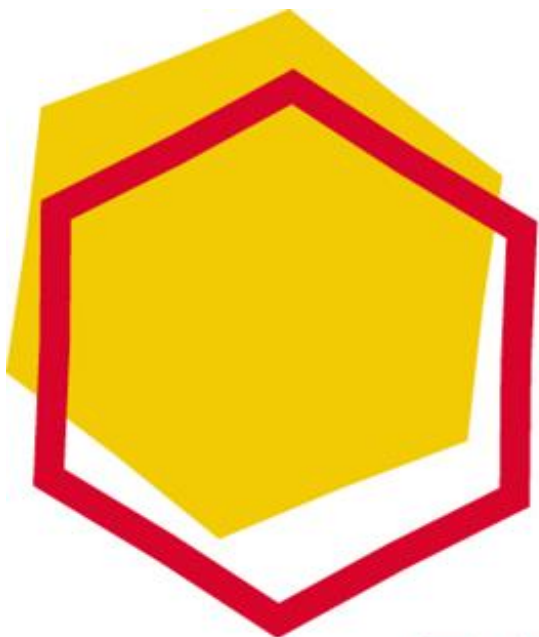




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The Limitations of European Comparative Studies in Vocational Education and Training Research and the Development of a Perspective to their Reduction

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Content

- The background of the extended study
- Limitations or useful further developments
- Results of a comparative study of teachers in England and Germany and their suggestions for our study
- Outlook (for our interview guide)
- Questions for discussion

Complex and diverse educational pathways in Europe

- Finland; VET is competence-(school) based stressing individuality, flexibility and work based learning (3 years). The teacher education is personalized, focus is on peer-group learning, theory and practice (60 ects). Admission criteria: master's degree, working life experience
- Norway; VET system is a dual or mixed model (2+2), involving employer's and worker's unions. The teacher education is based on vocational pedagogy and didactics. Admission criteria: VET education or journeyman's certificate and work experience.
- Germany; general VET education programs include vocational orientation or dual apprenticeship programs. The teacher education (90 ects university studies) is content and didactics oriented.
- Spain; The pedagogical education of VET teachers is only a recent requirement in Spain. It also varies according to the background and initial education of teachers and trainers
- A comparative study aiming at comparing teachers' multiple tasks and innovative potential in a changing world within six European countries, will consider the contexts and variations within the countries involved (Spain, Finland, Sweden, Germany, Switzerland and Norway)

Limitations or useful further developments

- Consideration of country-specific conditions
 - Duration of the study program
 - Interests of VET teachers
 - The recruitment (and recruitment opportunities) of (new) VET teachers
- Using mixed methods

Results of a comparative study of teachers in England and Germany and their suggestions for our study

- Barga (2014) used qualitative research methods and developed six types of teachers
 - the “appointed teacher”
 - the "teacher with a tendency toward cynicism“
 - teachers with "subject identification“
 - the "nostalgic“ teacher
 - the "fun in the teaching profession" type
 - the "satisfied“ teacher

Outlook (for our interview guide)

- In her interview guide Bargen (2014) include different important aspects, which can be taken into account, like:
 - Experiences/General Information
 - Daily routine
 - Society
 - External factors/ school system
 - Expectations

Questions for discussion

- Have we forgotten important aspects? What else should we be aware of?
- What experience do you have with international comparative studies in VET?



***Thank You
for your attention***

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