Chan

Identity, Pedagogy and Technology-enhanced Learning

Supporting the Processes of Becoming a Tradesperson

This book gathers work from over a decade of study, and seeks to better understand and support how learners become tradespeople. The research programme applies recent concepts from neuroscience, educational psychology and technology-enhanced learning to explain and help overcome the challenges of learning in trades-learning contexts. Due to the complex and multifarious nature of the work characterising trade occupations, learning how to become a tradesperson requires a significant commitment in terms of time, along with physical and cognitive effort. All modalities (visual, aural, haptic etc.) and literacies (text, numerical, spatial etc.) are required when undertaking trade work. Manual dexterity and strength, coupled with the technical and tacit knowledge required for complex problem solving, not to mention suitable dispositional approaches, must all be learnt and focused on becoming a tradesperson. However, there is a substantial gap in the literature on 'how people learn a trade' and 'how to teach a trade'. In this book, contemporary teaching and learning approaches and strategies, as derived through practice-based participatory research, are used to highlight and discuss pragmatic solutions to facilitate the learning and teaching of trade skills, knowledge and dispositions. The approaches and strategies discussed include the implementation of technology-enhanced learning; project-based inquiry/problem-based learning; and recommendations to ensure learners are prepared for the future of work.
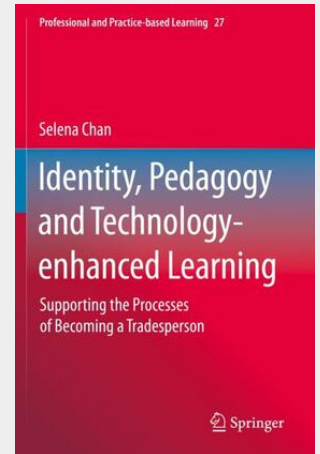
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