

KATHRIN HENSCH

Training technologies for modern training strategies – design options for the Internet

Bildungstechnologien für moderne Bildungskonzepte – Gestaltungsoptionen des Internets

Berufsbildung in Wissenschaft und Praxis

Vocational Training in Research and Practice – BWP 32 (2003) 1, p. 5

The different possibilities for using the Internet as a learning and communications tool require new standards to apply to the development of training strategies. Training programs need to be offered which quickly convey practical job-related knowledge to trainees and prepare them to assume responsibility for their learning themselves. Training staff for its part needs to be empowered to implement a state-of-the-art understanding of the teaching and learning process on the basis of training concepts with the support of information technology. It is along these lines that the article examines the contribution made by training technology – in this case the Internet – as a tool for designing training concepts. The author also explores the question of what the Internet can offer in the way of support for innovative training concepts in the area of vocational training.

GERT ZINKE

Learning when working with on-line communities – an opportunity for e-learning in small and medium-scale enterprises

Lernen in der Arbeit mit Online-Communities – Chance für E-Learning in kleinen und mittelständischen Unternehmen

Berufsbildung in Wissenschaft und Praxis

Vocational Training in Research and Practice – BWP 32 (2003) 1, p. 9

The use of e-learning in small and medium-scale enterprises (SMEs) calls for different strategies and solutions than those used in large enterprises. Online communities are a suitable form of learning which can support strategies like these. Multi-organization online communities in particular will gain in importance in the future when it comes to practical job-related, self-guided informal learning and knowledge management in SMEs. Examples already indicate now that online communities constitute an additional opportunity for learning in the work context. The crucial factor in optimizing usage is to have these learning units integrated more tightly in company learning and work organization.

ANKA PAWLIK, GESA MÜNCHHAUSEN, WOLFGANG WITTMER

Staying ahead of change – developing strategies to deal with processes of change

Pilot projects exploring new learning strategies at SMEs

Veränderungen besser meistern!

Kompetenzentwicklung zur Bewältigung von Veränderungsprozessen

Modellversuche erproben neue Lernkonzepte in KMU

Berufsbildung in Wissenschaft und Praxis

Vocational Training in Research and Practice – BWP 32 (2003) 1, p. 14

As a result of ongoing far-reaching structural change, small and medium-scale enterprises (SMEs) are subject to particular pressure to change. They have to learn to adapt to new situations and thus work contexts in an open and flexible manner in permanent, lifelong processes of development, i.e. they need to develop change competence.

This article presents exemplary aspects of this need, in particular the theoretical approach to changing competence and its testing in four trial projects by the Federal Institute for Vocational Training (Bundesinstitut für Berufsbildung – BIBB). At the same time, the authors explore the question of how and on what scale the development of change competence is transformed into learning competence for SMEs.

CLAUDIA MUNZ, ELISABETH PORTZ-SCHMITT, MARLIES RAINER, GISELA WESTHOFF

Trainees and trained craftsmen design their vocational biography

Pilot project examines self-management capabilities

Auszubildende und Ausgebildete im Handwerk gestalten ihre Berufsbiografie

Modellversuch erprobt Kompetenz zum Selbstmanagement

Berufsbildung in Wissenschaft und Praxis

Vocational Training in Research and Practice – BWP 32 (2003) 1, p. 19

This article presents the strategies and results of a pilot project. The main goal is to promote the competence of trainees and trained craftsmen in designing and taking advantage of their own vocational changes. They are to learn to design development processes themselves. New concepts for the promotion of learning competence and self-marketing are being developed and tested. One special feature of the learning group is that it involves people of different ages and different vocational biographies (know-how, knowledge and experience) – a rather novel target group for programs aimed at promoting and developing career design competence thus far.

IRMGARD FRANK, HILDEGARD ZIMMERMANN

Learning in inter-company fields of collaboration

Lernen in zwischenbetrieblichen Kooperationsfeldern

Berufsbildung in Wissenschaft und Praxis

Vocational Training in Research and Practice – BWP 32 (2003) 1, p. 24

New forms of inter-company collaboration between manufacturers and suppliers in the industrial sector are bringing about profound changes in work organization and having serious repercussions for demands applying to vocational activity of employees in these work contexts.

A vocational-training strategy has been devised and implemented in model (autonomous) learning material for the inter-company project groups working at the new “interface” which is developing between manufacturers and suppliers within the framework of a research project carried out by the Federal Institute for Vocational Training (Bundesinstitut für Berufsbildung – BIBB).

KLAUS HAHNE

Work and its importance in vocational training learning strategies

A comparative examination of trends in industry and the craft trades

Zur Bedeutung der Arbeit in Lernkonzepten der beruflichen Bildung

Ein vergleichender Blick auf die Entwicklungen in Industrie und Handwerk

Berufsbildung in Wissenschaft und Praxis

Vocational Training in Research and Practice – BWP 32 (2003) 1, p. 29

In-house vocational training received an initial boost in terms of methods in the seventies which ultimately led to the “rediscovery of the job-site as a place to learn” through guidelines and project methods. Learning concepts at other learning sites are also undergoing change. The theory of learning in the craft trades emphasizing a more casual, passive approach (Beistelltheorie) is to be supplanted by an approach based on “learning in the context of customer orders” while sectoral training and instruction is supposed to systematically supplement in-house training in the crafts sector. The article sketches out the basic didactic and method-related types of changing vocational training and their importance. At the heart of it all is the separation of systematic vocational learning from work and the new integration of learning and work structures in more modern learning concepts.

HINWEISE FÜR AUTOREN

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