

# -Validation in VET teacher education curricula



**Nordplus**

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*Presenting the Nordplus Adult Program financed Mapping Study*

**Validation in VET teacher education curricula**

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# Research team

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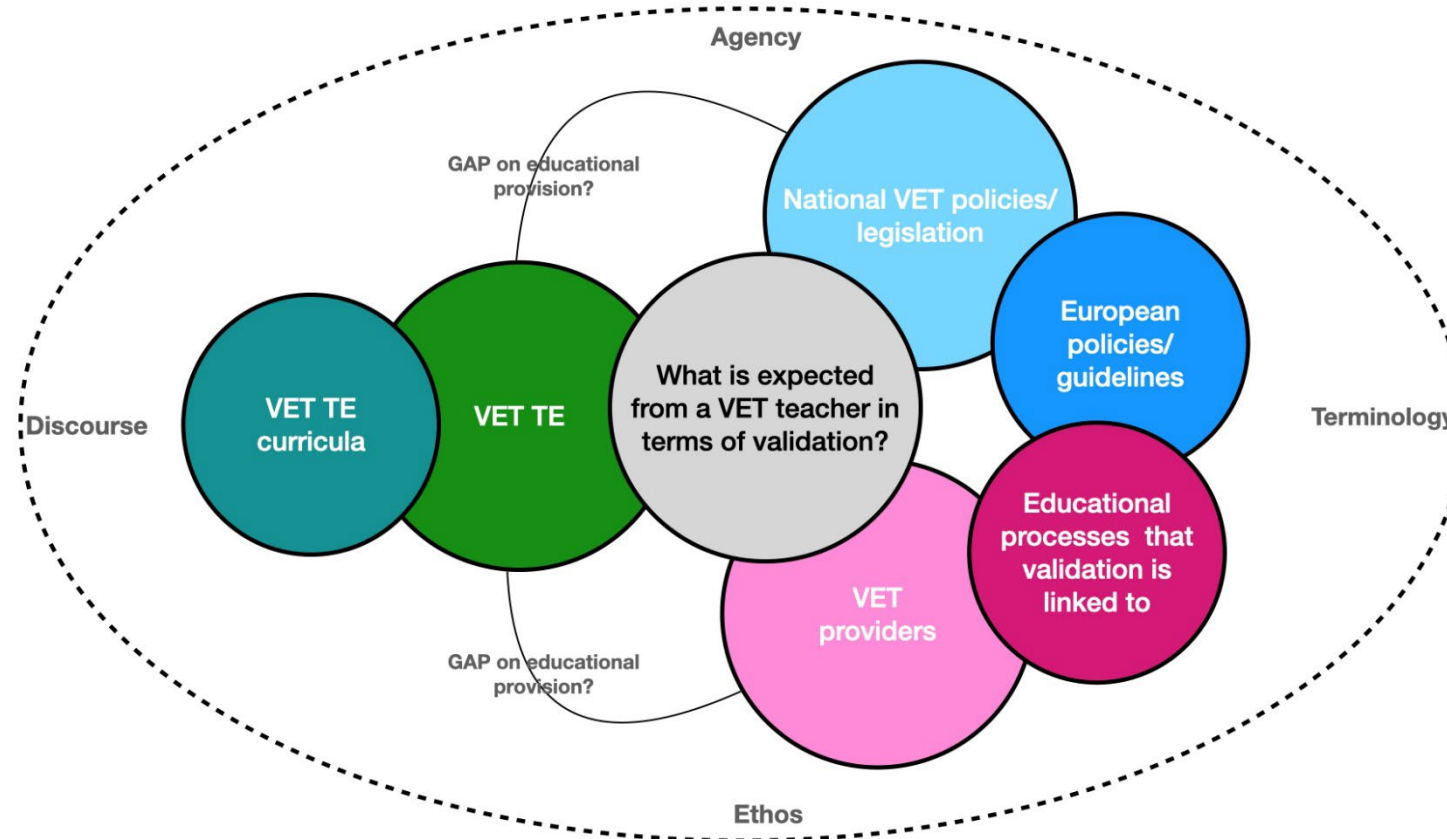
# Educational Policies call for Validation Practices in Vocational Education and Training

- Global perspective: OECD (Werquin, 2010), UNESCO, Foundation European Centre for Valuation Prior Learning (EC-VPL), Biennale 2019, 2022
- European Perspective: European Union (Colardyn & Bjørnåvold, 2004), Cedefop (Cedefop 2009, 2019)
- Nordic Perspective: Nordic Council, Nordic Network of Adult Learning, NVL (Grunnet & Dahler, 2013, Nistrup et. al., 2017)
- *Competence-based approach links authentic working life experiences to learning occurring at an educational institution (Jonnaert et al., 2007) and promotes validation of competences acquired in different contexts.*
- *The Bologna Process and EU legislation are neither fully integrated into educational planning, nor are they geopolitically congruent (Davies, 2017). The discourse and terminology of competence-based orientation are heterogeneous and inconsistent, preventing the development of consistent competence validation and of process quality assurance (Brauer, 2021).*

# Curriculum and Forms of Knowledge in Educational Research

- *The curriculum shapes the social meanings of knowledge in education (Apple 1993, Jones & Moore, 1993). Consequently, also the curriculum is shaped by the social world around education.*
- *The curriculum contains not only content knowledge, but elements of international educational policies, and standards (Wahlström & Sundberg, 2018).*
- *Learning research advocates that learning is a gradual process whereby understanding is built upon already existing knowledge (Niiranen, 2021).*
- *Development of a variety of cognitive skills and higher-order thinking skills is argued to be connected to their application in a practical context (Strimel 2019; Williams 2009, p. 248).*
- *Based on these policy texts and research contributions, our preassumption was that validation would be more visible in the curricular texts*

# Validation in VE teacher curricula: the social environment present in our study



# How are these educational policies reflected in Vocational Education Teacher training?

- *Research Question:*

- *How are future vocational education teachers prepared to understand the policies and practices in validation?*

- *Theoretical Framework:*

- *We approach the data, curricular texts in VE teacher training in selected HEIs in Denmark, Sweden and Finland, from a qualitative, socio-constructive approach.*
- *We examine positioning and framing of validation in the educational process and study the related articulation in the study modules or courses.*

# Preliminary Findings: Expectations for Future VE teachers

- *Discourses of working life orientation and validation are reflected in legislation governing VET in the Nordic Countries. In Finland, this is imperative, in Sweden the legislative guidance leaves room for institutional decision making. In Denmark validation is obligatory for students over 25 years old. (These form expectations to future teachers from the perspective of work context)*
- *Curriculum as an entity differs between the institutions: In Denmark and Sweden the national curriculum is translated into local providers' setting. In Finland, each institution has an institutional curriculum, which reflects mutually agreed guidelines between the institutions. (This background has diverse effects to future teacher's preparation to work context)*
- *Curricula, or curricular texts vary also as textual forms, from a single document to module descriptions available on internet resources (databases), along with additional guidelines and instructions. (This will effect the cohesion or possibility to make coherent understanding of what is validation about and what for)*
- *Divergent use of concepts internationally and nationally. (Difficulty to make comparisons and benchmarkings without properly understanding contexts)*

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