

## Annotated Bibliography

Work completed on 'Learning a trade' by Selena Chan PhD - Updated February 2016

### **Occupational identity**

The theoretical framework for all of my work is grounded in socio-cultural occupational identity formation. Across the apprenticeship journey, apprentices become trades people through:

- initially finding a **sense of belonging to a workplace** and building relationships with other workers;
- then the long and complex process of skill acquisition, knowledge attainment and application and development of dispositional approaches to work through predominantly workplace situated learning leads to **occupational identity transformation**, embodiment of the various learning contributing to becoming a skilled trades person; and
- near the end of apprenticeship, **being a trades person**, with its attendant responsibilities, as a future in a chosen industry is considered.

The above concepts form the basis of my PhD thesis and summarised in the 2013 article listed below

Chan, S. (2011). Belonging, becoming and being a baker: The role and processes of apprenticeship. PhD thesis  
<https://www120.secure.griffith.edu.au/rch/items/3f849848-3570-052e-d97d-438926bc0b43/1/>

Chan, S. (2013). Learning through apprenticeship: belonging to the workplace, becoming and being. *Vocations and Learning: Studies in vocational and professional education*. 6(3), 367-383.  
DOI:<http://dx.doi.org/10.1007/s12186-013-9100-x>

### **Learning a trade as becoming**

One main contributor to becoming a trades person is the learning and in turn occupational identity formation conducted through apprenticeship. In this area, I have explored ways to try to better understand how learning occurs in trades learning.

Two projects were funded by Ako Aotearoa (the New Zealand Centre for Tertiary Teaching Excellence).

- The first (Chan & Leitjen, 2010) builds a 'how to guide' on using video to collect data to assist the studying of trades learning. I worked with Flip Leijten, a

welding tutor, to improve learning of welding. Parts of this project are also published as journal articles (Chan & Leitjen, 2012 and Chan, 2013b).

- The second Ako Aotearoa project was on 'learning a trade' (Chan, 2013a) and from this, articles on learning aspects of craftsmanship and judgment, and through observation have been published.

The mainly dispositional aspects of learning a trade are perhaps not often included in the vocational education literature. I am currently working on an article on 'imitation' and planning an article on 'practice'. Taken together, observation, imitation and practice form the basis of mimetic learning (see Billett, 2014)

<http://www.springer.com/us/book/9783319092768>

Chan, S. & Leijten, F. (2010). Guidelines for using video to study workshop or workplace-based trades learning. Retrieved 17<sup>th</sup> February

<http://ako.aotearoa.ac.nz/video-guidelines>

Chan, S. & Leitjen, F. (2012). Using feedback strategies to improve peer-learning in welding. *International Journal of Training Research*, (10) 1, 23-29.

Chan, S. (2013a). *Learning a trade: Becoming a trades person through apprenticeship*.

<https://ako.aotearoa.ac.nz/ako-hub/ako-aotearoa-southern-hub/resources/pages/learning-trade-becoming-trades-person-through-apprenticeship>

Chan, S. (2013b). Using videos and multimodal discourse analysis to study how students learn a trade. *International Journal of Training Research*, 11(1), 69-78.

<http://jtr.econtentmanagement.com/archives/vol/11/issue/1/>

Chan, S. (2014). Crafting an occupational identity: Learning the precepts of craftsmanship through apprenticeship. *Vocations and Learning: Studies in vocational and professional education*, 7(3), 313-330.

<http://dx.doi.org/10.1007/s12186-014-9117-9>

Chan, S. (2015). Apprentices' learning of occupationally informed practical judgment. *Vocations and Learning: Studies in vocational and professional education*, 8(3), 335-351.

<http://link.springer.com/article/10.1007/s12186-015-9134-3>

Chan, S. (2015). The contribution of observation to apprentices' learning. *Journal of Vocational Education & Training*, 67(4), 442-459.

<http://dx.doi.org/10.1080/13636820.2015.1062999>

## **Apprenticeship – belonging to a workplace**

The theme of 'belonging to a workplace' was further investigated and explored through another Ako Aotearoa funded project (Chan, 2011). The learning from this project are disseminated in two articles.

- Chan (2013) discusses the process of belonging to a workplace through participation on the periphery of a trade, for example as a cleaner or dishwasher, before entry into work and occupational identity attainment as a trades person.
- Chan (2015) summarises the findings in the Ako Aotearoa project with emphasis on assisting young people to 'belong to a workplace'.

Chan, S. (2011). *Belonging, becoming and being: Perspectives of first-year apprentices' experiences in the workplace*. Retrieved 17<sup>th</sup> November  
<http://ako.aotearoa.ac.nz/ako-aotearoa/ako-aotearoa/resources/pages/belonging-becoming-and-being-first-year-apprentices-experiences-workplace>

Chan, S. (2013). Proximal participation: A pathway into work. *Journal of Vocational Education & Training*. 65(4), 474-488.  
DOI:10.1080/13636820.2013.838289

Chan, S. (2015). Belonging to a workplace: first-year apprentices' perspectives on factors determining engagement and continuation through apprenticeship. *International Journal of Educational and Vocational Guidance*, 16(1), 9-27. .  
<http://link.springer.com/article/10.1007/s10775-014-9282-2>

## **Applying 'learning a trade' and occupational identity formation to mobile learning**

I have had an ongoing interest in using technology-enhanced learning to improve practice-based learning and to assist with the connection of theory to practice.

The common themes in this section are:

- 'learning a trade' as contributing to occupational identity formation / transformation;
- use of video to assist with learning the nuances and socio-materiality aspects of trades work (see learning a trade Chan, 2013a for the details);
- role of feedback from peers and teachers;
- use of providing feedback to others as a means to learning a trade;
- advantages of portfolios in the assessment of trades learning; and
- constructivist learning approaches in trades learning using videos as a means to collect evidence of learning.

Articles and book chapters reporting on technology-enhanced learning in the trades include:

Chan, S. (2011). Becoming a baker: Using mobile phones to compile eportfolios. In N. Pachler, C. Pimmer & J. Seipold (Eds.) *Work-based mobile learning: concepts and cases* (pp.91-116). Oxford, UK; Bern, Switzerland: Peter Lang  
Chan, S. (2011). Constructing ePortfolios with mobile phones and Web 2.0. *Communications in Computer and Information Science*. 177, 243-253.  
<http://www.springerlink.com/content/x1578437741mum84/>

Chan, S., Fisher, K. & Sauer, P. (2013). Student Development of E-Workbooks: A Case for Situated-Technology Enhanced Learning (STEL) Using Net Tablets. In McConatha, D., Penny, C., Schugar, J. & Bolton, D. (Eds.) *Mobile Pedagogy and Perspectives on Teaching and Learning* (pp. 20 – 40). Hershey, PA: IGA Global.  
<http://www.igi-global.com/book/mobile-pedagogy-perspectives-teaching-learning/75478>

Chan, S., McEwan, H., & Taylor, D. (2013). *Extending hospitality students' experiences of real-world practice*.  
<http://ako.aotearoa.ac.nz/ako-hub/ako-aotearoa-southern-hub/resources/pages/extending-hospitality-student%E2%80%99s-experiences-real-world-practice>

Chans, S. (2015, September). Improving the dynamics of feedback through deploying mobile technology-enhanced learning during pre-apprenticeship. The International Network on Innovative Apprenticeship (INAP) conference, 1<sup>st</sup> – 2<sup>nd</sup> Sept. Ballarat  
<http://www.inap.uni-bremen.de/dl/inap%20conference%20proceedings%202015.pdf>