

Students' conceptual knowledge about workplace pedagogies and applications to learning in the workplace

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Literature

- Conceptions of knowledge and learning + learning orientations influence the strategies and quality of outcomes
 - Conceptions affect the cognitive processing strategies.
- (eg. Entwistle & Peterson, 2004; Vermunt, 1996, 1998; Boulton-Lewis, Marton, Lewis & Willis, 2000; Morgan & Beaty, 1997; and Purdie & Hattie, 2002)



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Workplace pedagogies

- Daily work practices
- Coaching
- Other workers
- Questioning
- Observing and listening
- Modelling
- Workplace document procedures (Billett, 2002)



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My research

- Pilot study
- Survey
- Sample
 - 17 students (16 female, 1 male) 2nd year of Diploma in Nursing at TAFE
 - Av. age = 29yrs
 - Previous work experiences in hospitality, child care, retail, and nursing (as an assistant nurse or as a dental nurse).
 - 25% international students.



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Sources of learning in the workplace	How it may help me learn	Examples of activities
Daily work practices		
Coaching		
Other workers (co-workers, supervisors, guides, technical experts)		
Questioning		
Observing and listening to others		
Modelling		
Workplace document procedures		

- Considering your previous learning, in what ways do you think you would learn best in the workplace?
- What is your preferred approach to learning in the workplace for your current course?



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Sources of learning in the workplace	Frequency					Examples of learning outcomes you achieved	Usefulness					Effectiveness				
	MTD	ED	MD	AO	W		1	2	3	4	5	1	2	3	4	5
Daily work practices																
Coaching																
Other workers (co-workers, supervisors, guides, technical experts)																
Questioning																
Observing and listening to others																
Modelling																
Workplace document procedures																



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Findings

Daily work practices

- Application of theory to practice (53%)
- Helps put theory into practice
- Reinforce what is being taught
- Development of work skills and practice - medication recognition, basic skills of personal care and dressing, peoples' skills, and time management.
- Gain competence and confidence.
- **Best and the most preferred approach**

[Rehearsing and reproducing - lower levels of projective or adaptive knowledge for later use]

Coaching

- Improving understanding by clarifying matters and getting clear explanations.
- Learning the accepted techniques, and receiving guidance and assistance to become more efficient.
- Identifying areas for improvement, providing encouragement, and maintaining motivation.
- Coaches maintain motivation – leads to increased confidence.
- 2nd best approach to learning.

Other workers (co-workers, supervisors, guides, technical experts)

- Induction – settling into the culture
 - New techniques - 'the right way', short-cuts
 - Problem solving
 - Rules and regulations of the workplace, and time management techniques.
- 'Working as a team and with other co-workers allows you to discuss and talk about different aspects of the job.'
- Preferred approach to learning – by only 1 student
- [Overlap between this and other elements (coaching, mentoring, modelling, observing and listening to others...)]

Questioning ???

- Clarification (41%) - 'Make sure I understand what I've learnt'
- Correction of errors (29%)
- 'To understand more in-depth'
- Examples: specific medical skills, job roles, and brainstorming ideas.

Observing and listening to others

- 'To understand the situation and techniques at work, clarify and improve methods, and expand the knowledge and skills'.
- Opportunities to watch other more experienced workers demonstrate 'new and better ways of completing tasks'.
- Learn new skills and appreciate different viewpoints and learn how others interact and perform in the workplace.
- Gain some understanding of the workplace cultures, distinct ways in which work is completed in particular workplaces.
- Preferred by 29%

Modelling

- Demonstrated professional practices, and enhanced understanding and confidence.
- Way of learning the correct ways of performing tasks, learning new techniques and building confidence at work.

Workplace document procedures

- Ensure the procedural aspects of work and compliance with legal obligations.
- To avoid mistakes, follow the correct practices and maintain consistency in practice across particular workplaces, thereby enhance individual confidence.
- Provide a range of medical terms.

Limitations

- Brief statements from the international students
- Untested assumption that the students fully appreciated the distinct differences between each of the seven elements of workplace pedagogies - that they all interpreted the scope of each dimension consistently.
- Types of things included or excluded under each of the seven sources of learning were not explained.

Conclusions

- Basic understanding - only a few cognitive processing strategies, need to engage in meta-cognition – develop agentic roles
- Tendency to rely more on passive approaches - daily practices, observing and listening to others, modelling and coaching, and other workers - fewer student initiated interactions and less intensity in any interactions
- Learning as a product (Hager, 2004, p. 3) instead of learning as a product and process.

- Rely mostly on typical academic learning skills listed by Tennant (2000)
- Need more meaningful data
- Before, during and after workplacement
- Developing and guiding the exercise of personal epistemologies needs to become an important educational priority (Billett, 2009).

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