Learning and work - an exploration in industrial ethnography

Garland Pub. - Ethnography in Industry: Methods Overview

Tags: #Critiquing #workplace #learning #discourses: #participation #and #continuity #at #work

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For us, the exploration plays out much like a conversation — answers tend to come out naturally, we may vary the order of the questions, and we can allow tangents if worthwhile. The tensions here are between continuity as goals for learning: those of the social practice versus those of the individuals. Therefore, the absence of qualified teachers and didactic interactions in workplaces leads to assumptions that learning will be inferior to that occurring in educational institutions.

Ethnography in Industry: Methods Overview

In the following, three different premises are advanced to question the assumptions that underpin the use of these terms to describe learning experiences and

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Skilled labor.
Organizational learning.
Employees -- Training of.
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The New American Nation series
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outcomes in workplaces. Constituting workplace requirements for performance and its acknowledgment.

Ethnography in Industry: Methods Overview

Allen and Unwin, Sydney Billett S 2001b Knowing in practice: Re-conceptualising vocational expertise Learning and Instruction September 11 6.

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In sum, the bases for participation and learning in workplaces are constituted by the goals, activities and culture of the work practice Brown et al. However, there is evidence aplenty that rich learning occurs outside of educational institutions see below. Brisbane, Australia: Centre for Research into Employment and Work, Griffith University.

Connecting Work and Learning in Industrial Design and Development

As judgements about performance will be made in the circumstances of enactment, there is no such thing as a vocational expert per se. In this instance, the use of concepts and assumptions associated with particular social practices — educational institutions — are advanced as premises for what constitutes the formalisms and structures of workplace learning experiences.

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Ethnographers therefore can use any of the below methods depending on the situation or need to gain different slices of understanding a target group or situation of interest. Other reasons warrant making participation a central concern for a workplace pedagogy. If, however, the discourse on workplace learning holds learning as an outcome of participant thinking-acting occuring, through engagement in goal-directed activities that are structured by workplace experiences then this may provide richer bases to discuss and conceptualise workplace learning experiences.

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