

# Professional development of trainers in Europe – Challenges for research methodologies and practices

Symposium at VETNET 2007

Chair: Philipp Grollmann

Discussant: Alan Brown

# Contributions

- Eileen Lübcke, Graham Attwell, Pontydysgu, “Use-Cases and scenarios - transferring a methodology from software engineering to the domain of researching training practices and professional development of trainers“
- Pekka Kämäräinen, ITB, „How to develop a trans-cultural approach for studying the professional development of trainers?“
- Magda Balica, Institute of Educational Sciences, „Understanding the Gender Dimension in Training Practices“
- Ineke Lam, University of Utrecht, „Evaluating Communities of Practice – Consequences for the professional development of trainers“
- Nikitas Patiniotis, University of Athens and Eduardo Figueira, University of Evora, “The situation of trainers and their professional development – implications for the research methodology in Greece and Portugal

# The TT-Plus Project

- Spread of the training function: Professionalisation vs. Work process integration
- .... a paradox situation, where either the outsourcing of training into potentially “instructionist” training and learning settings is promoted
- or the direct integration of learning into practice, where sufficient support and acknowledgement to the learning support function might be missing...
- The Leonardo project TTPlus builds the umbrella of this symposium.
- Research in this project aims at a deep look into the actual practice of training and professional learning within enterprises in different countries,
- in order to develop empirically informed proposals for professional development frameworks

# The TT-Plus Project

- Teachers or lecturers working in formal school or college settings and giving instruction in vocational courses;
- Instructors and laboratory assistants, working in school or college settings in vocational labs,
  - who teach with a high degree of autonomy
  - or sometimes act as assistants to other vocational teachers;
- Trainer, tutors, and others in enterprises who integrate training and education functions in to their jobs with varying degrees (from incidental to full-time teaching of trainees and apprentices). In dual systems, this function is often separated from HRD functions within companies, while in others this distinction is not strongly maintained;
- Instructors and trainers working in labour market training institutions supported by governments and public authorities, often with a strong focus on social inclusion and basic occupational competences;
- Instructors and trainers working in employers' organisations, such as chambers of commerce, sectoral training institutions or privately-run training companies and providers that focus on upgrading of technical competences, training in communication skills, etc..

# Food for discussion

- what are the specific methodological issues arising from trying to get a deep insight into actual training practices
- site selection
- generalisability
- implications for a framework of continuing professional development