reference for Technical Education -- 10.3 Technical Education as a Purpose-Free Apprenticeship in the Vocational School -- 10.4 Rediscovery of Content -- References -- 11 Multiple Competence -- 11.1 Introduction -- 11.2 Against the Hierarchy of Knowledge and Skill -- 11.3 From the Variety of Skills -- 11.4 On the Question of What Expertise Consists of and How It Is Created -- 11.5 The Concept of Holistic Solution of Professional Tasks -- 11.6 Work Process Knowledge -- 11.7 Multiple Competence -- 11.8 In-Depth Insights into the Three Professional Competence Dimensions of Creativity, Professional Environmental Education, ... -- 11.8.1 Creativity (cf. Rauner 2019) -- 11.8.2 Vocational Environmental Education (cf. Rauner 2020) -- 11.8.3 Social Compatibility (cf. Rauner et al. 2024) -- 11.9 Practical Terms and Communities of Practice -- 11.10 Conclusion -- References -- 12 On the Constitution of a New Educational Idea: "Enabling People to Shape Technology" -- 12.1 On the Necessity to Expand the Negatively Turned Understanding of Education in the Tradition of Critical Theory by a Positional Change -- 12.2 Technology as a Subject of Education -- 12.3 Notes on the "New" Technology -- 12.4 Educational Goal "Technology Design" -- 12.5 Areas of Technology and Their Application: The Purpose-Means Relationship. 12.6 Notes on the Connection Between Technical and Social Reality -- References -- 13 The Importance of Work Process Knowledge for Design-Oriented VET -- 13.1 Introduction -- 13.2 Work Process Knowledge as Professional Knowledge -- 13.3 Professional Work Task -- 13.4 Practical Knowledge as a Dimension of Work Process Knowledge -- 13.5 Analysis of Professional Work Tasks and Work Processes -- 13.6 A Developmentally Logical Curriculum for Design-

Oriented Vocational Training -- 13.7 Conclusion -- References -- 14
The Company as a Place of Learning for Vocational Education and
Training -- 14.1 Education Versus Qualification -- 14.2 The Company
as a Place of Learning and ``Educational Institution`` -- 14.3
Company Initial Training -- 14.4 In-House Training and Continuing
Education -- 14.5 Learning Opportunities in the Work Process --
References -- Designing Vocational Education Processes: Contents and
Methods of Vocational Learning -- 15 Didactics of Vocational Education
and Training -- 15.1 Introduction -- 15.2 Didactic Theory and
Professional Education -- 15.3 New Technologies and Didactic
Approaches -- 15.4 Suggestions for a Design-Oriented Didactics of
Vocational Education -- References -- 16 Basic Vocational Education:
The Example of Electrical Engineering/Computer Science -- 16.1 The
Traditional Basic Education Concept and Its Weaknesses -- 16.2
Considerations for a Professional Field of Electrical Engineering:
Computer Science -- 16.3 Work Process Knowledge as a Reference
Point for Vocational Basic Training -- 16.4 Conclusion -- References --
17 Learning Fields as a Structuring Principle of Curriculum Design of
the Federal-States Commission (BLK) for Educational Plan... -- 17.1
Introduction -- 17.2 A Fundamental Change of Perspective in
Vocational Education -- 17.3 A Curriculum Structure Oriented to the
Development of Professional Competence.
References.

Sommario/riassunto

This book, 'Handbook of Fundamentals of Modern Vocational Education,' explores the evolving paradigms in vocational education, emphasizing the shift from traditional scientific management to modern educational practices that integrate work, technology, and education. Authored by Felix Rauner, it highlights the concept of 'shaping the world of work' by fostering competencies that align with contemporary business processes. The book draws on historical studies, such as the MIT study on lean production, to illustrate changes in industrial training and educational frameworks. It is intended for educators, researchers, and policymakers interested in vocational education reform and development.
