The challenges of adult pedagogy in workplace learning

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The aim of the study & design

- to understand how the term "workplace pedagogy" has transformed from the past to nowadays

- Learning at workplace in the context of LLL

- 4 semi-structured interviews (> 4000 employees)

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Key terms and definitions

- Pedagogy – adult pedagogy - androgogy - adult education- adult learning – formal/non-formals/in-formal learning- workplace learning - worklpace pedagogy
- Education process – learning process

Why workplace pedagogy [Billet, 2000]

- providing situation to **develop vocational knowledge**

- programmes **include workplace experiences**

- understanding the "world of work", the development of specific vocational skills or to recontextualise **what has been learnt in educational institutions**

- **most of the learning** throughout adults' working lives - **the activities in workplaces**

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Key reasons for the workplace learning in Latvia

- the **requirements of the labour market** are changing

- the current employees must become **multifunctional**

- **the time** factor

- **the specific features** of each company

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The aim and content of learning at the 21ˢᵗ century workplace

- learning *for* and *in* the workplace [Billett, 2000]

- Task performance/Awareness and understanding/ Personal development/ Teamwork ,problem solving/ Role performance/Academic knowledge and skills/ Decision making and problem solving/Judgement etc. [Eraut et al, 2004b]

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Two groups of the workplace learning process

- **Technical training** - - improvement or development of technical skills
- **Professional development** - leadership skills, language training etc.

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Conclusions

- high time to discuss the necessity of the workplace pedagogy

- outstanding trend which takes place in two ways:

  - only one employee is delegated to attend valuable courses or training + presentation to others

  - most experienced employees as mentors

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