

Pedagogic Practices in Vocational Communities. Supporting Novices' Workplace Learning.

Citation for published version (APA):

Ceelen, L., Khaled, A., Nieuwenhuis, A. F. M., & de Bruijn, E. (2018). Pedagogic Practices in Vocational Communities. Supporting Novices' Workplace Learning.. Poster session presented at 9th International conference of the EARLI SIG 14 Learning and Professional Development , Genève, Switzerland.

Document status and date:

Published: 01/09/2018

Document Version:

Publisher's PDF, also known as Version of record

Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
- The final author version and the galley proof are versions of the publication after peer review.
- The final published version features the final layout of the paper including the volume, issue and page numbers.

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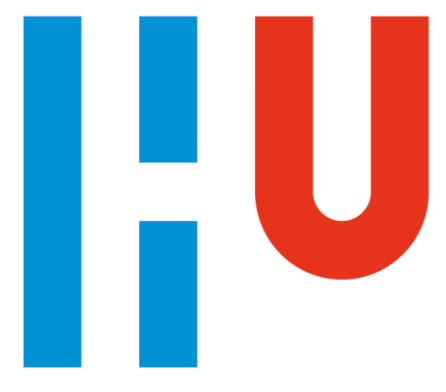
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PEDAGOGIC PRACTICES IN VOCATIONAL COMMUNITIES TO SUPPORT NOVICES' WORKPLACE LEARNING



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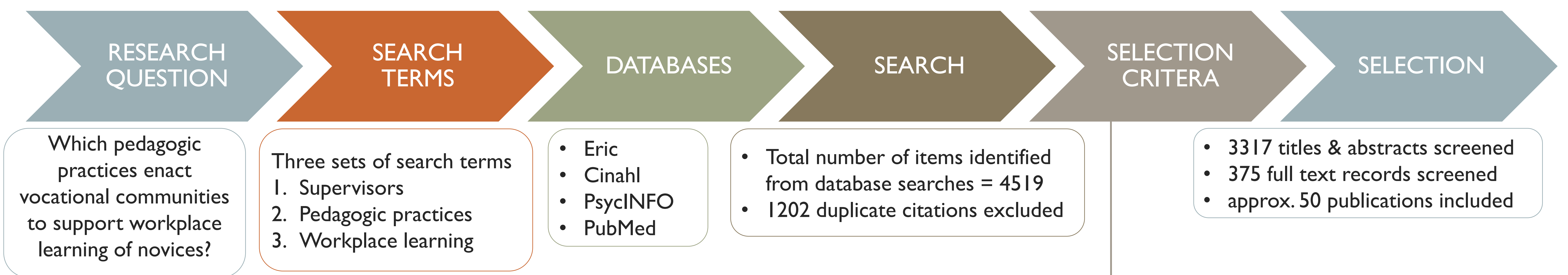
ABSTRACT

The study aims to explore how members of vocational communities enact pedagogic practices to contribute to novices' learning. Findings represent an overview of pedagogic practices which are situationally embedded in a variety of occupational domains. These pedagogic practices include both cognitions and actual behaviour of vocational communities, attempting to contribute to the development of novices. Cognitions represent knowledge and beliefs related to pedagogic practice (De Bruijn, 2012). Pedagogic behaviour includes activities that are enacted in interaction with the novice, thereby offering a means for how novices are supported to access practice (Billett, 2001).

INTRODUCTION

The systematic literature review presented, is the first study of a PhD project and explores how vocational communities pedagogically support novices to grow into occupational practice.

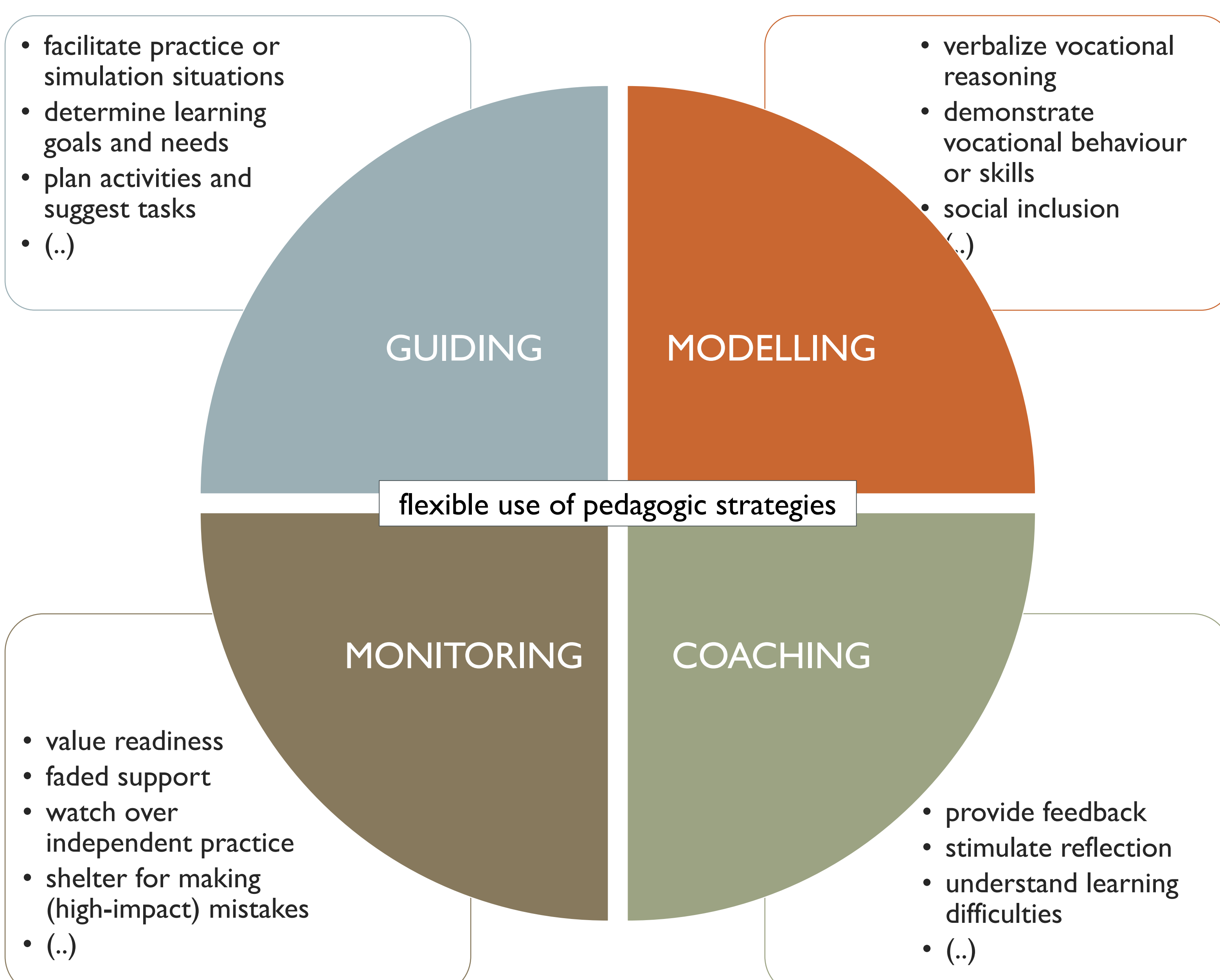
SYSTEMATIC LITERATURE REVIEW



Criteria	Inclusion	Exclusion
	Peer-reviewed journal articles written in English	
Workplace	The context of learning is an authentic workplace representative for the occupation being learned.	The context of learning in other settings such as in classrooms, in simulated workplace settings, at home or online.
Vocational communities	Support is enacted by members of vocational communities, such as supervisors, preceptors, mentors or more experienced colleagues (whether or not designated).	Support is enacted by peers, at distance from the workplace by (school)teachers or by (online) tools.
Pedagogic practices	Rich, concrete description of enacted pedagogic practices, including pedagogic thinking and/or behavior.	No explicit, rich description of pedagogic thinking and/or behavior. Descriptions exclusively focused on assessment or design elements.
Novices	Novices who are included in workplace activities with the intention of learning a, for them, new occupation. This includes both students learning at the workplace in the context of occupational education / training, and other starting practitioners learning a new occupation (whether or not with a completed training).	Experienced practitioners learning something new in their existing role. Focus on specific groups of novices, such as special needs students or specific ethnical groups.
Quality	Research question and/or aim is defined. Research method is transparent and suitable to answer the research question. Transparent and followable presentation of results and analyses.	Not clear what arguments and statements are based on.

PRELIMINARY RESULTS

Ten of the included articles, extracted from the database Cinahl, are analysed. Preliminary categories of pedagogic practices are determined by reading back and forward within and across these ten articles. This mainly deductive process is combined with the inductive use of pedagogic strategies as described by De Bruijn (2012). The figure shows how categories of pedagogic practices are clustered around four pedagogic strategies: *guiding*, *modelling*, *monitoring* and *coaching*.



SOME PRELIMINARY CONCLUSIONS

- Vocational communities often take the lead in planning, facilitating and guiding learning activities.
- Pedagogic practices seem to be enacted with the intention to guide the novice towards increased responsibility and independent occupational practice; including a process of fading support.
- Establishing trust while working together, seems to be crucial in 'letting go' towards independent practice.
- Social inclusion in the community helps novices to grow into an occupational role.
- Continuously adjustment to actual circumstances and novices' readiness asks for a flexible use of pedagogic strategies.

QUESTIONS FOR DISCUSSION

Categories of pedagogic practices are clustered around four pedagogic strategies: *guiding*, *modelling*, *monitoring* and *coaching* (De Bruijn, 2012). The figure on the left raises the question whether it could be suitable to distinguish dimensions to illustrate a variety of pedagogic practices?

The already analyzed articles cover starting midwives, athletic trainers and nurses. It seems interesting to do justice to a situational perspective by including contextual factors of occupations in the analysis of results. How can we explore if and how pedagogic practices differ across occupations?

REFERENCES

- Billett, S. (2001). Vocational educators: *Understanding practice at work. International perspectives on competence in the workplace. Research, policy and practice*, 41-65.
De Bruijn, E. (2012). Teaching in innovative vocational education in the Netherlands. *Teachers and Teaching*, 18, 637-653.