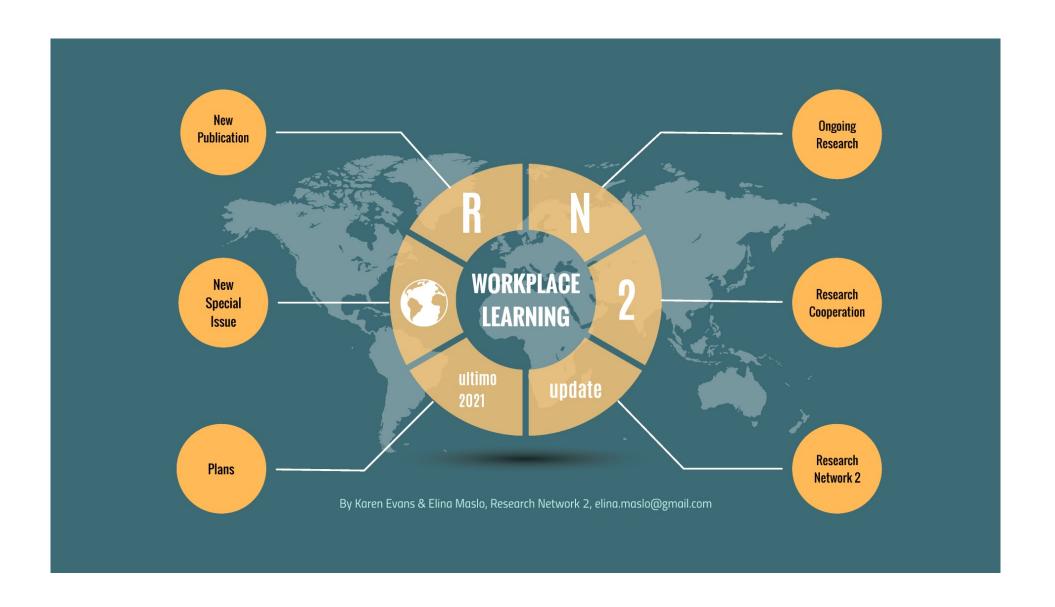


Research Network 2 Workplace Learning

Researchers from 19 countries:

- Austria
- China
- Czech Republic
 - Denmark
 - Finland
 - France
 - Hungary
 - India
 - Ireland
 - Japan
 - Latvia
 - Lithuania
 - Malaysia
 - Singapore
 - Thailand
- The Netherlands
- United Kingdom
 - South Korea
 - Australia





RN 2 research cooperation

- exchanging ideas
- conducting collaborative transnational research
- using existing resources
- preparing joint publications
- using the research blog to coordinate research & inform the members

WORKING PLACES AS LEARNING SPACES - RN2 ACTIVITIES AND STUDIES

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BALI MEETING 2015 PILOTING METHODOLOGY QUESTIONS & DISCUSSIONS RN 2 MEETING IN BRNO 2015 SYMPOSIUM BUDAPEST 2015

COMMON GUIDELINES FOR THE STUDY GLASGOW SYMPOSIUM 2016 COPENHAGEN FORUM 2016: 21ST CENTURY SKILLS

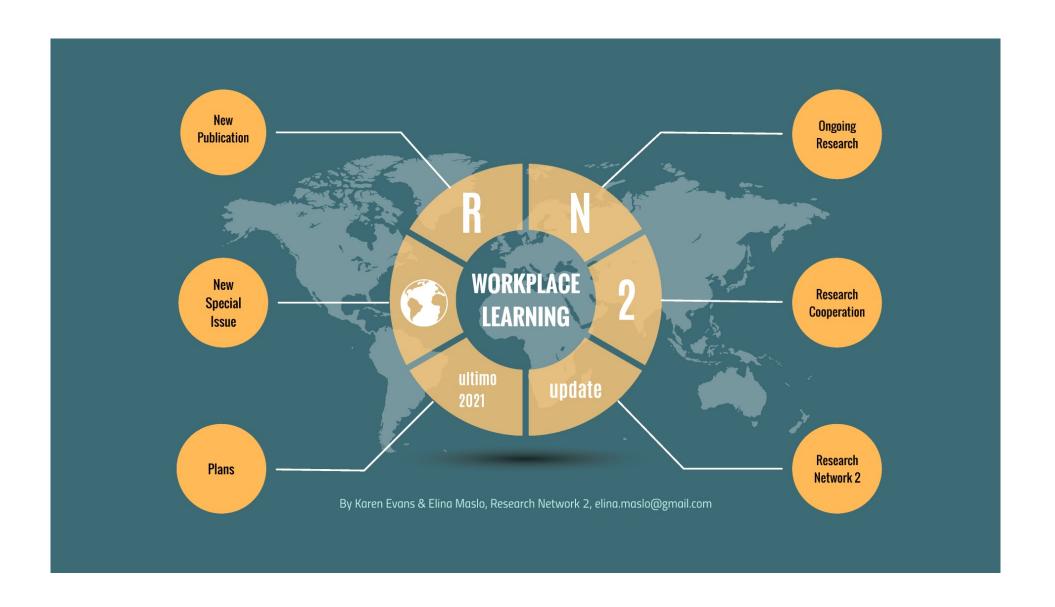
SPECIAL ISSUE ON WORKPLACE LEARNING, SUBJECTIVITY AND IDENTITY ANNOTATED BIBLIOGRAPHY – NEW LITERATURE

RN2 STUDY 2017-2019: 3 RESEARCH PROJECTS RN 2 MEETING IN WÜRZBURG 2018 RN2 MEETING IN INNSBRUCK 2019 CORK 2020

RESILIENCE OF SKILL ECOSYSTEMS – PROJECT 2020-2022 ASEM LIFELONG LEARNING HUB FORUM 2020 UPDATE FROM RN COORDINATORS' MEETING 2021

ASEM EDUCATION ACTION PLAN 2030 VIRTUAL WORKSHOPS ASEM COORDINATORS MEETING 21-04-2021 RN2 SPRING WEBINAR 28-04-2021

PUBLICATION ON GLOBAL WORK ASEM COORDINATORS MEETING 06-09-2021
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VETresilience

Resilience of skill ecosystems in Asian and European countries in pandemic times

The aim of the study is to identify good practices and strategies that have helped to strengthen VET systems in the crisis and to give some hints for determinants/critical features concerning the resilience of VET systems.

Status

VETresilience - status

 Second round of data collection is completed (texts, empirically interesting cases, interviews etc.)

France, UK (England and Scotland), Thailand, Austria, Latvia, Lithuania, Germany, Japan, China, Singapore

- Student assistant (a student in the Master of Business Education at Innsbruck University) funded by ASEM will systematize the collected data (5 hrs. per week until May 2022)
- **Third round of data collection** is planed in February 2002.

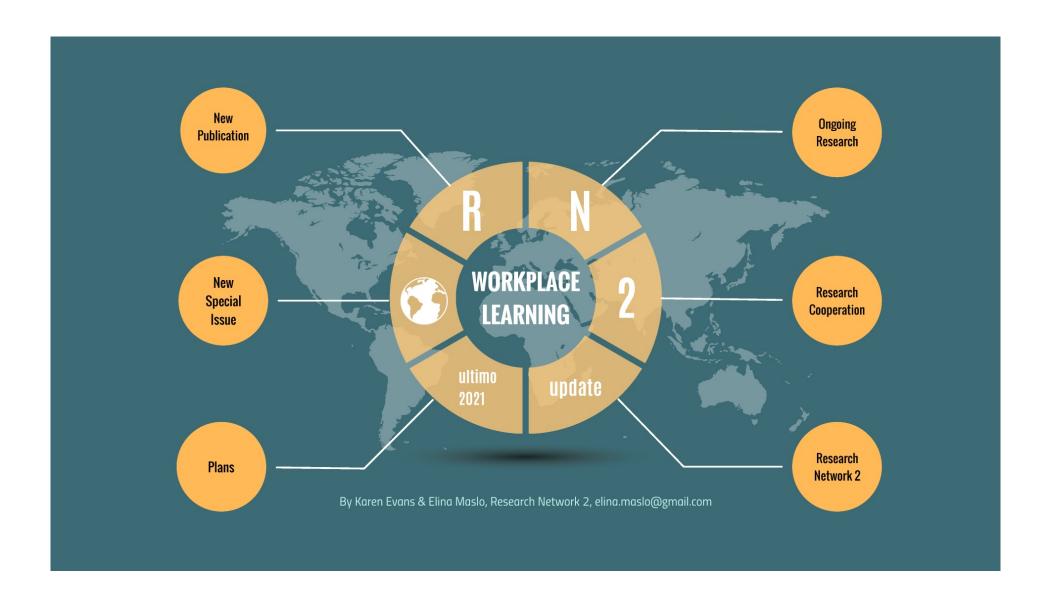
Coordinated by Univ.-Prof. Dr. Annette Ostendorf, Universität Innsbruck

VETresilience



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Status





Bernd Rode Award 2019 for Asia-European research collaboration on Workplaces as Learning Spaces

Book project:
Workplaces as
learning spaces

https://asea-uninet.org/ scholarships-grants/bralaureates-2019/

Global Learning Spaces

Toiviainen, H., Sadik, S., Bound, H., Pasqualoni, P.P. and Ramsamy-Prat, P. (2021), "Dimensions of expansion for configuring learning spaces in global work", Journal of Workplace Learning.

Purpose

Technological innovation and the flexibilisation of labour markets have expanded the pool of workers engaged in globally distributed work. This paper aims to propose an analytical framework to understand and support the productive professional learning of those engaged in global work. Drawing on the theory of expansive learning in the cultural-historical activity theory tradition the study aims to stimulate and enrich the conceptual notion of work as a learning space in the discussion of workplace learning particularly in global work.

Publication link:

https://asemlllhub.org/ homepage/ourpublications/

Findings

Findings

Six dimensions of expansion are identified as challenging and potentially empowering for professionals' configuration of learning spaces in global work:

- social-spatial,
- material-instrumental,
- moral-ethical,
- political-economic,
- personal-professional and temporaldevelopmental.

Value

Value

The conceptual framework for the dimensions of expansion of learning spaces provides the broad strokes for reflexive curricula that democratise the learning and development of professionals in global work, who are currently underserved given the national orientation of vocational education and training and professional development ecosystems.

Findings

Six dimensions of expansion are identified as challenging and potentially empowering for professionals' configuration of learning spaces in global work:

- social-spatial,
- material-instrumental,
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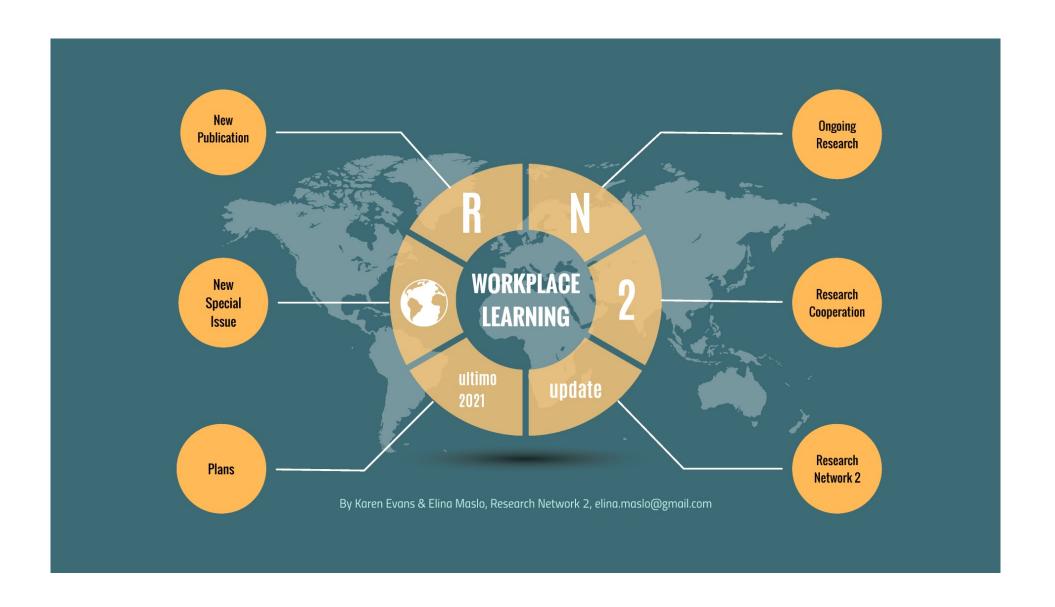
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Findings



HERJ special issue

Hungarian Educational Research Journal

Workplace Learning

UK Denmark Hungary Singapore

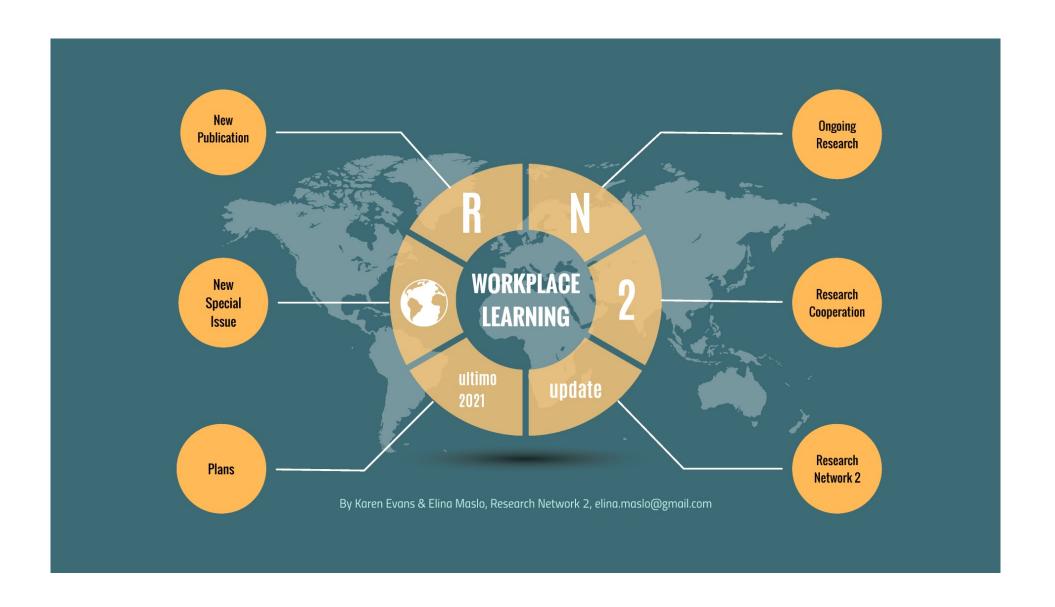
- professional development and engagement in teacher education
- developments in work-based higher education
- informal learning in knowledge-intensive sector
- increased remote working
- · employee-driven innovation
- internship learning

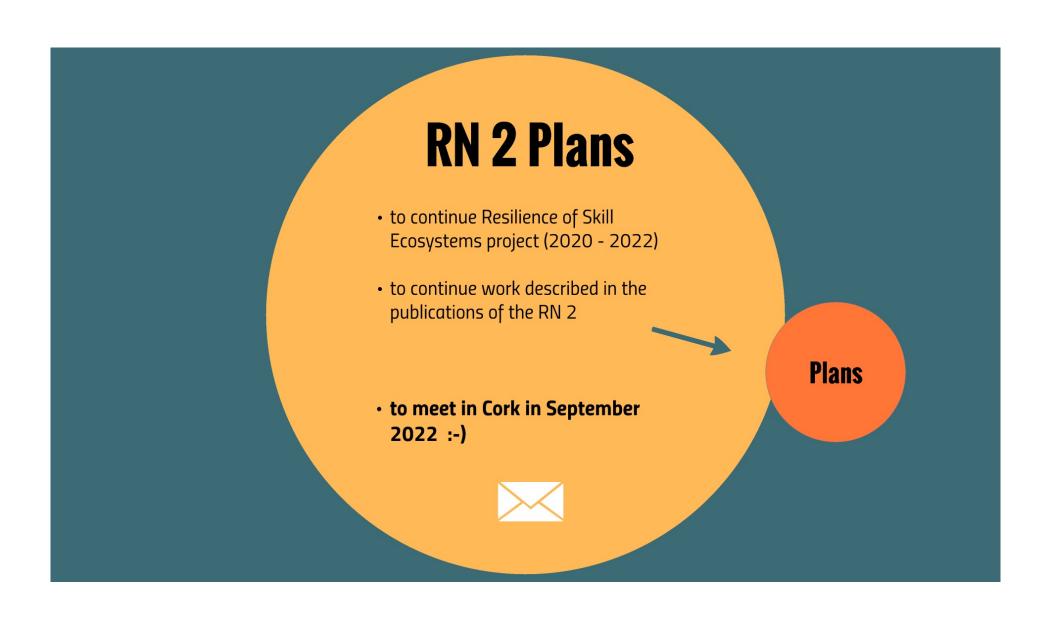
Co-editors:

Karen Evans, University of London

Helen Bound, School of Education, University of Tasmania and Institute of Adult Learning, Singapore

Gábor Erdei, , University of Debrecen





RN 2 Plans

- 1. Based on the research project "Global Learning Spaces" and publication "Dimensions of expansion for configuring learning spaces in global work" to establish a conversation with people interested in professional development of global workers.
- 2. Based on the HERJ special issue "**Workplace Learning**" to establish small research projects based on the themes of the issue:
 - professional development and engagement in teacher education
 - developments in work-based higher education
 - informal learning in knowledge-intensive sector
 - increased remote working
 - employee-driven innovation
 - · internship learning



