

▶ *Classifying Knowledge in the vocational curriculum: epistemological vs. pedagogical views – Some questions*

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**Project Workshop: The Future of VET in Europe. Pathways to excellence**  
*organised by 3s & BIBB jointly with Cedefop*



## Three perspectives model (tpm) and the framework

- TPM as an integrated operationalisation (based on a review of the internationally accessible discourse) of *VOCATIONAL* education and training
- the basis for the *framework*, which is an integrated list of dimensions and indicators (based on a review of internationally accessible research literature)
- that supports the comparative *identification* and *categorisation* of relevant aspects of *concepts* of VET (on different levels of analysis)
- that leads to a better *understanding* of varying VET concepts (e.g. by making potential tensions between aims visible) in different contexts
- that can be used in order to *explain* relationships between different dimensions of the framework (empirically and theoretically)

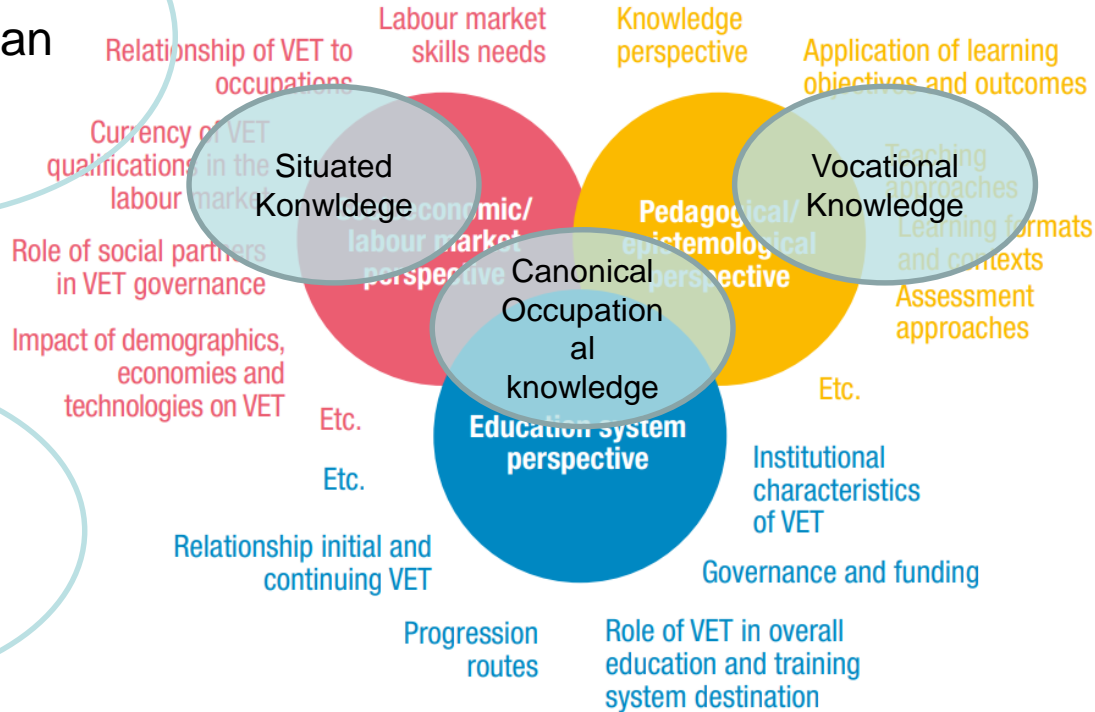
## The difficult case of curriculum – a small report from the Workbench

- Intended, enacted, „hidden“ etc.
- Explanatory vs. Design oriented traditions („didactics/ continental“)
- From broad socio-theoretical accounts (including selection of content) to focused theories of instruction
- Implicit and explicit understandings of VOCATIONAL/PROFESSIONAL
- Different concepts of vocational knowledge in curriculum and in different taxonomies (bound to their respective national, cultural, disciplinary contexts)
- There is no (vocational) knowledge „as such“ – in any case attention needs to be given to the procedures of its selection and the use of the knowledge (WPK)
- Important contributions by Stephen Billet, Martin Weinel, Chris Winch and Wolfgang Wittig

# Three perspective model of VET

Socio–Cultural approach as an example

„occupational practice“ at the heart



Source: Cedefop, 2017c

# TPM/dimensions/indicators

Dimensions	Variants / Features			
1. Links to knowledge production	Mode 1 –disciplinary; aiming for universal knowledge		Mode 2 – applied, transdisciplinary	
2. Technology and automation	Developmental – (Co-)Design of technology		Instrumental – use and application	
3. Work organization	Discretionary Learning	Lean Production	Taylorist	Traditional or Simple
4. Type of employment, recruitment & relation to organization	Sustainable, lifelong employment, commitment, employee commitment	Crowd working, marginal, short-term employment;	Entrepreneurship; start-ups	

Dimensions	Variants / Features	
1. Knowledge approach	Practical knowledge / experience-based	Theoretical knowledge / subject- or disciplinary-based
2. Pedagogical/ didactical approach	Learning by doing	Instruction-centred learning
3. Relation between general and vocational subjects	Vocationally related subjects (different types, see point 5 below)	General subjects (no difference made between classical, modern or science oriented)
4. Reference points for curriculum design	Subjects /Disciplines	Work/job tasks/ business processes
5. Task/process orientation of curricula	job/task-orientation	Business process orientation

Dimensions	Variants / Features	
1. Organisation of VET/GE at programme level	Separated (either career development/vocational or general/HE preparation)	Integrated (combining career development and HE preparation)
2. Organisation of VET/GE at institutional level	Separated	Integrated
3. Co-ordination education work - school/provider level	Strong interaction and co-ordination	Weak interaction and co-ordination
4. Co-ordination education and work - system level	Strong interaction and co-ordination	Weak interaction and co-ordination

## Questions

What is missing from the view of other vocational knowledge/curriculum approaches?

Are there additional indicators that are of importance when looking at the relation of vocational curriculum and vocational knowledge?

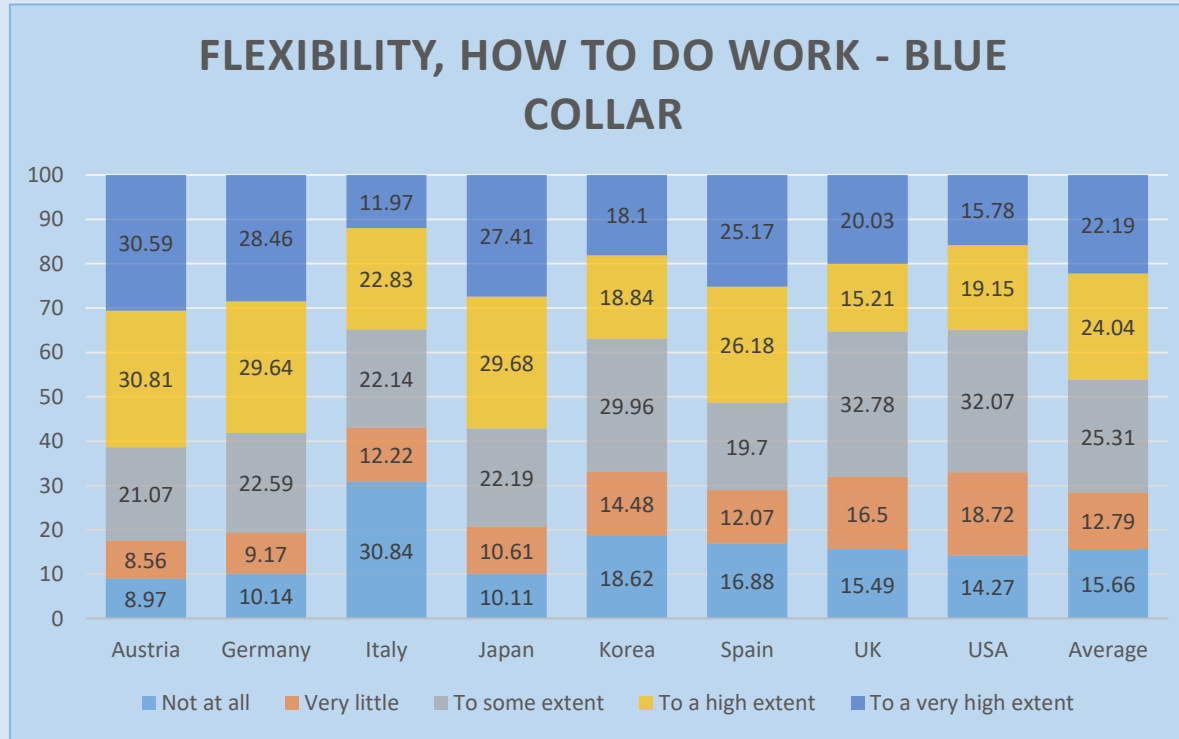
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Figure 1. Common distinctions made in VET curricula in Europe

		In school		Outside school
		Classroom / Homework	Workshops / Laboratories	Workplaces / Companies
general	(a) general/academic knowledge (e.g. maths, chemistry, foreign language general)		(e.g. skills learned in language labs or chemistry labs)	(e.g. improving communication or team skills)
vocational	(b) theoretical VET knowledge (e.g. marketing, engineering, domain specific foreign language)		(c) practical vocational skills (e.g. freehand drawing, programming)	(d) job-specific skills (company-specific, local knowledge)
		theoretical	practical	

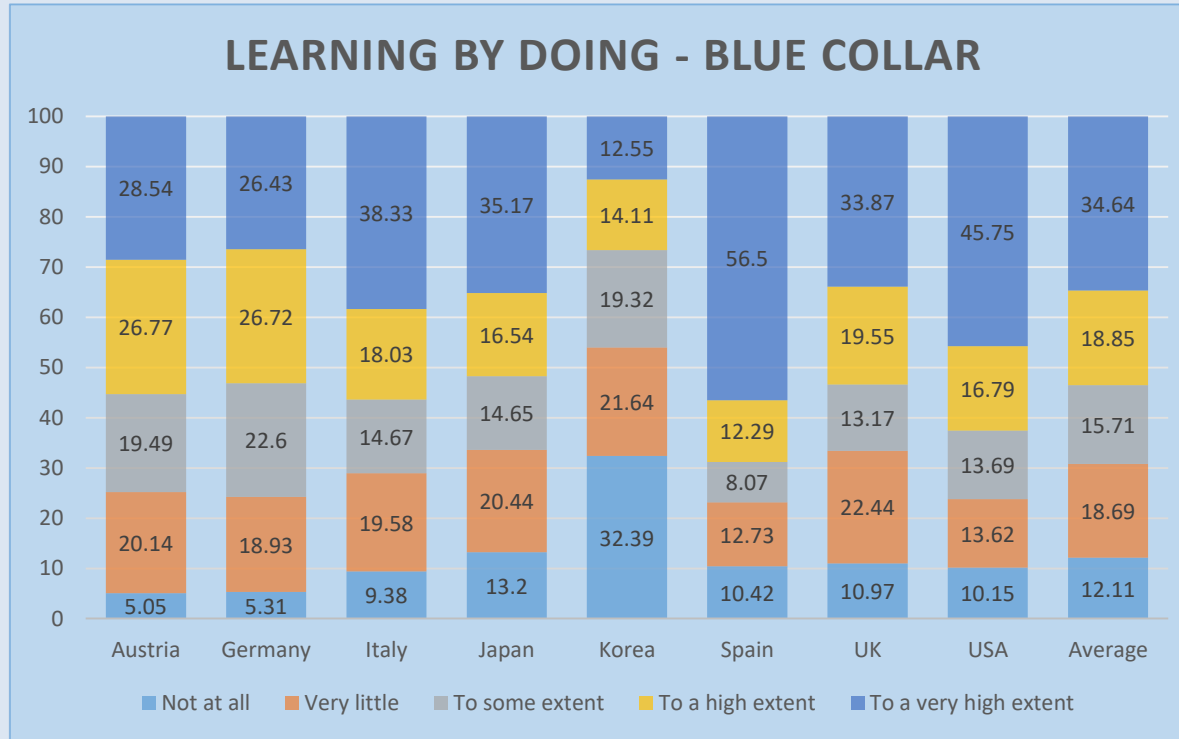
Source: Cedefop.

## Results of current analysis





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**Group Photo**

**15:05 – Lobby downstairs**

- Session 1: room No.: 5209/5211
- Session 2: room No.: 5222
- Session 3: room No.: 5206/ 5202

**Restaurant Meyer's Bonn**

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