

Learning and work - an exploration in industrial ethnography

Garland Pub. - Learning and Work: An Exploration in Industrial Ethnography (Studies in Education and Culture Book 8)

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As Wertsch 1998 notes, unwelcome social press may lead to a kind of learning, which he refers to as mastery, that is a superficial learnt response to that press. The structured pathway of activities in the second salon includes gaining competence with procedures that permit early independent practice.

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A focus on practice, participation and engagement in social practice and continuity as ontogeny and changing social practice offers alternative bases for considering both cognition and pedagogy unencumbered from assumptions about direct relations between teaching and learning.

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Engagement in these activities provided opportunities to understand work goals, including the standard of finish demanded for garments and understanding the shape of garment components. Workplaces are becoming even more salient as the responsibility for maintaining the currency of vocational practice is being now being increasingly transferred to workers in the current reformulation of lifelong learning policies and practices.

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This contestation can determine opportunities to engage in novel activities from which new learning might be derived and access to close guidance by more expert co-workers. He distinguishes this kind of learning from appropriation where the individual embraces the knowledge to be learnt as their own. This pathway of participation incrementally provided greater access to the capacities required for work.

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Rogoff 1982 and Rogoff and Gauvain 1984 concluded that the potential for transfer from these kinds of activities was as great as that from schooling. As with educational institutions, there remains an abiding concern that learning arising from workplace experiences may be fragile and not readily adaptable to new situations and circumstances.



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