

DOROTHEA SCHEMME

Pilot projects promote the ability to acquire and use professional knowledge and know-how

Modellvorhaben fördern Erfahrungsfähigkeit und Erfahrungswissen

Berufsbildung in Wissenschaft und Praxis - BWP 34 (2005) 5, p. 5

The ability to acquire and use professional knowledge and know-how form the basis of professional action and occupational identity. Systematically developing skills to use the various methods and contexts of learning requires theoretical, practical and targeted attention and support, both on an individual basis as well as in-company. Promoting the ability to acquire and use professional knowledge and skills for experience-led work actions is the target of "Know-how – the hidden aspect of professional action", a series of pilot projects. The importance of experience-led learning and action requires a broad-based reassessment of the core topic of vocational education and training, appropriate approaches, development concepts and a link with the formal system of vocational education and training.

FRITZ BÖHLE

Know-how helps overcome the unplannable

Erfahrungswissen hilft bei der Bewältigung des Unplanbaren

Berufsbildung in Wissenschaft und Praxis - BWP 34 (2005) 5, p. 9

At first sight, the concept of know-how seems obvious and self-explanatory; we all think we know what is meant by know-how. It is knowledge acquired through practical actions and is therefore connected with people and situations. However, the more one considers know-how, the more enigmatic the concept becomes and the more we lose sight of its unambiguity, the very feature which marks it out. This can easily lead to the danger of only observing certain aspects of know-how, whilst excluding its essential characteristics and particular features from consideration. The article shows how know-how represents a "hidden aspect" of professional action and how, in particular, it enables unplannable situations and requirements to be overcome.

MARC SCHÜTTE; URSULA CARUS, MICHAEL GAMER; ANNETTE MESCHKAT

Experience-led learning and work in IT occupations

Erfahrungsgeleitetes Lernen und Arbeiten in IT-Berufen

Berufsbildung in Wissenschaft und Praxis - BWP 34 (2005) 5, p. 18

The implication of the accelerated change taking place within the knowledge society is that the knowledge we require is subject to an ongoing process of change. This article explores the issue of whether and in which way skilled IT workers are influenced by experience in their professional action and capabilities. The integral and repetitive nature of execution of actions and interaction with the reference action field of skilled IT work are decisive factors for development of skills and self-understanding from the period of initial vocational education and training onwards. Didactic concepts as to which professional action competences it is desirable to integrate into the knowledge society also need to take self-organisation and informal learning into consideration.

HERMANN NOVAK

Planned to the last detail – but still room for surprises

The wide importance of experience and its influencing factors

Bis ins Detail geplant – Überraschungen nicht ausgeschlossen

Die umfassende Bedeutung von Erfahrung und ihren Einflussgrößen

Berufsbildung in Wissenschaft und Praxis - BWP 34 (2005) 5, p. 22

Since the return of the workplace as a place of learning, vocational education and training has had to contend directly with the dynamic change in the organisation of work and with technical innovations. This means that it is faced with a whole host of new challenges. One of these challenges relates to the fusion of in-company and intra-company work and production processes and the linking of these with overarching work and knowledge networks. Experience-led learning and work and the hidden aspects of professional action are essential aspects of vocational learning. The example of a pilot project on learning and work within structures and processes which extend beyond the bounds of a company (purchaser-supplier chains in vehicle manufacture) is used to present the experiences which have been gained.

HILDEGARD ZIMMERMANN

Skills development via transfer of experience

Company approaches to transfer of experience between older and younger employees

Kompetenzentwicklung durch Erfahrungstransfer

Betriebliche Ansätze zum Erfahrungstransfer zwischen älteren und jüngeren Beschäftigten

Berufsbildung in Wissenschaft und Praxis - BWP 34 (2005) 5, p. 26

Increasing significance is being attached to the transfer of experience between older and younger employees in companies. Results from a company survey undertaken as part of the research project "Continuing training concepts for later working life (WeisE) – within the context of lifelong learning" showed that four in five companies wish to promote transfer of experience within their firms. The article takes the significance which is attached to transfer of experience in companies as its starting point and presents forms of transfer of experience using company case studies as examples. These make use of the experience-based skills of older employees, whilst, at the same time, contributing to their skills development. An analysis of obstacles and resistance provides initial indications of what framework conditions will be conducive to the transfer of know-how.

FRANZ SCHAPFEL-KAISER, UTA WEIS, ARNULF ZÖLLER

Knowledge management in vocational education and training research

– KIBB and AG BFN

Wissensmanagement in der Berufsbildungsforschung – KIBB und AG BFN

Berufsbildung in Wissenschaft und Praxis - BWP 34 (2005) 5, p. 37

The aim of the work undertaken by the Vocational Education and Training Research Network Association (AG BFN) is to bring more transparency to the heterogeneous German vocational education and training landscape, and it is supported in this by the "Communication and Information System for Vocational Education and Training" (KIBB) project. The KIBB is feeding knowledge management methods and tools into the work of the AG BFN. The main focus is a joint Internet platform.

The following article introduces the KIBB and the AG BFN and documents their cooperation thus far. To conclude, there is a look at the future prospects of their work together.

EGON MEERTEN, CHRISTINE NOSKE

Testing times for skills centres

What demands are being made of inter-company training centres?

Kompetenzzentren in der Bewährungsprobe

Welche Anforderungen werden an ÜBS gestellt?

Berufsbildung in Wissenschaft und Praxis - BWP 34 (2005) 5, p. 42

Inter-company training centres are faced with deep-seated changes. The pattern of requirements and conditions in business fields which up until now have been considered relatively safe are undergoing dramatic upheaval. Training services which companies have to pay for are attractive at best if they are customised and of guaranteed benefit. One contribution to the development of perspectives in line with the demands of the now urgently required structural change in inter-company training centres is provided by the "Skills centre programme" of the Federal Ministry of Education and Research (BMBF) and the Federal Institute for Vocational Education and Training (BIBB). This article describes (on the basis of this support programme) the structural tasks involved in developing the inter-company training centres into skills centres.

JOHANNA MÖLLS

Amendment of the Vocational Training Act

Effects for vocational and educational training committees and examination boards

Novellierung des Berufsbildungsgesetzes

Auswirkungen auf Berufsbildungs- und Prüfungsausschüsse

Berufsbildung in Wissenschaft und Praxis - BWP 34 (2005) 5, p. 47

The amended Vocational Training Act, which came into force on 1 April 2005, has brought about drastic changes in some points concerning the regulations of educational training committees and examination boards. The following demonstrates what the effects and implications for the work of the members of these committees will be. One aspect of this process to be borne in mind is that some changes come into effect directly as the Act comes into force, whereas others require implementation on the part of the regulator.