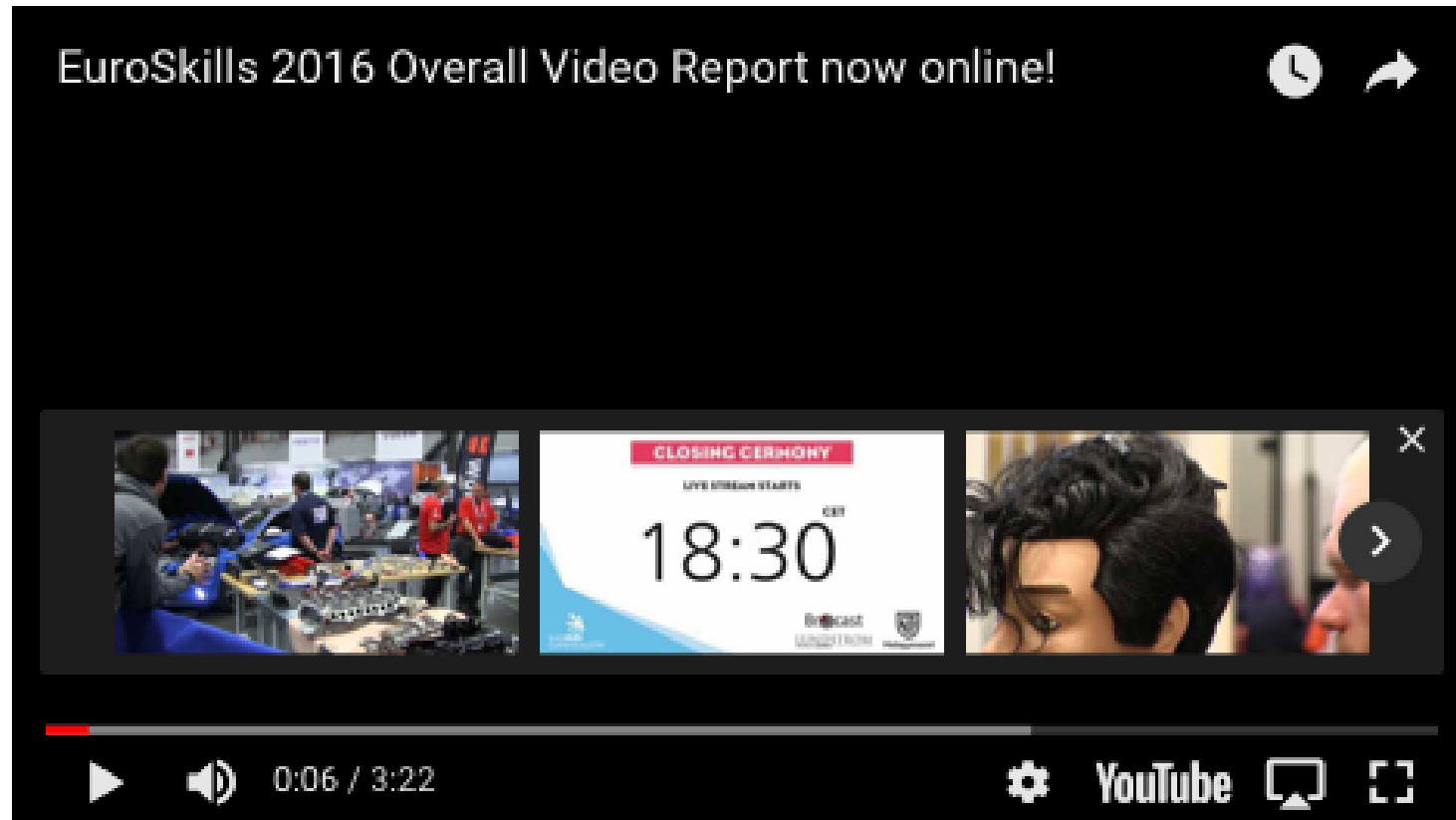




Vocational Education & Training/Yrkeskunnande och lärande (VETYL)

**A research profile at the Department of Education
Stockholm University**

Field of Education & Research



Authored by Professor Lázaro Moreno Herrera, Scientific Leader VETYL,
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Research Group Vocational Education & Training/Yrkeskunnande och lärande (VETYL)

Our Commitment

To contribute to the development of the research field Vocational Education & Training, the scientific grounds of the teacher training program for vocational subjects at Stockholm University and cooperating with institutions for vocational education and training of youth and adults.

Vocational Education & Training/Yrkeskunnande och lärande (VETYL)

A research group with a strong international profile
Examples of networks and areas

- VENET** The European Network of Vocational Education & Training as part of EERA.
- Strong partnership with researchers in different countries in Europe
- NordYrk** The Nordic Network of Vocational Educational & Training
- South East Asia VET Network**
- South African TVET Network**
- Latin America – Universities in Cuba and Chile

Vocational Education & Training/Yrkeskunnande och lärande (English: Vocational Knowing) (VETYL)

Who are we?

- Staff**
- 1 Professor
 - 4 Associate Professors
 - 5 Senior Lecturers
 - 1 Assistant Professor
 - 4 Research Students (PhDs)

Two undergraduate programs

Vocational teachers and Vocational teacher for caring sciences

Vocational Education & Training (VET) – Framing the field

A history in Swedish context dating back to the 19th century.

Today an intricate and complex area with own identity where research problems and research questions often intercept an overlap at different levels.

Vocational Education & Training (VET) – Framing the field

- 12 three-year programmes in Swedish upper secondary school. At least 15 weeks out of the three study years are work-placed learning.

- Key figures:

 - 8 913 vocational subject teachers employed full-time or part-time. 37.5% women and 62.5% men.

 - About 107,000 pupils in the vocational programmes

 - 27.1% of pupils study in privately owned (public financed) schools.

(Swedish National Agency of Education 2014c)



Education in upper secondary school

Vocational programmes/ Apprenticeship education

- Child and Recreation
- Building and Construction
- Electricity and Energy
- Vehicle and Transport
- Business and Administration
- Handicraft
- Hotel and Tourism
- Industrial technology
- Natural Resource Use
- Restaurant Management and Food
- HVAC and Property Management
- Health and Social Care

Higher education preparatory programmes

- Business Management and Economics
- Arts
- Humanities
- Natural Science
- Social Science
- Technology

Introductory programmes

- Preparatory education
- Programme oriented individual options
- Vocational introduction
- Individual alternative
- Language introduction

Challenges of Research in VET

The variety of research questions and development tasks at the levels of vocational education and training systems (macro level), the organization and design of vocational training programs and institutions (meso level) and the analysis and shaping of education and learning processes (micro level) leads to the integration of different scientific disciplines and research traditions. VET research therefore can be organized only in an interdisciplinary way. Rauner & Maclean, 2008, p. 13

Contextual aspects influencing our research



Moreno Herrera, 2000, p. 38

Challenges for research in VET

Restructuring of working life in 'postmodern' society – The qualifications required

(Moreno Herrera, 2000, p. 41, after Schienstock & Koski, 1997).

- Knowledge:** Theoretical knowledge. Technical knowledge. Practical, tacit knowledge.
- Skills:** Professional skills (multi-skilling). International skills. Social skills. Management skill.
- Normative:** Leadership. Entrepreneurship. Industrial citizenship. Work as a problem solving process.

Challenges for research in VET

-Learning

Value learning outcomes acquired in non-formal settings.

Learning theories and its didactic implication

-Organization related aspect

From organization to Learning organization

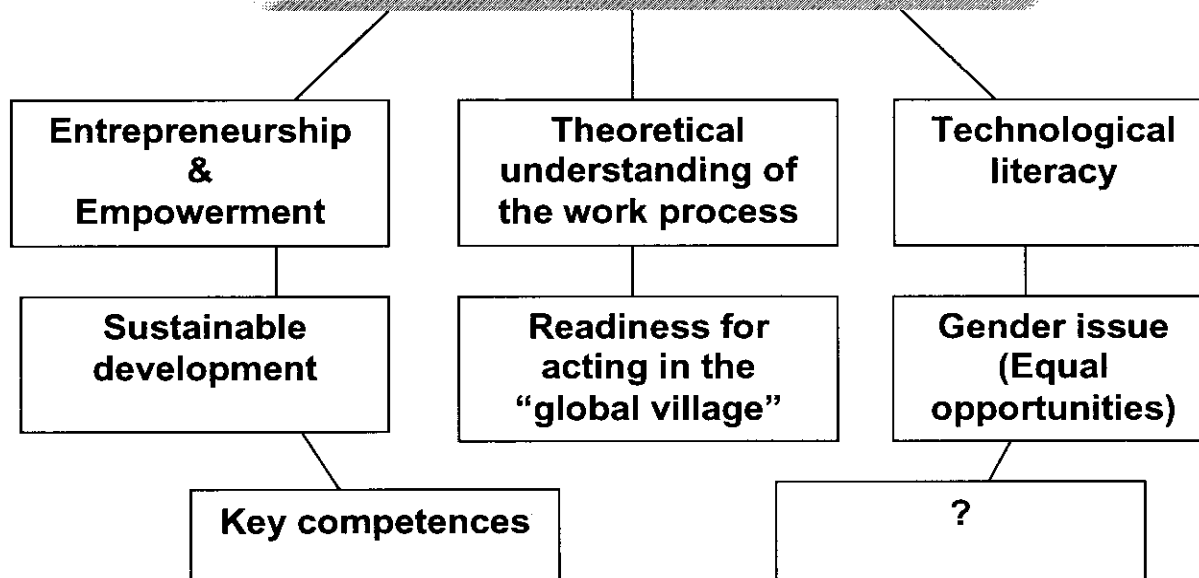
-Didactics & dialectics

The general & the particular

Wholeness & its parts

-...

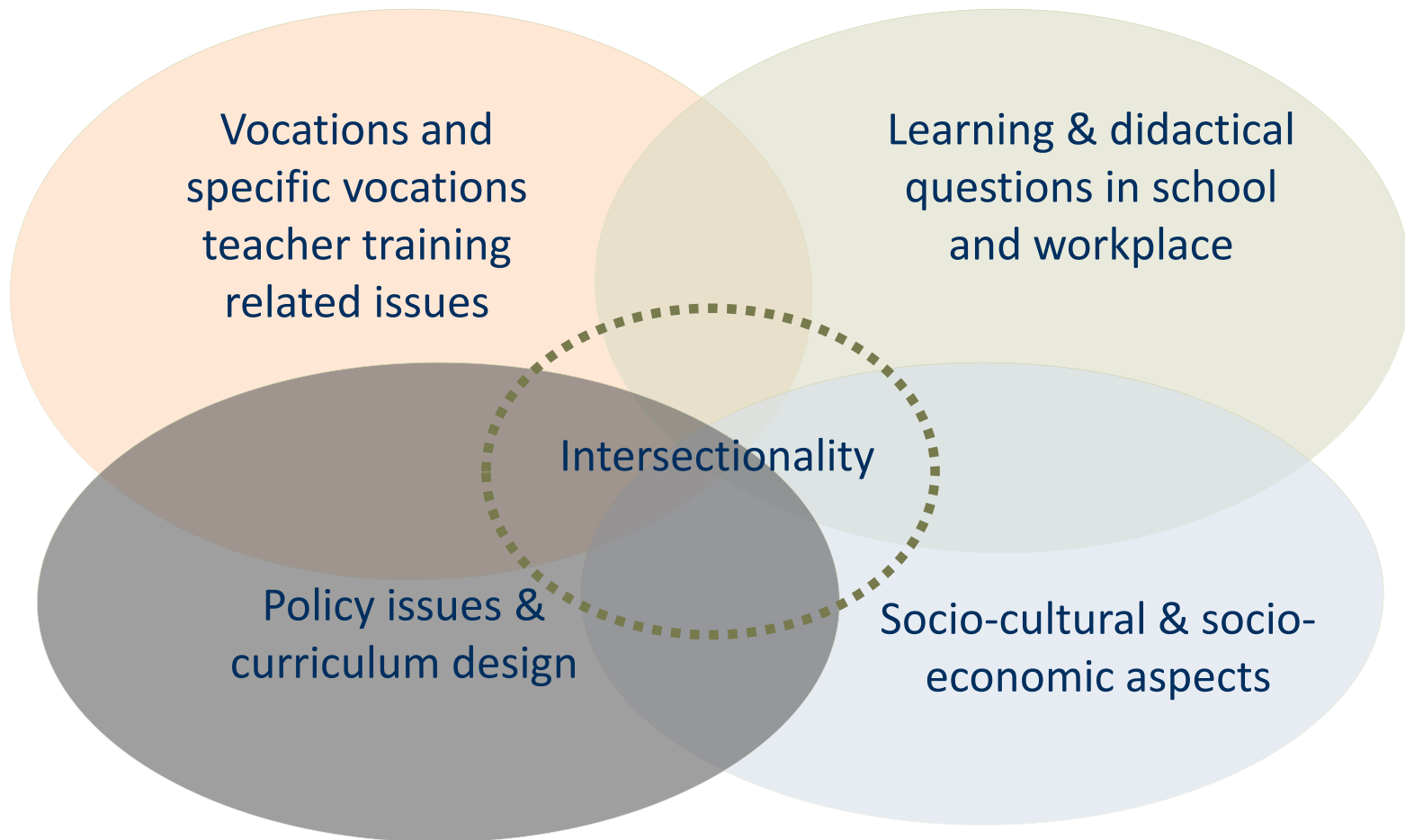
Labour market and work life demands



... principle of 'sharpening the saw' or continued reflection/assessment and improvement

Research concerns within the VETYL group

Community of the diversity



Relevance of cooperation across profiles and disciplines

The questions that are at the core of VETYL activity inspires and demands interdisciplinary research, multi-methodological approach and diverse theoretical basis.

Didactic and pedagogic questions related to knowledge creation, curriculum design and design of learning processes in relation vocational knowing in schools and work life.

Assessment of vocational knowing and competences in relation, for example, social questions and power and possibilities to influence.

(Source: Research profile VET/YL www.su.se)

Examples of research projects within VETYL group

(by October 2016)

- Vocational bildung didactics - The didactics of vocational bildung how stories matter in VET research (PhD due March 2017)
- Literacy and cross-subject cooperation in VET context (PhD due late spring 2017)
- Vocational knowing in training nurses and health care staff (On-going PhD)
- Formation of vocational knowing in florist's education (PhD defended Sept 2016)
- Simulation in health care education (On-going)
- Technology education in compulsory education and motivation for VET (submitted project proposal)
- Migration - recognition of prior knowledge and transition to work life (in planning stage)
- VET and cultural historical theory (special issue)

VETYL and the research road ahead- Our motto!



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