

PROJECT “TESTING NEW APPROACHES TO TRAINING VET AND WORKPLACE TUTORS FOR WORK BASED LEARNING -TTT4WBL”
(582951-EPP-1-2016-2-LV-EPPKA3-PI-POLICY)

RECOMMENDATIONS TO POLICY MAKERS BASED ON RESEARCH

Based on the research results, the following focus areas for further development are suggested:

A recognisable competence profile and status for WBL tutors in the Baltic countries

The explicit requirements of the work-based learning tutors clarify the specific competence needed to guide the learning of the students in authentic work contexts. The competence profile increases the appreciation of the WBL tutors. Furthermore, the competence profile forms the foundation for the WBL tutor training.

Competence development of WBL tutors

It is important to support further the trained WBL tutors' professional development. In addition, there is a continuing need for training new workplace tutors and VET teachers for WBL.

The WBL tutor training system

In order to continue and develop the WBL tutor training further, the WBL tutor training system (responsible authority, training providers, finance, and evaluation of the system) should be in place. The training of the trainers for the WBL tutor training is a crucial part of the training system.

VET teachers' new role regarding work-based learning

Work-based learning brings changes into teachers' work as the emphasis moves from teaching to guidance and increasing collaboration with workplaces. Guiding the students involves innovative means, e.g. use of the possibilities of new technology, which demands new skills from the VET teachers. Furthermore, VET teachers could also guide the workplace tutors. All this requires a new mindset of the VET teachers. In teacher education and in-service education for qualified teachers, WBL should be included in the studies in order to build a common orientation and competence regarding WBL.

The concept of WBL and its role in vocational education

The concept of WBL and its role in vocational education needs to be clarified further. Accordingly, the role of WBL as a part of vocational education and its overall goal should be discussed in order to enhance common understanding about it. Common understanding helps develop ways of organising WBL and fluent practices.

Pedagogy supporting WBL

Vocational pedagogy has to be renewed when the learning at school decreases and learning at workplaces increases. WBL changes pedagogical processes, calls for personalising the studies, emphasises guiding the students through different means and moves the focus to the assessment of

the students' skills. The development of a new pedagogical culture takes time and requires pedagogical leadership.

The quality of work-based learning

Systematic gathering of feedback and monitoring the implementation of WBL serve the development of it. Evaluation models and indicators that aid the development of WBL support the providers of VET education. Thus, the providers of VET education can continue to develop their self-evaluation mechanism and process the results of feedbacks and evaluations.

Public campaigns and conferences to increase awareness about WBL

Public campaigns and conferences entrench and establish a positive image of WBL in society and among practitioners. They also inform people about different possibilities to study the professions and thus promote the attractiveness of VET.

Collaboration in and between the Baltic countries regarding work-based learning.

Regional, national and international collaboration facilitate learning from others' good practices and solutions. Because the different professional fields differ from each other, the field-specific collaboration should also be focused.

All the suggested development areas require effort and time, and most of them are under continuing development while the matters connected with them develop. Lastly, we want to say, "If evidence-based educational practice is to be a success, the research story and the local-practice story must be brought together, and this is the practitioner's job. The researcher does not know what is relevant in the concrete context faced by the practitioner; that is for the practitioner to decide" (Kvernbekk, 2017).

See more the research report:

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DOES THE TANDEM APPROACH WORK?

Research on the experimentation testing the professional development model for tutors in work-based learning in the Baltic countries

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