

NordYrk 2026

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Book of abstracts

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UNIVERSITY OF JYVÄSKYLÄ

NORDYRK

Federation of Finnish Learned Societies

From the organising committee

We welcome you warmly to the NordYrk 2026 Conference in Jyväskylä, Central Finland

This three-day annual conference brings together researchers, practitioners, and stakeholders in the fields of vocational education and training (VET) and professional higher education to share research, exchange ideas, and engage in meaningful dialogue. This year's theme, "Immersive and work-based approaches to cultivate practical learning," brings practice-oriented and experiential forms of learning into focus while highlighting the need to envision future directions for VET.

NordYrk is a long-standing Nordic network dedicated to advancing research and collaboration in VET and professional learning. The network connects scholars and practitioners across the Nordic countries and beyond. We invite you to familiarise yourself with the network's activities, history, and opportunities for collaboration by visiting nordyrk.net and engaging with the *Nordic Journal of Vocational Education and Training* at https://njvet.ep.liu.se/.

The conference programme includes a rich variety of paper presentations, posters, workshops, and symposia. We are especially pleased to host three distinguished keynote speakers: Professor Stephen Billett (Griffith University, Australia), Professor Hannu L. T. Heikkinen (University of Jyväskylä, Finland), and Professor Marianne Teräs (Stockholm University, Sweden), whose contributions will offer valuable insights into practical learning, vocational education, and contemporary societal challenges. We look forward to inspiring presentations and lively exchanges among participants.

Beyond the academic programme, the conference offers a unique opportunity to connect with colleagues in the field of VET and professional higher education. We hope you will take full advantage of these opportunities for discussion, collaboration, and social interaction.

We also encourage you to enjoy the setting of Jyväskylä, located in the heart of lakeside Finland. During this summer season, the city and its surroundings offer beautiful natural landscapes and a welcoming atmosphere, providing an excellent backdrop for both academic engagement and informal encounters.

We are delighted to have you here and hope that you will find the conference both intellectually stimulating and socially rewarding.

On behalf of the NordYrk 2026 organising committee,
Jamk University of Applied Sciences and the University of Jyväskylä

Sirpa Laitinen-Väänänen
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Contents

NordYrk 2026 Conference: Immersive and work-based approaches to cultivate practical learning 6

Keynote: Practical learning: conceptions, contributions and its development, Stephen Billett, Phd 7

Keynote: Rethinking vocational education in the complex world: education for planetary praxis, Hannu L. T. Heikkinen, PhD 7

Keynote: Linking migration and vocational education by cultivating practical learning, Marianne Teräs, Phd ... 8

About the conference presentations 9

Building Belonging in Vocational Education and Training 9

Grease, Gears, and Capital: The Biographical Case of an Immigrant Car Mechanic in a Swedish Workshop through Bourdieu's Lens 10

Pilot teachers' professional agency in vocational education reform: Developing teaching and guidance staff competence through influence and capabilities 10

Supporting VET teachers' psychological well-being: The importance of professional agency and psychological needs at work 11

A comparative analysis of the professional development needs of VET teachers in Finland and the United States 12

Compulsory or optional? The position of entrepreneurship education in the identity of a vocational teacher 13

Insights for vocational didactics – a systematic review. 13

Designing Work-Based Learning in Vocational Teacher Education through Dialogic Engagement with a Pedagogical AI Assistant. 14

Symposium: Yrkesläraren i en föränderlig värld – inblickar i ett kommande nordiskt specialnummer 15

Yrkesfaglærerens kompetanse – et spenningsfelt i endring 17

Hvorfor velger yrkesutøvere å bli yrkesfaglærere? 19

How Companies and Training Agencies Support Early Apprenticeship Transitions in Norway. 19

Support Structures and Participation in Work-Based Learning 20

Peer-based tracer methodology: an immersive work-based approach to competency development 21

Youth in Vocational Education – Meaning at the transition between Workplace Training and Youth Life 22

Experiences and expectations of transitioning from vocational education and training to work life for individuals with intensive special support needs 23

Engaging low-educated adults in work-place based training 23

Workplace-oriented Vocational teacher training - building VET teacher competences and identities 24

Professional Development Needs of Norway VET Teachers: An Initial Examination 25

Pedagogues or Craftspersons? A Latent Class Analysis of TVET Educators' Educational Aims and Socio-Emotional Support for Students 26

Teachers and catastrophes: How can learning losses in vocational education and training (VET) be addressed? 26

Discourses of Municipal Adult Education in Sweden: A Curriculum Analysis from 1968 to 2025 27

Strengthening Apprenticeship Training Environments on Danish EUD: Co-creating Inclusive and Attractive Learning Places 28

"Det sitter i väggarna": Normer och värderingar som handledare inom äldreomsorgen synliggör för utrikesfödda vuxna elever 29

Han åker med dig! – hur handledning organiseras, tilldelas och villkoras på måleriföretag. 29

Micro-Credentials and the Modular Learning Model – A Response to Changing Skills Needs 30

Working with Pedagogical AI Colleagues in Vocational Education: From Process-Oriented AI to Practice-Based Dialogue 31

Utvikling av relevant yrkesfaglærerutdanning gjennom lærerutdanneres kontinuerlige profesjonslæring og Work-related learning - en lærende organisasjon 32

Videreutvikle samarbeidet mellom universitetslærere og praksislærere i videregående skole om yrkesfaglærerstudentenes (YFL) profesjonsutvikling 33

Å styrke sammenhengen i yrkesfaglig opplæring: Hvordan et strukturert nøkkelkompetanseskjema kan fasilitere samarbeid mellom lærere og veiledere i arbeidslivet 34

Koherens, læringsdesign og KI i yrkesfaglærerutdanningen 35

"I really enjoy the practical learning" Why young people choose VET today 35
Pupils' Perspectives on Vocationally Oriented Teaching in Lower Secondary School 36
Revocationalising vocational education and training: Comparing the cases of Sweden and Switzerland 37
Use and Perceptions of Voluntary Online Learning Solutions Among Vocational Students in a Mathematics Course 38
Math teaching in vocational programmes involving team-teaching between mathematics- and vocational teachers 39
Studies supporting learning skills (OPVA) supporting adult skills 39
Vocational education and human capability, not just competence 40
Production of working-class, anti-school masculinities in core subject literacy in VET 41
Career practitioners' conceptions of developing career management skills in higher education 42
Journeys of the Nordic doctoral and early career researchers interested in VET 43
Vocational education and training research for a more sustainable future 43
Vocational teachers' vocational didactics and professional practices navigating new curriculum. A synthesis from the evaluation of new national VET curriculum in Norway 44
Å forberede elever til læretid: yrkesfaglæreres pedagogiske tilnærminger i skolebasert yrkesopplæring 45
En mer praktisk ungdomsskole trenger yrkesfaglærere 46
Strengthening educators' capacity to support CALD learners' working-life skills through simulation-based learning 46
Challenges for nursing educators in designing competence-oriented learning processes within work-based learning ecosystems: a scoping review from a German perspective 47
Co-operation between vocational education and liberal adult education: Knowledge formation and cross-studying 48
Co-creating Craft Pedagogy: Five Principles for Practice-Centered Learning in Vocational Education 49
The Meaning of Internships and Work placements for Students in VET through Students' Lenses: Opportunities for Participation, Practice learning, Personal and Professional Development 49
How teaching in practical learning arenaes facilitates learning for future professions and everydaylife, for the group of students and each individual student 50
Co-Creating the Core Foundations of an AI Chatbot to Support Workplace Instructors 51
Från avsikt till avbrott: att påbörja och avbryta en valideringsprocess 52
Hur kan AI-genererade lärandeguider utvecklas och användas för att stödja yrkeselevers lärande på arbetsplatsförlagt lärande (APL)? 53
Läsmotivation på gymnasiets yrkesprogram: en kvantitativ delstudie 53
Project VÄXA: Developing evidence-based peer learning to strengthen supervision competence and resilience in healthcare and paramedicine 54
What is needed to learn together, peer learning in skills training 55
Skills for Working Life in upper secondary education 56
Ungdomsbedrift som læringsarena- en forberedelse til arbeidslivet 56
Vurderingspraksis i faget Yrkesfaglig fordypning (YFF) 57
Dialogfärdigheter i sektorsövergripande samarbete - med syftet att underlätta ungas utbildningsvägar 58
Stöd i yrkesklassrummet: en etnografisk studie vid Fordon- och transportprogrammet i Sverige 59
Utvikling av danning gjennom praksis - utfordringer og muligheter i yrkesfaglige utdanningsprogram 60
Profesjonsutvikling i profesjonelle læringsfellesskap i yrkesfag 60
Symposium: Case Studies of an R&D-Project on Collaboration between Swedish VET and WBL-Enterprises for Enhanced Vocational Knowing 61
Symposium: Movement and maturity in Nordic VET systems: Follow up and theorizing current developments in the Nordic countries 63
Læringsmiljøets sosiale og emosjonelle faktorer 65
Hvordan kan autentiske læringsformer bidra til å forberede studentene på yrkesfaglærerrollen? 66
Wisdom at Work: Pedagogies for Learning in, for and and through Professional Practice 66
Language Coach as Support for Language Learners and Work Communities in the Workplace 67
Becoming a member of Finnish work community: migrant students' experiences of learning at workplaces. 68

Learning Finnish in the workplace: Ethnographic insights from a VET intern with a migrant background. 69
Vocational Civic Education as the Future Core of Education – A Participatory Workshop Using the Empathy-Based Method 70
Identifying Digital and Pedagogical Competence Needs in Ukrainian Agricultural VET: A Needs Analysis for Simulation-Based and Immersive Learning 70
Sustainable Competence Development: Implementing a Pedagogical Process Model for Peer Learning in Nursing Education 71
Vocational education after Auschwitz – Reactualisation of the Critical Concept of Bildung by of H.-J. Heydorn 72
Studenters praksisopplæring i bedrift 73
Karrierelæring med et yrkesblikk fra ungdomsskole til videregående skole – et samhandlingsprosjekt 73
Premisser for yrkesdidaktisk praksis 74
Shaping Students' Professional Identity in Vocational Secondary Education: Students' and Vocational Training Teachers' Perspectives 75
Readiness for change and its role in the educational organization 76
"Pulling in the Same Direction" How to build professional learning communities in everyday school life? 76
Outcome Data or Background Factors? Rethinking Evidence on Student Study Ability and Well-Being for Data-Informed Management in Vocational and Higher Education 77
Learn how to learn together 78
Co-creating Internship Pathways 79
Continuous Learning in Working Life (CLWL) Research Group 80
The quality of special support in vocational education 81
Transforming Learning Vocational Skills through Social Human-Agent Interaction 82
Diversity power! Multicultural module training in nursing 82
Jamk Future Factory® - A Collaborative Model Empowering Students to Co-Create, Innovate, and Engage with Working Life 83
Basic level paramedic students' learning motivation towards a 24-hour exercise 84
Towards impactful, co-created Nordic research in vocational education and teacher education 85
SIMSEC: Advancing Demand-Driven Educational Innovation in High-Risk Technology Industries 86

NordYrk 2026 Conference: Immersive and work-based approaches to cultivate practical learning

Work-based learning has long been central to vocational education, but rapid societal changes and the shift toward a digital and sustainable future demand fresh approaches. The NordYrk 2026 conference has invited educators, researchers, and professionals to explore how immersive and collaborative methods can foster practical learning, support holistic development, and prepare learners for the evolving world of work.

Work-related learning has been at the core of organising vocational education and training and professional development opportunities since the times of medieval guilds. Education planners, administrators, and educators, among others, have been concerned with questions such as: how to guide and teach newcomers into an occupational field to understand the occupation and its societal demands, and enable them to have sufficient competencies to succeed as autonomous professionals who continue developing their skills throughout their lifetime.

These questions are still acute, and due to societal change and new upcoming challenges, they are getting a new twist. The demands of the societal twin transitions towards a more digitalised and sustainable future call for innovation and efficiency in work-related learning practices. This calls for the creation of learning ecosystems where teachers and students from different educational sectors, together with business, industry and other societal partners co-create new solutions for work. New forms and models of collaboration between the world of work and vocational education and training need to be experimented and studied. It also calls for the development of curricula that are more responsive and flexible to the demands of wider societal and global change. At the same time, both young people and adults should be able to develop themselves continuously and have a firm basis for learning to learn and command new skills for participating in society and developing their work, its processes, and work communities.

One of the key challenges in developing contemporary vocational and professional education is that, although digital learning environments can be immersive and simulations can provide engaging learning opportunities, it is difficult to ascertain how these environments can support professionals in becoming wiser. Furthermore, what constitutes practical wisdom? How can education meet the demands of holistic human development? The vital, ongoing goal of education is to produce responsible professionals who can meet the challenges of our time. At the same time, vocational education should train practical experts who possess interactional skills to collaborate and navigate in increasingly diverse societies.

Education needs to pay attention to broader goals of learner development, and support socialisation and agency of learners. The immersive flow and flush of information and disinformation underline the cruciality of these approaches in education so that education can enable balanced individual development. Moreover, research on professionals who try to find wiser solutions to the challenges they face at work has highlighted the importance of multi-perspective thinking and reflection as well as collaboration. The organisers of the NordYrk 2026 conference therefore invite participants to explore these questions and to present research and development findings that increase understanding of how to embed smarter practices in work-based learning in vocational education and training and higher vocational education.

Conference information & programme: www.jamk.fi/nordyrk2026

Keynote: Practical learning: conceptions, contributions and its development, Stephen Billett, Phd

Stephen Billett is Professor of Adult and Vocational Education, Griffith University, Australia. He has worked in manufacturing, as a vocational educator, educational administrator, teacher educator, professional development and policy practitioner. Since 1992, he has researched and published on learning in, through and for work, and work requirements. He is a Fulbright scholar, National Teaching Fellow, holds honorary doctorates from universities of Jyväskylä (Finland), Geneva (Switzerland) and Vast (Sweden), and is elected Fellow Academy of Social Sciences of Australia.

Practical learning (i.e., changes in what individuals know, can do and value) that have applicable purposes for individuals, and their communities have been the key bases for the continuity and further development of the human species across its history. This includes the ongoing processes of remaking occupational practices in responses to changing demands and requirements. So, rather than being defensive or self-conscious about these kinds of learning, they are and have been key sources of human advancement, in meeting societal and community needs through addressing them by this remaking and innovation. Therefore, it is legitimate to consider how these capacities can best be developed and in what circumstances.

Ironically, given their relatively low standing in the eyes of some, the learning of these capacities is far from straight forward. Whereas much of propositional or declarative knowledge can be learnt through and from texts, practical learning often requires far more demanding and complex processes. Not the least is a need to account for and embrace the kind of circumstances in which this (practical) learning is to be applied. Often this requires being immersed in the circumstances of practice that have resonance with those in which the knowledge to be learnt needs to be applied. Drawing on empirical work associated with situated cognition, the contributions of physical and social settings and individuals' engagement in them presents as essential elements for associated curriculum practices. Added here are the multi-fold contributions of diverse kinds of educative and pedagogic practices in such settings, and, not the least, learners' personal practices. It is they who must engage effortfully with and exercise intentionality in observing, engaging in increasingly mature approximations of what has been observed and through guidance and rehearsal develop applicable outcomes. These are the terrain to be traversed through this keynote presentation.

Keynote: Rethinking vocational education in the complex world: education for planetary praxis, Hannu L. T. Heikkinen, PhD

Hannu L. T. Heikkinen is Professor of Education at the Finnish Institute for Educational Research, University of Jyväskylä. His work combines practical and philosophical approaches, focusing on action and narrative research, teacher professional learning, and education as praxis. He explores recognition theory and sustainability education for planetary well-being. He has authored over 300 publications with more than 18,000 citations (h-index 60).

The burning question of today is, how can vocational education meet the demands of the complex world, particularly in terms of social and ecological sustainability? As stated in the theme of the Nordyrk conference: "The vital, ongoing goal of education is to produce responsible professionals who can meet the challenges of our time [...] in increasingly diverse societies."

This keynote focuses on that question from the perspective of wisdom research, particularly that of practical wisdom, based on the work of the Australian theorist Stephen Kemmis. The idea of practical wisdom has its roots in Aristotle's forms of knowledge. First, guided by the disposition of epistēmē (truth-seeking), we form universal knowledge of the world through the action called theoría ('contemplative action'). Guided by the disposition of poiēsis, education provides practical knowledge to use the

appropriate means to attain known ends. In the Aristotelian typification, this kind of instrumental and technical knowledge is called technē ('making action'). Another form of practical knowledge is guided by the disposition of phronēsis, which is commonly translated as practical wisdom, informing human action called praxis ('doing action'). Philosopher Jürgen Habermas, however, has argued that society needs still another kind of knowledge, which he calls critical-emancipatory knowledge, to reveal the taken-for-granted belief systems in society to emancipate people from the irrational and coercive power.

The keynote asks how vocational education could serve the different interests of knowledge. The broader goals of education are also outlined by applying the purposes of education introduced by the education theorist Gert Biesta, including qualification, socialization and subjectification. According to Biesta, the fundamental question of education is the following: "Is what we desire desirable?" This question is asked at three levels: personal, socio-political, and planetary. Based on the ideas of Kemmis and Biesta, a view of education as planetary praxis is outlined.

Keynote: Linking migration and vocational education by cultivating practical learning, Marianne Teräs, Phd

Dr. Marianne Teräs, Professor of Education at Stockholm University, studies vocational education and training with a focus on migration. She currently leads a research project focusing on young migrant students' educational transitions. She recently co-edited a book Migration, Education and Employment: Successful Pathways to Integration. She serves as Associate Editor of the Scandinavian Journal of Vocations in Development, and is a co-editor for a series Palgrave Studies in TVET.

This keynote will explore the intersections of migration and vocational education and training, with particular attention to the diversity of students and the varied educational trajectories that shape their transitions from school to working life. Research consistently demonstrates that employment rates among foreign-born individuals differ depending on their regions and countries of origin. These disparities are often explained through processes of differential or subordinate inclusion, which operate through a range of explanations. One frequently cited explanation is that migrants often lack access to relevant professional networks. A second explanation emphasizes the impact of limited language proficiency, which restricts migrants' employability and career prospects. A third line of reasoning points to the sociocultural dimensions of vocational identity and skills, highlighting the challenges migrants face in transferring and validating their competencies within new contexts.
Processes of inclusion can be complex and demanding at multiple levels: at the macro level of integration into a new society, at the meso level of adjustment within educational institutions and workplaces, and at the micro level of forming relationships with individuals. Research involving people in vulnerable situations also requires particular sensitivity to ethical considerations. From a pedagogical perspective, everyday encounters and opportunities for practical learning within the community may play a crucial role in fostering successful inclusion.

About the conference presentations

The abstracts in this book are presented in the order in which the contributions were scheduled and presented in the conference; however, any last-minute changes may not be reflected. The abstracts are published in the form in which they were originally submitted for review to the NordYrk Steering Board.

Building Belonging in Vocational Education and Training

Author(s): Mathias Gulmann, University College Copenhagen

Category / based on: Research

Presentation format: Paper presentation (1A), in English

Framing

Communities are crucial for students' retention and completion in VET (Aarkrog & Wahlgren, 2020). At the same time, workplaces consistently emphasize social and personal competencies as crucial criteria for apprentices' success during workplace training (Juul-Wiese et al. 2025). This paper examines how early community building efforts can strengthen students' engagement in school based communities and prepare them for participation in workplace communities, with particular attention to why some communities are experienced as more meaningful than others and what characterizes those that support students' sense of relevance and belonging

Methodology

The paper draws on a project where six vocational schools experimented with a series of community building exercises in their introductory programs for new VET students. The aim was to explore how such activities can support students' sense of belonging in the initial phase of VET. The empirical basis consists of qualitative interviews with participating students, offering insight into how they experienced and assessed the interventions.

Results or expected outcomes

Preliminary findings indicate that students regard exercises aimed at strengthening the immediate, programme specific communities as the most meaningful, particularly when these activities reflect the occupation they are training for. Such alignment appears to enhance both relevance and engagement. In contrast, students do not perceive exercises designed to foster broad, school wide communities as meaningful, as these feel less connected to their vocational identity and everyday learning context

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Grease, Gears, and Capital: The Biographical Case of an Immigrant Car Mechanic in a Swedish Workshop through Bourdieu's Lens

Author(s): Lázaro Moreno Herrera, Stockholm University

Category / based on: Research

Presentation format: Paper presentation (1A, in English)

Framing

The study examines the vocational trajectory of "Abdul," an immigrant car mechanic working in a Swedish car workshop, through Pierre Bourdieu's theory of capital (economic, cultural, social, and symbolic), habitus, and field. The paper analyses how diverse forms of capital are accumulated, converted, and recognized within the field of Swedish automotive service and VET (vocational education and training). The paper shows how Abdul's pre-migration technical know-how (embodied cultural capital) is recontextualized, how linguistic and credential capital become gatekeeping devices, and how social ties and mentor recognition help convert devalued capitals into valued symbolic status.

Methodology

The study uses a biographical, interview-based approach, read through restorative hermeneutics (Josselson 2004) to reconstruct the meaning structures of the participant's vocational pathway. As with classic VET biographies (Corsten & Lempert 1997), the interest is not causal generalization but pattern recognition (Thomas 2010; Smeyers & Verhesschen 2001): how capitals are assembled, valued, and converted in situated practice.

Results or expected outcomes

Results shows that competence recognition is field-relative; immigrant workers need expedited routes to credential translation and recognition rituals. Linguistic capital is a central gatekeeper in evidence-heavy trades; embedding language into core tasks is constitutive of expertise. Public recognition infrastructures are powerful levers for symbolic capital formation. Finally, conversion-rich tasks cultivate habitus aligned with local doxa enabling durable inclusion.

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Acknowledgements: The paper is part of a research project funded by the Swedish Research Council (2022-02888). The author wishes to thank Bilkompaniet i Dalarna for support facilitating data collection.

Pilot teachers' professional agency in vocational education reform: Developing teaching and guidance staff competence through influence and capabilities

Author(s): Ritva Ylitervo, University of Jyväskylä

Category / based on: Research
Presentation format: Paper presentation (1B, in English)

Framing

In 2018, new vocational education legislation unified adult and basic vocational education (Vocational Education Act L531/2017). The pilot teacher model was developed in 2017–2019 within the Best Competence project to support implementation of the reform. The programme aimed to create effective

models to ensure high-quality operations and promote strategic goals. Providers appointed pilot teachers to guide colleagues and support leaders in implementing the reform. This study examines how pilot teachers developed staff competence through their influence (Eteläpelto et al.,2014) and capabilities (Edwards, 2006), and what factors supported or limited their agency.

Methodology

Data was collected through interviews with guidance teachers (n=11), their colleagues (n=11), and supervisors (n=5), all experienced in pilot teaching. The study drew on phenomenological science philosophy (Brinkmann & Kvale, 2015). Using thematic analysis (Braun & Clarke, 2006), it explored the meanings that pilot teachers, fellow teachers and supervisors assigned to mentor teaching in upper secondary vocational education reform.

Results or expected outcomes

Pilot teachers influenced several levels of the vocational education provider's organisation. Their agency drew on legislative expertise and pedagogical leadership supporting teachers and superiors. Limits arose from the difficulty of changing work culture under new legislation and from questions about their authority. Collaboration networks and coordinated support strengthened their agency.

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Supporting VET teachers' psychological well-being: The importance of professional agency and psychological needs at work

Author(s): Merly Kosenkranius, Katja Vähäsantanen, Heta Rintala, Sami Löfgren, Taina Civil-Hirvonen, Häme University of Applied Sciences

Category / based on: Research

Presentation format: Paper presentation (1B, in English)

Framing

Integrating professional agency (Vähäsantanen et al., 2019) with Self-Determination Theory (e.g., Deci & Ryan, 2000), this study examines links between VET teachers' agency, psychological need satisfaction, and well-being. When teachers influence their work, develop work prac-tices, and enact their professional identities, they are more likely to feel autonomous, competent, and connected, which in turn enhances their well-being. We expect teachers' agency to be positively related to psychological well-being (RQ1) and to psychological need satisfaction (RQ2). Furthermore, psychological need satisfaction is hypothesized to mediate the relationship between teachers' agency and well-being (RQ3).

Methodology

Altogether, 1,015 VET teachers (age M = 51.6 years, 51.7% females) from Finland answered an online survey in fall 2025. Agency (α = 0.89) was measured with the Short Measure of Professional Agency with nine items (Vähäsantanen et al., 2022). Psychological needs satisfaction (α = 0.81) was measured with four items (Martela & Ryan, 2024). Work engagement (α = 0.87) was measured with the UWES-3 (Schaufeli et al., 2017), work meaning (α = 0.94) with two items, and job satisfaction with one item.

Results or expected outcomes

Preliminary results indicate that VET teachers' professional agency (M = 3.92, SD= 0.67) is significantly positively related to their psychological need satisfaction (M = 3.98, SD = 0.68; r = .727), work engagement (M = 5.69, SD = 1.18, r = .506), work meaning (M = 4.32, SD = 0.79, r = .536), and job satisfaction (M = 3.89, SD = 0.92, r = .536). Results of the structural equation modelling with psychological needs as a mediator between agency and well-being will be presented at the conference.

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A comparative analysis of the professional development needs of VET teachers in Finland and the United States

Author(s): Sini Bask, Haaga-Helia University of Applied Sciences; Chris Zirkle, Ohio State University / Norwegian University of Science and Technology; Petja Sairanen, Haaga-Helia University of Applied Sciences; Olli Vesterinen, Haaga-Helia University of Applied Sciences

Category / based on: Work in progress
Presentation format: Paper presentation (1B, in English)

Framing

Comparative education has a long history with many definitions and explanations (1;2), and while initial studies have examined some differences in VET teacher training between Finland and the United States (3;4), including teacher qualifications, university requirements and curriculum structure, no comparative studies have examined the professional development needs of these teachers in a structured study contrast. The professional development needs of VET teachers is a key variable in ensuring that high-quality VET programs are accessible to all students. This study seeks to determine those needs within the context of an international comparative examination.

Methodology

Using face-to-face interviews in Finland, researchers will query a purposive sample of approximately 15 VET teachers regarding their professional development needs during February and March 2026. Findings from these interviews will be analyzed and compared to a similar sample of VET teachers in the U.S. This comparative analysis, while utilizing a small sample of teachers, will provide initial insight into the similarities and differences between these two groups of VET teachers.

Results or expected outcomes

Interviews in both countries will take place in Feb.-March 2026. Results will be categorized individually for both countries and then compared. Expected outcomes of the study include an analysis of the professional development needs related to VET teacher’s pedagogical practices and their technical competence. This comparative analysis may lead to policy discussions, funding possibilities and other structural changes regarding the professional development needs of VET teachers in both countries.

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Compulsory or optional? The position of entrepreneurship education in the identity of a vocational teacher

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Category / based on: Research
Presentation format: Paper presentation (1C, in English)

Framing

The identity of a vocational teacher is constantly changing due to the transformation of working life and educational reforms. One key question is whether EE should be seen as a necessary competence for all teachers. In EE teachers play a pivotal role. Successful implementation of EE, from a pedagogical standpoint, is contingent upon the choices and actions of teachers. The results of Kolho's (2024) doctoral dissertation suggest that EE is an essential part of the working life competence of every vocational teacher. This study examines the views of vocational student teachers on the mandatory nature of EE as part of pedagogical studies.

Methodology

The data was gathered through an online survey consisting of a total of 35 questions, seven (7) background variables, 33 Likert-scale items (1–7), and two open-ended questions. For this study, the qualitative responses to the open-ended questions were analysed.

The total number of respondents is 211 student teachers. 45.5% of respondents are currently working as teachers either in upper secondary vocational education or in higher education.

Results or expected outcomes

The results show that the position of EE in teacher education is tense: it is seen both as essential working life skills and as context-specific content. The study opens a discussion on how teacher identity is constructed in relation to EE and what kind of pedagogical solutions are needed to balance equality and flexibility. The transformation of working life requires teachers to support students' diverse career and work life capabilities.

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Insights for vocational didactics – a systematic review

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Category / based on: Research
Presentation format: Paper presentation (1C, in English)

Framing

Just like in other educational subject areas, the structure and content of vocational education and training (VET) should be informed by research. Vocational didactics provides valuable in-sights into teaching and learning that can support VET-teachers' practices. In recent years, this research field has been thriving, and the literature is expanding. To make the growing body of knowledge more accessible, this ongoing systematic review encompasses selected, high-quality, empirical studies that specifically explore teaching and learning processes within VET. The aim of the review is to support VET-teachers in making well-informed decisions in their teaching practices.

Methodology

Literature was searched in international and Scandinavian databases. Search strings were developed and selection criteria specified (Cooke et al, 2012), such as the inclusion of prac-tice-based studies of teaching analysed qualitatively. The search yielded 7,914 studies, which are currently being appraised for quality and relevance. A configurative systematic review methodology will be used to synthesise this research and generate new theoretical and/or conceptual insights (Gough & Thomas, 2016).

Results or expected outcomes

By systematically appraising and synthesising empirical studies that adopt a practice-oriented approach to VET, this ongoing systematic review will generate new insights into how the rela-tionship between VET-teachers' practices and VET-students' learning can be understood. Thus, the presentation will highlight findings that can support vocational teachers in planning, conducting, and evaluating their practices, including immersive and work-based approaches that cultivate practical learning.

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Designing Work-Based Learning in Vocational Teacher Education through Dialogic Engagement with a Pedagogical AI Assistant

Author(s): Charlotte Arkenback, Department of Education and Special Education, University of Gothenburg

Category / based on: Research
Presentation format: Paper presentation (1C, in English)

Framing

Work-based learning is a central component of vocational teacher education, yet designing and assessing such learning involves complex professional judgement across institutional boundaries. This paper explores how dialogic engagement with an AI-based conversational tool supported the redesign of a first practicum course (VFU 1) in a Swedish vocational teacher education programme. Rather than treating AI as a technological solution, the study frames AI as a mediating resource in professional learning, where course design, assessment practices and roles of workplace supervisors were negotiated. The study contributes to Nordic VET research by highlighting course design as work-based learning.

Methodology

The study is based on qualitative analysis of an extended chat-based dialogue between a university lecturer/course leader and a pedagogical AI assistant during the redesign of a practicum course. The dialogue is analysed as a situated professional learning process, focusing on moments of interruption, reformulation and judgement. Rather than analysing AI performance, the study reconstructs how pedagogical reasoning emerged through dialogic interaction in a work-based context.

Results or expected outcomes

The study shows that dialogic engagement with a pedagogical AI assistant can support the design of work-based learning by making tacit constraints explicit, clarifying roles in practicum settings, and strengthening alignment between learning outcomes, assessment and supervision. While the interaction is time-consuming and demands high professional judgement, it simultaneously accelerates course development by enabling sustained meta-analysis and coherence that would otherwise take years.

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Symposium: Yrkeläraren i en föränderlig värld – inblickar i ett kommande nordiskt specialnummer

Author(s): Petri Salo, Åbo Akademi, Kristina Strøm, Åbo Akademi, Katarina Kärnebro, Umeå Universitet, Tord Göran Olovsson, Umeå Universitet, Camilla Björk-Åman, Nord universitet, Bettina Bäckström-Widjeskog, Høgskolen på Vestlandet, Mari Forsberg, Umeå Universitet, Birgitte Bjørngaard, Nord universitet; André Rondestvedt, Nord universitet; Annika Wiklund-Engblom, Umeå Universitet; Johan Hansson, Umeå universitet; Kristina Ledman, Umeå universitet; Anna Katharina Jacobson, Nord universitet; Hanna Stenmark, Umeå Universitet; Kim Wickman, Umeå universitet & Maria Markgren, Skellefteå kommun.

Category / based on: Work in progress

Presentation format: Symposium (1D, in Swedish)

Chair: Wenche Hammer Johannessen, Nord universitet

Discussant: Petri Salo, Åbo Akademi

Symposium general abstract

Yrkeläraren befinner sig i ett spänningsfält mellan utbildningssystemets styrning och organisering samt arbetslivets förväntningar och yrkeskulturer. I en samtid präglad av snabb utveckling och omställning ställs ytterligare krav och förväntningar på läraruppdraget. Detta är utgångspunkterna för ett samnordiskt komparativt projekt med intresse för och fokus på yrkeslärares profession, professionsutövning, kompetensbehov och kompetensutveckling. VEN (Vocational Education in the Northern Regions), är ett samarbete mellan yrkeslärarutbildningarna vid de nordligt belägna lärosätena Nord universitet och Høgskulen på Vestlandet (Norge), Umeå universitet (Sverige), och Åbo Akademi (Finland). Samarbetet avser bidra med insikter i yrkeslärares arbete och dess utmaningar genom både fördjupningar i och jämförelser mellan de olika nationella kontexterna.

De studier som ingår i symposiet undersöker och problematiserar yrkeslärares samhällsuppdrag i en alltmer komplex samtid, genom olika infallsvinklar på deras förståelse av sitt demokratiuppdrag, förhållningssätt och hantering av normkritisk kompetens och införandet av ett nytt ämnesövergripande (tverrfaglig) temaområde med syfte att hantera elevers livsutmaningar. Yrkeslärares specialpedagogiska uppdrag studeras dels utgående från styrdokumentsanalys, dels i form av specialpedagogiska anpassningar under elevers praktikperioder. Vidare klarläggs yrkeslärares vardagspraktiker, de kompetenser arbetet förutsätter och former för kompetensutveckling (Antera, 2021).

Methodology: Symposium contributions.

Contributing abstract 1: Yrkeslärarens profession - med betoning på ett demokratifrämjande- och specialpedagogiskt uppdrag

Yrkeslärarens profession kan förstås som två sammanhängande dimensioner: uppdraget att utbilda skickliga yrkesutövare och det bredare samhällsuppdraget - att bidra till en inkluderande yrkesutbildning som stärker elevernas förutsättningar för delaktighet och påverkan i arbetsliv och samhälle. I symposiets första del fokuserar vi på den senare dimensionen genom att belysa norska, finländska och svenska yrkeslärares förståelse av sitt demokratiuppdrag av Johannessen, Kärnebro, Björk-Åman, Ledman & Stenmark, samt genom en styrdokumentanalys av yrkeslärarens specialpedagogiska uppdrag i samma länder av Björk-Åman, Forsberg, Rondestvedt & Ström.

Med utgång i stydokumenten konstateras i den förstnämnda studien om yrkeslärarens demokratiuppdrag av Johannessen et al. att det i den förnyade svenska läroplanen, Lgy25 , finns en tydlig betoning på kunskaper, värden och förmågor som krävs för aktivt och etiskt samhällsdeltagande. I Norge tydliggörs motsvarande uppdrag bland annat i det tvärfagliga temat Demokrati og medborgerskap i LK20, medan uppdraget i Finland formuleras mindre explicit i de övergripande styrdokument, även om demokratifrågor behandlas i särskilda kurser. Mot denna bakgrund analyseras i studien yrkeslärarens demokratifostrande roll utifrån Biestas teori om kvalificering, socialisering och subjektifiering.

I en komparativa WPR-analys (Bacchi, 2009) av specialpedagogiska styrdokument av Björk-Åman et al. väcks bland annat frågor om vad det innebär att Norge avvecklar begreppet specialundervisning i styrdokumenten samtidigt som Finland återinför det. Norge ger samtidigt lärarna ett tydligt gruppansvar genom tilpasset opplæring, medan Finland individualiserar stödet och i Sverige läggs det största ansvaret på yrkeslärarna genom extra anpassningar. I studien problematiseras och diskuteras hur dessa nationella skillnader formar yrkeslärarnas specialpedagogiska uppdrag och ger det skiftande form och innehåll i de tre länderna.

Contributing abstract 2: Yrkeslärarens professionsutövning - ett utsnitt av yrkeslärarnas praktiska arbete

Under temat yrkeslärarens professionsutövning presenteras två studier varav den första håller oss kvar inom det specialpedagogiska området med tematiken arbetssätt och anpassningar under yrkeselevernas praktikperioder av Olovsson, Hansson, Wickman & Markgren och den andra riktar Backström-Widjeskog blicken mot hur yrkeslärarna kan stödja yrkeseleverna att hantera personliga och praktiska livsutmaningar på bästa möjliga sätt.

Olovsson et al. fokuserar i sin studie på specialpedagogiskt stöd under arbetsplatsförlagt lärande (APL) i svensk yrkesutbildning. Här undersöks yrkeslärares och handledares arbetssätt och hur anpassningar formas i praktiken. Resultaten visar att kulturellt-diskursiva föreställningar om den ”önskvärda eleven” påverkar vilka elever som inkluderas eller exkluderas i arbetsplatsens sociala gemenskap och vilka förväntningar som riktas mot dem. Stödinsatserna framstår ofta som informella och individberoende, vilket kan skapa ojämlikhet mellan elever. Även om studien är baserad på svensk data har den en nordisk ingång.

Backström-Widjeskog sätter i sin studie fokus på det tverrfaglige temaområdet folkehelse og livsmestring som år 2019 introducerades i den norska läroplanen med syftet att hjälpa elever att lära sig hantera personliga och praktiska livsutmaningar på bästa möjliga sätt (Utdanningsdirektoratet, 2019). I studien sätts ändå det studerade temat in i en nordisk kontext med data insamlat bland norska och finlandssvenska yrkeslärare. Utifrån modellen ”Arkitekturen för att främja handlingskraft och bemästrande” identifieras i resultaten fem dimensioner – trygghet, mod, mening, motståndskraftigt ägarskap och stolthet – som centrala när yrkeslärare arbetar för att stärka elevers sociala och personliga utveckling.

Contributing abstract 3: Yrkeslärarens Professionskompetens och -utveckling

Yrkeslärares kompetens studeras i relation till yrkespraktiker och kompetensutveckling. I Salo, Johannessen, Olovsson, Hansson och Jacobssons studie används praktikarkitekturer (Kemmis et al., 2014) för att studera yrkeslärares arbete och kompetensutveckling. Arbetet framträder genom teman som undervisning och elevsamspel, samverkan med kollegor och arbetsliv, samt skolorganisation och resurser. Kompetensutvecklingen tar form både som formell fortbildning och som informellt kollegialt erfarenhetsutbyte och individuellt lärande via praktiserande av yrkesfärdigheter. Central är aktiviteten att ge och få stöd i relation till elever, kollegor och arbetslivsrepresentanter.

Bjørngaard, Kärnebro och Wiklund-Engbloms studie fokuserar på yrkeslärares normkritiska kompetens, utgående från NORM survey. Studien är teoretiskt förankrad i normkritisk pedagogik och normmedvetenhet som professionell kompetens (Blomberg, 2020). Den normkritiska kompetensen omfattar fyra dimensioner: förmåga att agera normkritiskt, medvetenhet om normers påverkan, kollegialt stöd och öppenhet samt kollegial normmedvetenhet. Studien visar att kompetensen är mångdimensionell och påverkas av lärarutbildning, yrkeserfarenhet och nationell kontext. Yrkeslärare i Finland och Norge uppvisade större handlingsförmåga i normkritik, medan svenska lärare visade högre grad av normmedvetenhet och kollegial normativ medvetenhet. Kollegialt stöd var liknande i alla tre länder.

Johannessens studie viser hvordan yrkespedagogisk utviklingsarbeid styrker yrkesfaglærerstudenters profesjonskompetanse, særlig deres endrings- og utviklingskompetanse. Studien bygger på en Deweys (2013) forståelse av prosjektarbeid, Johnsen (1985) sine kriterier for godt utviklingsarbeid og Illeris' helhetlige læringsmodell (2012). Resultatene viser at arbeidsformen fremmer selvinnsikt, helhetlig forståelse, meningsskaping og dannelse, men i mindre grad læring om kultur og samfunn. Prosjektarbeidet oppleves som meningsfullt, men er svakt koblet til andre studentgrupper og praksisfellesskapet. Studentenes motivasjon preges mest av ønsket om egen læring og utvikling, og mindre av relevans for praksisfelt og samfunn.

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Yrkesfaglærerens kompetanse – et spenningsfelt i endring

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Category / based on: Research

Presentation format: Paper presentation (1E, in Norwegian)

Framing

Yrkesfaglæreren står i et vedvarende spenningsfelt mellom samfunnets, arbeidslivets og elevenes behov for kompetanse. Endringer i læreplanverk (LK20), arbeidsliv og elevgrupper stiller økte krav til lærerens yrkes- og profesjonskompetanse, dømmekraft og evne til å lede læring mot både yrkesutøvelse og medborgerskap. Artikkelen undersøker hvilken kompetanse yrkesfaglærere trenger for å tilrettelegge for relevant og framtidsrettet yrkesopplæring i møte med nasjonale føringer og arbeidslivets forventninger, og hvordan kompetansebegrepet operasjonaliseres i praksis.

Methodology

Studien bygger på en kombinasjon av dokumentanalyse av læreplanverket i LK20 og stillingsannonser, en spørreundersøkelse blant yrkesfaglærere fra alle yrkesfaglige utdanningsprogram, samt innspill fra prøvenemndsmedlemmer. Datamaterialet analyseres tematisk for å identifisere sammenfall og spenninger mellom nasjonale føringer, arbeidslivets kompetansekrav og yrkesfaglærernes erfaringer.

Results or expected outcomes

Funnene viser samsvar mellom læreplan, arbeidslivets forventninger og yrkesfaglæreres vurderinger av helhetlige oppgaver og nøkkelkompetanser. Samtidig viser funnene spenninger knyttet til rammer, faglig oppdatering og balansen mellom spesifikke og generelle kompetanser. Studien viser behovet for en helhetlig yrkesfaglærerkompetanse som forener faglig dybde, yrkesdidaktisk lederskap, relasjonell og etisk kompetanse samt en kontinuerlig profesjonsutvikling.

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Yrkesfaglig kompetanse i ungdomsskolen: lite oppmerksomhet i praksis

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Category / based on: Research

Presentation format: Paper presentation (1E, in Norwegian)

Framing

Til tross for politiske ambisjoner om mer praktisk og relevant undervisning i ungdomsskolen, opplever mange elever fortsatt lav relevans og lite praksisnærhet. Artikkelen undersøker hvordan yrkesfaglæreres kompetanse er kjent, vurdert og anvendt i ungdomsskolen, og om denne kompetansen kan være en ressurs i arbeidet med å utvikle en mer praktisk ungdomsskole og bedre koblinger til videre utdanningsvalg. Studien søker å besvare følgende problemstilling: Hvordan oppleves yrkesfaglærernes kompetanse som et bidrag til en mer praktisk og relevant ungdomsskole? Studien forankres i forskning på motivasjon/relevans og yrkesdidaktikk, samt i nasjonale føringer for en mer praktisk ungdomsskole.

Methodology

Studien bygger på semistrukturerte kvalitative intervjuer med fire rektorer og ti yrkesfaglærere innenfor utdanningsprogrammene (FBIE, BA og RM). Intervjuene ble gjennomført våren 2023. Datamaterialet ble analysert ved hjelp av tematisk analyse (Braun & Clarke), med fokus på mønstre i forståelser av egen yrkesfaglærerkompetanse og hvordan denne kompetansen vurderes og anvendes i ungdomsskolen.

Results or expected outcomes

Funnene viser at rektorene har begrenset kjennskap til yrkesfaglærerutdanningen og yrkesfaglæreres profesjonskompetanse. Samtidig beskriver yrkesfaglærere tydelige muligheter for praksisnær, kontekstualisert undervisning da særlig i valgfag, utdanningsvalg, arbeidslivsfag og praktisk estetiske fag. Organisatoriske forhold som stillingsstørrelse, fagkoder/krav, hemmer utnyttelsen. Studien peker på behov for økt anerkjennelse og strategisk bruk av yrkesfaglig kompetanse i ungdomsskolen.

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Hvorfor velger yrkesutøvere å bli yrkesfaglærere?

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Category / based on: Work in progress

Presentation format: Paper presentation (1E, in Norwegian)

Framing

Rekruttering av yrkesfaglærere kan være utfordrende, særlig innen enkelte tekniske utdanningsprogram, i følge en rapport fra Senter for økonomisk forskning (Vaag Iversen et al., 2023). I dette perspektivet kan med mer kunnskap om hvorfor yrkesutøvere velger å bli yrkesfaglærere være nyttig. For å bli ansatt i lærerstilling i Norge må en ha relevant lærerutdanning, eller ansettes med vilkår om å fullføre relevant lærerutdanning om det ikke er søkere som oppfyller kravet. Det er gjort forskning om hva som motiverer å begynne på lærerstudier i Norge og internasjonalt, det er også gjort forskning om hva som motiverer til å begynne på yrkesfaglærerstudie i Europa og Norden, men det er lite i norsk kontekst om yrkesfaglæreres valg om karrierebytte.

Methodology

For å få svar på om studenter ved bachelorprogrammet yrkesfaglærer jobbet i skolen når de søkte studiet, og studentenes motivasjon for å bli yrkesfaglærere skiller mellom utdanningsprogram, gjennomførte vi en strukturert utspørring (Grønmo, 2004) hvor vi utformet et spørreskjema med lukkede og åpne spørsmål. Ved hjelp av undervisere ved institusjonene som tilbyr utdanningsprogrammet bachelorprogrammet Yrkesfaglærerutdanning (YFL) ble undersøkelsen gjennomført for studenter som startet studiet høsten 2025. Undersøkelsen ble besvart av 159 studenter.

Results or expected outcomes

Foreløpige analyser viser at studentene på utdanningsprogrammet bygg- og anleggsteknikk som besvarte denne undersøkelsen (n=42) jobbet 71,5 prosent heltid eller deltid i skolen, av studentene på utdanningsprogrammet teknologi- og industrifag som svarte på undersøkelsen (n=49) jobbet nær 80 prosent heltid eller deltid i skolen, mens andelen studenter i helse- og oppvekstfag som svarte på denne undersøkelsen (n=26) med jobb heltid eller deltid i skole er 23 prosent.

Videre analyser kan kunne fortelle mer om dette er knyttet til utfordringer med å rekruttere yrkesfaglærere.

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How Companies and Training Agencies Support Early Apprenticeship Transitions in Norway.

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Category / based on: Research

Presentation format: Paper presentation (1F, in English)

Framing

The first months of apprenticeship are decisive for social integration, confidence, and completion among new apprentices (e.g. Findeisen et al., 2022; Näegele & Neuenschwander, 2014, 2016) yet

employer and training agency in-depth perspectives on approaches for supporting young people's tranisition into apprenticeships remain underexplored. In Norway's 2+2 VET model, delays and attrition highlight the need for early-stage support. This study examines how companies and training agencies in sales, healthcare, and electrical trades conceptualise the early transition from school to work and the approaches they employ to support apprentices in the first period of apprenticeship.

Methodology

The study is based on 27 semi-structured interviews with 34 informants from training companies and agencies in Oslo/Akershus across sales, healthcare, and electrical trades. Interviews (27–75 minutes) were recorded, transcribed, and analysed using thematic analysis. Data were analysed to identify the approaches companies and training agencies utilise to support the early transition in apprenticeships.

Results or expected outcomes

In a tentative analysis, three cross-trade approaches were identified: 1) Providing apprentices with a safe, gradual start, using mentors, peer-to-peer mentors, and clear communication of company routines; 2) balancing support with early exposure to demands to build independence, supported by previous routines and safety training; 3) flexible, tailored adjustments to apprentices' preparedness within sector constraints.

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Support Structures and Participation in Work-Based Learning

Author(s): My Olofsson, Linköping university (EN)

Category / based on: Research

Presentation format: Paper presentation (1F, in English)

Framing

Work-based learning (WBL) is a core component of vocational education and training and is commonly framed as a bridge between school and working life. However, research shows that access to and quality of WBL vary considerably, particularly for students in need of support. This presentation draws on a doctoral project examining how participation and support in WBL are enabled and constrained within the Swedish school-based VET system. The project ad-dresses conditions for participation in WBL from both vocational teachers' and students' per-spectives, with particular attention to preparation for WBL, workplace conditions and patterns of student absence.

Methodology

The project is based on semi-structured interviews with VET teachers and upper secondary VET students who experience WBL as challenging in different ways. Data were analysed using reflexive thematic analysis. Teachers' accounts focus on preparation and support strategies in WBL, while students' narratives highlight experiences of participation and absence during workplace placements. Concepts from communities of practice and Biesta's three domains of education are used to frame the analysis.

Results or expected outcomes

The findings show that inclusion in WBL is often fragile and dependent on individual compensatory practices rather than systematic structures. When preparation, supervision, task design and workplace

conditions align, students experience learning and belonging. When sup-port chains break down, students risk marginal participation or withdrawal. Student absence emerges as a meaningful, relational response to unsustainable learning environments rather than a lack of motivation.

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Peer-based tracer methodology: an immersive work-based approach to competency development

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Category / based on: Research

Presentation format: Paper presentation (1F, in English)

Framing

The tracer method, traditionally used for quality assessment, can also serve as an immersive, work-based learning strategy through peer observation and formative feedback. Evidence, mostly from hospital settings, suggests peer-based use among professionals or interns supports competency and professional development. A mixed-methods study examined its impact and feasibility in patient communication. The approach is broadly applicable to vocational and higher vocational education, offering insights for immersive learning across professions.

Methodology

Participants were clustered per hospital and paired with an equally sized group from a nearby hospital. Within these clusters, fixed peer dyads conducted a two-hour tracer by directly observing each other's routine clinical work, followed by structured formative feedback. This procedure was repeated after six months. Quantitative analysis was performed on feedback form data, and thematic analysis was conducted on transcripts from group interviews.

Results or expected outcomes

Fifty hospital-based physiotherapists and interns from 16 hospitals participated. Perceived impact on professional development (1 = much improvement needed; 5 = no improvement needed) increased from 3.99 (SD 0.64) after the first tracer to 4.32 (SD 0.63) at six months (mean difference 0.33; 95% CI 0.16–0.50). Qualitative findings highlighted feasibility and educational value, particularly enhanced self-reflection and professional dialogue.

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Youth in Vocational Education – Meaning at the transition between Workplace Training and Youth Life

Author(s): Arnt Louw, Anne Mahler; Katrine Vraa Justenborg & Kathrine Thea Pløger, The Centre for Youth Research, Aalborg University

Category / based on: Research

Presentation format: Paper presentation (1G, in English)

Framing

This paper explores apprentices under 25 and their efforts to create coherence between youth life and vocational education during workplace-based training. Based on qualitative data, we show how entry into apprenticeship often challenges wellbeing, identity and social life, even when educational outcomes are positive. Apprenticeship is analysed as a central yet under-researched learning arena within the Danish dual system (Louw et al., 2025), grounded in traditions of master–apprentice learning (Nielsen & Kvale, 2003). The study contributes new insights into learning, wellbeing and dropout in VET, highlighting apprenticeship workplaces as key arenas for both vocational learning and broader f

Methodology

This study is based on 12 mobile ethnographic studies (Albrechtsen & Pedersen 2003) and 20 individual interviews with VET students under the age of 25 years in workplace-based training across four main fields. Twelve students also participated in the first phase of the project (Louw et al., 2025), allowing us to follow transitions from school to apprenticeship. Adopting a youth perspective, the study explores young people's own experiences of training, leisure life and their intersections.

Results or expected outcomes

This study contributes new knowledge on vocational students' wellbeing and learning in the intersection between workplace training and youth life, and thus provides fresh insights into dropout and completion. These insights can inform and inspire training supervisors and workplaces in their practical and organisational efforts to educate future skilled workers.

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Experiences and expectations of transitioning from vocational education and training to work life for individuals with intensive special support needs

Author(s): Kati Jokio, Jamk University of Appiled Sciences; Katariina Waltzer, University of Eastern Finland & Aino Äikäs, University of Eastern Finland

Category / based on: Research

Presentation format: Paper presentation (1G, in English)

Framing

We ascertain the future expectations towards work life of students receiving intensive special support. We also offer an insight into students' experiences of providing support and guidance in a special education college in Finland. Assimilating theories on social justice (Rawls, 1971; Sen, 2009) and Peavy's (2004) sociodynamic counselling framework, we discuss the experiences and expectations the students have directly before graduation. The data from 20 semi-structured interviews with students aged 18–28 were collated in Spring 2020. We propose two questions: What meanings do the students give to work life? What do the students need to achieve work life?

Methodology

The data underwent abductive content analysis, and we examined the individual and social special support structures that facilitate the school-to-work transition. By assimilating social justice theories into our data analysis, our objective was to highlight the attitudes toward and experience of work life. This was also guided by background theories about guidance counselling (Peavy, 2004) and meanings given to work life (cf. Anuradha et al., 2014).

Results or expected outcomes

The results show that even when students have a willingness and eagerness to work, the reality may be that they are largely excluded from work life; only a few of the students found employment after graduating. The discussion subsequently focuses on the extent to which vocational education and training systems cultivate adequate career readiness and provide individuals with equitable opportunities for labourmarket entry.

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Engaging low-educated adults in work-place based training

Author(s): Bjarne Wahlgren, Aarhus University

Category / based on: Research

Presentation format: Paper presentation (1G, in English)

Framing

The study addresses the following research question: What are the key features of integrated adult learning systems that enable low-educated adults to participate in and benefit from competence-development in a workplace setting.

This study investigates how integrated adult learning systems can support low-educated adults in developing labour-market relevant skills.

Methodology

A case-study design was chosen to enable understanding of institutional practices, organisational arrangements, and learner experiences across different adult education institutions. Ten Danish institutions were selected based on prior evidence of relevant and innovative pro-grammes targeting low-educated adults. The study comprises 21 leadership interviews, 27 educator interviews, 48 participant interviews, and 14 observations.

Results or expected outcomes

The study documented that barriers such as low confidence, fear of failure, or limited awareness can be tackled through targeted institutional practices. Workplace-relevant pedagogy, flexible provision, and adaptive teaching directly addressing the potential participants needs in relation to daily life and demands from their job-setting motivated the low-educated adults.

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Workplace-oriented Vocational teacher training - building VET teacher competences and identities

Author(s): Jiri Vilppola, Tampere University of Applied Sciences (TAMK), School of Professional Teacher Education

Category / based on: Research

Presentation format: Paper presentation (2A, in English)

Framing

This paper proposal is based on dissertation research (Vilppola, 2023). The context of this study was Finnish vocational teacher training, conducted according to a workplace-oriented and competence-based training model. The aim was to illustrate and describe the processes of competence and teacher identity development experienced by participants. Overarching research questions addressed both supportive and challenging factors related to competence and identity construction within the work-based training model. The study participants were 44 VET teacher trainees who were already employed as unqualified VET teachers.

Methodology

The metholology of the study was qualitative case study. It also included elements from action based research, since the researcher was also the trainer of one of the groups. All participants from five multiprofessional training groups filled in the graduation questionnaire. One of the groups (n = 15) produced more detailed and longitudinal data, including reflection texts and learning diaries. The datasets were analysed using qualitative content analysis and narrative thematic analysis.

Results or expected outcomes

Workplace-oriented and competence-based VET teacher training seemed to produce solid VET teacher competences and versatile teacher identity trajectories. The findings showed that both environments – workplaces and teacher training– included supportive and challenging factors for competence and developing the teacher identity. Competence and identity construction at best seemed to form a cyclical process supporting each other, alongside with teacher trainees' own individual activity and effort.

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Professional Development Needs of Norway VET Teachers: An Initial Examination

Author(s): Chris Zirkle, Arve Leraand, Lene Hylander & Eli Smeplass, Norwegian University of Science and Technology

Category / based on: Research

Presentation format: Paper presentation (2A, in English)

Framing

To support the complex skills and knowledge students need to learn in preparation for further education and work, VET teachers must not only become masters of the art & science of teaching and also keep up their technical knowledge and skills (1). Defined as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes (2), teacher professional development is a key variable in ensuring that high-quality VET programs are accessible to all students (3). This study seeks to determine the professional development needs of practicing VET teachers in Norway, if the needs are being met, and how this is accomplished.

Methodology

Using a semi-structured face-to-face protocol, the researchers will interview approximately 15 local VET teachers to answer a set of specific research questions related to their professional development needs. The study will be conducted in late-January to early-February 2026 and will serve as the initial step in a national study of Norwegian VET teachers. Analysis of teacher responses will be utilized to determine the suitability of the research protocol for the national study.

Results or expected outcomes

It is expected that the initial interviews will validate the research protocol for an upcoming na-tional survey as well as providing initial insights into the professional development needs of Norwegian VET teachers. Responses will be categorized thematically, aligned with the re-search questions. From this study, it is further expected to develop a series of structured pro-fessional development activities (lectures, workshops, courses, etc.) aligned with the stated needs of these teachers.

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Pedagogues or Craftspersons? A Latent Class Analysis of TVET Educators' Educational Aims and Socio-Emotional Support for Students

Author(s): Sami Löfgren, Häme University of Applied Sciences; Katja Vähäsantanen, Häme University of Applied Sciences & Kalle Virta, University of Helsinki

Category / based on: Research

Presentation format: Paper presentation (2A, in English)

Framing

Professional identity of TVET educators seems twofold (e.g., Bükki & Fehérvári, 2024). Craftspersons seem to prefer professional educational aims related to the immediate vocational practice and industry competence needs. Pedagogues agree but also promote such pedagogical educational aims as eligibility to tertiary studies. Due to a lack of quantitative studies, we examined with Latent Class Analysis (LCA; Weller et al., 2020) whether this dual classification holds (RQ1). TVET educators offer varying levels of socio-emotional support for student learning (e.g., Berner, 2010). We expect these levels to be linked to TVET educator professional identity (RQ2).

Methodology

Altogether 637 Finnish participants (387 TVET subject teachers and 250 workplace supervisors; age M = 51.3 years; 75.2% males) participated in a survey (8/2022–6/2023). Participants chose up to 4 educational aims out of the 4 professional and 4 pedagogical options. Participants' proneness to offer social support (α = .76), recognition (α = .60), equal treatment (α = .75) and a positive learning climate (α = .66) were measured with the modified instrument of Toom et al. (2017).

Results or expected outcomes

LCA confirmed the classes of pedagogues (75%) and craftspersons (25%) with a comparative-ly nuanced structure of educational aims which will be presented in the conference. Peda-gogues statistically significantly provided more social support (d = 0.36), equal treatment (d = 0.27) and a more positive climate (d = 0.27).

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Teachers and catastrophes: How can learning losses in vocational education and training (VET) be addressed?

Author(s): Maryna Vasylieva, V. N. Karazin Kharkiv National University; Oksana Kovtun, Hryhorii Skovoroda University in Pereiaslav; Valentyna Krykun, Hryhorii Skovoroda University in Pereiaslav; Heini Ikäheimo, Jamk University of Applied Sciences; Tetiana Krushynska, University of Jyväskylä; Iryna Shteimiller, V. N. Karazin Kharkiv National University & Maarit Virolainen, University of Jyväskylä

Category / based on: Development project

Presentation format: Paper presentation (2B, in English)

Framing

The presentation focuses on the development project, 'Promoting Multimodal Educational Practices and Teacher Competencies in Vocational Education and Training (VET)': Ukraine-Finland Cooperation (MOTIVET4UA). It develops approaches and methods to help vocational teachers address learning losses caused by catastrophes, such as the war in Ukraine resulting from Russian aggression. The project is a collaboration between two Ukrainian and two Finnish universities: Hryhorii Skovoroda University in Pereiaslav, V. N. Karazin Kharkiv National University, and The School of Professional Teacher Education at JAMK University, and Finnish Institute for Educational Research at University of Jyväskylä.

Methodology

The project's main methods for identifying ways to address learning loss involve a literature review, survey, and workshops. First, the team will conduct a review of previous research regarding learning loss in post-compulsory education. Secondly, the team will collaborate to conduct a survey and organise a workshop for teachers and students. JAMK's international pre-service teacher students will organise a preparatory workshop and conduct a survey on learning loss with Ukrainian partners.

Results or expected outcomes

The findings from the literature review show that, although digital pedagogies were developed to support learning during the Covid-19 pandemic, research into learning losses caused by other catastrophes, such as war, is less common (Topuzov et al., 2023). In particular, the means of addressing the challenges associated with frequent and unexpected displacements of teachers and students, as well as the organisation of practical training, require further attention.

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Discourses of Municipal Adult Education in Sweden: A Curriculum Analysis from 1968 to 2025

Author(s): Hanna Stenmark, Umeå university, Department of Education

Category / based on: Work in progress

Presentation format: Paper presentation (2B, in English)

Paper presentation (2B, in English)

Framing

Municipal adult education (MAE) has been central in Sweden since 1968, supporting adult learning, employability, and civic participation. While aligned with international agendas on lifelong learning and inclusion, MAE has increasingly been shaped by labor market and employability demands. This study examines how curricula from 1968–2025 construct educational aims, and the adult learner, with particular attention to civic education, and pedagogical rights (Bernstein, 2000). By analysing policy discourses, the study highlights how adult learners are positioned within changing social, economic, and work-based learning agendas.

Methodology

Critical discourse analysis (CDA) (Fairclough, 2010) links each research question to specific analytical steps in selected curricula. Transitivity, modality, and intertextuality are used to examine constructions

of responsibility, authority, and continuity across policy texts. Analysis is conducted across textual, discursive, and social practice levels, enabling longitudinal comparison. Selection and exclusion criteria are documented, and researcher reflexivity is maintained throughout.

Results or expected outcomes

The preliminary results show how MAE curricula increasingly prioritize employability and work-based learning, while civic and democratic aims are recontextualized or constrained over time. The findings will clarify shifts in learner positioning and contributing knowledge on how adult education balances labor market adaptation with lifelong learning, professional judgment, and democratic participation.

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Strengthening Apprenticeship Training Environments on Danish EUD: Co-creating Inclusive and Attractive Learning Places

Author(s): Anne Katrine Kamstrup, University College Copenhagen; Vibe Aarkrog, University of Aarhus; Arnt Louw, University of Aalborg & Luna Christine Christensen, University College Copenhagen

Category / based on: Work in progress

Presentation format: Paper presentation (2B, in English)

Framing

This abstract presents the project 'Strengthening Apprenticeship Training Environments in VET'. The project addresses persistent challenges in Danish vocational education and training, particularly related to dropout and the quality of workplace learning. While many apprentices thrive in their apprenticeships, research also shows that some experience harsh tone or lack of inclusion, negatively impacting learning and completion(1). The project runs from 2025 – 2027 and builds on existing research on good apprenticeship environments(2,3) and aims to translate research into practice(4) by collaborating with workplaces to develop interventions that enhance apprenticeship learning and wellbeing.

Methodology

This project combines practical development with embedded follow-up research across four industry-specific work packages. The participating workplaces and researchers co-design and test interventions tailored to contextual needs. Data are collected through observations, and interviews to explore how the interventions influence learning environments at the workplaces, and how research knowledge is mobilised in practice.

Results or expected outcomes

Expected outcomes are enhanced understanding of mobilizing research knowledge in collaboration between researchers and practitioners and tested interventions that improve learning environments at workplaces. Anticipated impacts are increased inclusion, better support for apprentices' learning and wellbeing, and practical models that can be shared with other training workplaces. The project is carried out by Aalborg University, Aarhus University, Copenhagen University College and Tænketanken DEA.

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"Det sitter i väggarna": Normer och värderingar som handledare inom äldreomsorgen synliggör för utrikesfödda vuxna elever

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Category / based on: Research
Presentation format: Paper presentation (2C, in Swedish)

Framing

Elever från yrkesutbildningar är inte alltid förberedda på vad de kommer att möta under APL. Inom vård- och omsorgsutbildningarna (VO) kan de möta både fysiska påhopp (Jansson & Majlesi, 2020) och utrikesfödda elever riskerar också främlingsfientlighet från omsorgstagare och personal (Khor m. fl., 2024). Handledarens roll blir därför avgörande, framförallt med tanke på att mer än hälften av eleverna är utrikesfödda. Handledarrollen innebär vägledning i arbetsplatsens normer och värderingar (Lasonen m. fl., 2021) samt kulturell och språklig kompetens (Lagercrantz All, 2017). Studien undersöker vilka normer och värderingar handledare anser centrala när de vägleder utrikesfödda elever.

Methodology

Fokusgrupper har genomförts med erfarna handledare i äldreomsorgen från fyra olika kommuner. Intervjuerna bearbetades med induktiv ansats i en kvalitativ innehållsanalys, där teorin om situerat lärande och begreppen normer och värderingar sedan användes som inspiration för att identifiera olika kategorier.

Results or expected outcomes

Handledarna visar normer och värderingar genom att verbalisera och agera utifrån arbetsplatsens normer, där omsorgstagarens självbestämmande är utgångspunkten i arbetet och har företräde framför elevens lärande. Detta gör handledaruppdraget till en balansakt som den enskilda handledaren behöver hantera. Det fanns en önskan hos handledarna att eleverna skulle vara bätte praktiskt förberedda före APL, och en oro inför framtiden relaterad till elevernas svårigheter med skriftlig information.

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Han åker med dig! – hur handledning organiseras, tilldelas och villkoras på måleriföretag

Author(s): Annika Olén, Malmö universitet

Category / based on: Work in progress

Presentation format: Paper presentation (2C, in Swedish)

Framing

”Jag vet inte vem som är min handledare”, sade apl-eleven medan hon maskerade skåpen inför målning på gymmet.

Många elever kan uppleva liknande osäkerhet under yrkesprogrammens apl. Handledare har en central roll för elevers yrkesutveckling och socialisering in i yrkeskulturen (Billett, 2001; Ellström & Hultman, 2004; Lave & Wenger, 1991), särskilt sedan Gymnasiereformen 2011 då deras ansvar och betydelse ökade. Trots att handledare har en avgörande roll för att elever ska få stöd och erfarenhet i autentiska arbetsmiljöer, är deras arbete ofta osynligt i forskning och samhällsdebatt.

Methodology

Studien är en del av ett pågående avhandlingsarbete om handledare under APL på inriktning måleri. Den närmar sig handledningen utifrån ett praktikperspektiv, där tyst kunskap och görande är centrala. För att fånga dessa mer implicita dimensioner användes en etnografisk ansats och empiri genererades genom deltagande observationer och go-along-intervjuer. Handledning på måleriföretag förstås som en praktik, och teorin om praktikarkitekturer (Kemmis, 2014) fungerar som analytisk lins.

Results or expected outcomes

Resultaten visar att handledarskapet ofta tilldelas informellt och ad hoc, där handledare inte alltid vet vilken elev de ska ansvara för eller hur länge. Handledarna uppmärksammar elevernas engagemang och lämplighet genom vardagliga signaler, som punktlighet och mobilanvändning. Tidsbrist, ekonomiska villkor och arbetsplatsens traditioner styr hur handledningen genomförs. I fältet framträder tydligt hur chefen säger: ”Han åker med dig!”, vilket synliggör den hastiga och planlösa tilldelningen.

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Micro-Credentials and the Modular Learning Model – A Response to Changing Skills Needs

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Category / based on: Research

Presentation format: Workshop (2D, in English)

Workshop abstract

Higher education is undergoing significant change. The demand for flexible, modular, and work-oriented learning solutions is growing rapidly. In the context of this transformation, mi-cro-credentials have become a pivotal element. These credentials, which include digital open badges, offer a flexible approach to recognising, developing and validating skills. These tools are also used to develop and contextualise curricula, facilitating the discussion of compe-tences across degree and educational institution boundaries. However, these innovations also raise important questions, which we will explore together in this interactive workshop.

We invite you to discover the latest international research and the European perspective on micro-credentials and short learning experiences. Gain early insight into a new comprehen-sive framework for flexible higher education, integrating modular structures with learner-centred design, anchored in research and practical relevance.

Join the collaborative dialogue on the key challenges:

- What are the key barriers preventing the adoption of modular, flexible and work-oriented learning models?
- Which opportunities can drive the next education success story?

We encourage you to share your ideas, exchange perspectives, and co-create solutions that will make higher education more accessible and adaptable.

All discussions will be documented for research purposes, ensuring your voice contributes to international development efforts.

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Working with Pedagogical AI Colleagues in Vocational Education: From Process-Oriented AI to Practice-Based Dialogue

Author(s): Charlotte Arkenback, University of Gothenburg & Andreas Stenberg, Omniway Group

Category / based on: Research

Presentation format: Workshop (2E, in English)

Workshop abstract

Generative AI is increasingly introduced into vocational education as a tool for efficiency, automation, and content production. Such systems typically operate within process- and system-oriented logics, where interaction is organised around input–output relations. While effective in administrative contexts, this logic often conflicts with the situated, judgement-based, and relational nature of vocational teaching and learning.

This workshop presents an alternative approach developed through practice-based research in vocational education and teacher education. Instead of treating AI as a tool that provides answers, we explore collaboration with pedagogical AI colleagues—AI systems designed to participate in educational practice without taking over responsibility, judgement, or decision-making. The approach builds on published research and long-term design work grounded in practice theory, action research, and relational perspectives on learning.

Central to the workshop is PRIM, a didactic method that supports teachers, teacher educators, and students in leading dialogue with pedagogical AI colleagues. PRIM makes explicit how to position the AI, frame the educational context, interact dialogically, and reflect on the interaction itself. In this way, PRIM functions both as a design logic for pedagogical AI and as a didactic method for users.

During the 90-minute workshop, participants will work with authentic cases from vocational education, exploring dialogical collaboration.

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Utvikling av relevant yrkesfaglærerutdanning gjennom lærerutdanneres kontinuerlige profesjonslæring og Work-related learning - en lærende organisasjon

Author(s): Ann lisa Sylte, professor, OsloMet-storbyuniversitetet

Category / based on: Research

Presentation format: Paper presentation (2G, in Norwegian)

Framing

Lærerutdanneres kompetanse kan ses som en nøkkelfaktor for kvaliteten på lærerutdanningen. Samtidig viser tidligere forskning at lærerutdanneres kompetanseutvikling i stor grad er overlatt til den enkelte, med lite støtte fra lærerutdanningsinstitusjonen (Czerniawski et al., 2017; Darling-Hammond, 2017). Forskningsspørsmålet: Hvordan kan lærerutdanneres kontinuerlige profesjonsfaglige utvikling bidra til yrkesfaglærerutdanningen som en lærende organisasjon? Abstraktet er basert på aksjonsforskningsprosjektet «Lærerutdanningsskoler i yrkesfaglærerutdanningen» (LUSY), som hadde fokus på å styrke faglig relevans i lærerutdanningen og yrkesutdanningen (Hiim & Sylte, 2025a).

Methodology

Lærerutdannernes profesjonelle utvikling analyseres fra pragmatiske og kritiske epistemologiske perspektiver (Hiim & Sylte, 2025a). Forskningstilnærmingen er aksjonsforskning. Empirigrunnlaget består av ulike kvalitative forskningsmetoder relatert til tiltak rettet mot læreres profesjonelle utvikling med fokus på samarbeid om pedagogisk praksis og FoU. Hensikten er å fremme praktisk læring, helhetlig helhetlig utvikling og forberede lærende på en skiftende samfunnsutvikling.

Results or expected outcomes

Resultater viser så langt behov for at lærerutdannere trenger å utvikle en felles forståelse av formålet med lærerutdanning og hva profesjonelt relevant lærerutdanning innebærer (Hiim & Sylte, 2025b). Lærerutdannere har stor nytte av systematisk kollektiv refleksjon over og utvikling av sine faglige

aktiviteter. Dette peker på behov for tilrettelegging av kontinuerlig kollektiv profesjonslæring og strukturert, gjensidig læringssamarbeid med praksisfeltet rettet mot en lærende organisasjon.

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Videreutvikle samarbeidet mellom universitetslærere og praksislærere i videregående skole om yrkesfaglærerstudentenes (YFL) profesjonsutvikling

Author(s): Kjersti Johnsen, Kaija-Liisa Magnussen, Torill Hammeren Møllerhagen, OsloMet – storbyuniversitet

Category / based on: Work in progress

Presentation format: Paper presentation (2G, in Norwegian)

Framing

Ifølge strateginotatet Lærerutdanning 2025 er praksislærere i skolen og universitetslærere definert som likeverdige lærerutdannere (Kunnskapsdepartementet, 2017). I en tidligere studie etterspør praksislærerne mer informasjon og tettere kontakt, særlig knyttet til vurdering og veiledning. De uttrykker behov for fysiske møter med lærere fra YFL-utdanningen og opplever at ensidig, digital kommunikasjon ikke gir tilstrekkelig grunnlag for samarbeid (Johnsen et al., 2025). En slik praksis kan svekke kvaliteten i YFL-utdanningen. Derfor er det behov for å undersøke områder for å utvikle samarbeid mellom universitet og videregående skole om studentenes praksisopplæring.

Methodology

Vi planlegger et pedagogisk utviklingsarbeid med tre av OsloMet sine partnerskapsskoler. Vi starter med karlegging av behov gjennom intervju av praksislærere i februar 2026. Med bakgrunn i empiri fra intervjuene kan vi få kunnskap om hva det konkret er behov for. I denne fasen skal vi bruke SØT-modellen for å utarbeide en foranalyse av nå-situasjonen, ønsket situasjon og tiltak som kan settes inn (Kversøy & Hartviksen, 2018). Analysen blir presentert for deltakerene for videre planlegging.

Results or expected outcomes

Vi forventer at vi får kartlagt områder og arenaer universitetslærere og praksislærere kan samarbeide om for å styrke kvaliteten i YFL-utdanningen. Resultatene vil være utgangspunktet for videre diskusjoner og arbeid med ønskede tiltak. Foreløpige resultater vil bli presentert på konferansen.

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Å styrke sammenhengen i yrkesfaglig opplæring: Hvordan et strukturert nøkkelkompetanseskjema kan fasilitere samarbeid mellom lærere og veiledere i arbeidslivet

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Category / based on: Research

Presentation format: Paper presentation (3A, in Norwegian)

Framing

Yrkesfaglig opplæring skjer i både skole og arbeidsliv, arenaer med ulike kunnskapspraksiser som kan gi fragmenterte læringsløp. Studien undersøker hvordan et strukturert nøkkelkompetanseskjema kan fungere som et felles rammeverk som knytter arenaene tettere sammen og styrker arbeidslivsrelevansen i opplæringen. I et sosiokulturelt perspektiv forstås sammenheng som forhandling og perspektivtaking (Akkerman & Bakker, 2012; Wenger, 1998). Skjemaet konkretiserer kompetansemål, fremmer nøkkelkompetanser og støtter et felles språk for å kartlegge og gjenkjenne elevers progresjon.

Methodology

Studien undersøker yrkesfaglæreres erfaringer med bruk av nøkkelkompetanseskjemaet i egen praksis, som del av videreutdanningen for lærere i yrkesfaglig fordypning ved Universitetet i Agder (2024–2025). Erfaringene er innhentet gjennom fokusgrupper, intervjuer og 24 studentrapporter. Materialet er analysert gjennom en trinnvis tematisk prosess med åpen koding og fortolkende drøftinger for å identifisere mønstre i hvordan lærerne beskriver arbeidet med skjemaet i møte med elever og arbeidsliv.

Results or expected outcomes

Analysen viser at tre forhold styrker sammenheng i praksisopplæringen: (1) trepartssamarbeid som øker relevans og kvalitet i veiledning, (2) tydeliggjøring av forventninger som gjør læringsmål og kriterier mer transparente for elever og veiledere, og (3) samarbeid om vurdering som fremmer eierskap, refleksjon og selvstendig læring. Nøkkelkompetanseskjemaet fungerer som et strukturert redskap som støtter dialog og felles ansvar mellom elev, skole og arbeidsliv.

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Koherens, læringsdesign og KI i yrkesfaglærerutdanningen

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Category / based on: Development project

Presentation format: Paper presentation (3A, in Norwegian)

Framing

Prosjektet er del av utviklingen av fire nye emner i praktisk-pedagogiske utdanning for yrkesfaglærere ved UiA. Målet er å utvikle et studietilbud som speiler kompleksiteten i yrkesfaglæreres profesjonsoppgaver, og som samtidig møter kravene som samfunnsmessige omstillinger stiller til fremtidens yrkesfaglige utdanning. Utviklingsarbeidet skal styrke koherens i studieløpet, bidra til helhetlig læringsdesign som kombinerer forskningsbasert kunnskap med autentiske, arbeidslivsnære lærings- og vurderingssituasjoner. Sentralt står introduksjonen av studentaktive og KI-integrerte undervisnings- og vurderingsformer, inkludert utvikling av en egen KI-agent og fysiske læringsressurser.

Methodology

Studien er et treårig aksjonsforskningsprosjekt der nye KI-integrerte læringsdesign utvikles og undersøkes i samarbeid med studenter på PPU-Y(totalt 80 over 2 år), UiA PULS og Medietjenester. Tilnærmingen bygger på syklisk pedagogisk aksjonsforskning (Elliott, 1991) og praksisbasert utvikling (Kemmis, 2009), profesjonsrettet samarbeid (Hiim & Sylte, 2025) og kvalitativ datainnsamling (Brinkmann & Tanggard, 2020).

Results or expected outcomes

Vi forventer økt koherens i PPU-Y, tydeligere læringsdesign og et mer brukervennlig studieløp. Prosjektet vil gi nye erfaringer med KI-støttet undervisning og vurdering, og utvikle modeller og ressurser for studentaktiv og praksisnær læring. Arbeidet gir også innsikt i hvordan digitale verktøy kan styrke profesjonsutøveres refleksjon og mestring. I tillegg vil studentene få økt trygghet i bruk av digitale og KI-integrerte verktøy, i tråd med utviklingen i arbeidsliv og klasserom.

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“I really enjoy the practical learning” Why young people choose VET today

Author(s): Matthew Simoneau, University of Wisconsin-Stout; Eli Smeplass, Norwegian University of Science and Technology; Lene Hylander, Norwegian University of Science and Technology

Category / based on: Research

Presentation format: Paper presentation (3B, in English)

Framing

Vocational education is often framed as a risky or second-best choice, associated with limited mobility and uncertain futures. This paper challenges such problem-oriented perspectives by examining how young people in vocational education imagine their futures. Drawing on a comparative study of VET in Norway and CTE in Wisconsin, the paper explores how young people motivate their educational choices, how they relate to work and learning, and how they perceive risk and opportunity. Across both contexts, young people express a strong future optimism and low perceived risk, emphasizing interest, practical learning, and meaningful work rather than fear of failure or exclusion.

Methodology

The study is based on qualitative interviews with 25 young people enrolled in vocational education, including students from a broad range of vocational fields in Norway and Wisconsin. All participants are in upper secondary vocational programs. The interviews focus on educational choices, learning experiences, motivations, future plans, and understandings of work and a good life. The data are analyzed thematically, with attention to similarities and differences across contexts.

Results or expected outcomes

The findings show that young people in both contexts experience vocational education as a positive and future-oriented choice. Rather than framing their choices as risky, participants emphasize enjoyment of practical learning, early contact with working life, and opportunities to build transferable skills. Many describe vocational education as an alternative to theoretical schooling and as a pathway to independence, competence, and belonging.

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Pupils' Perspectives on Vocationally Oriented Teaching in Lower Secondary School

Author(s): Mathias Gulmann, University College Copenhagen; Vibe Aarkrog, Aarhus University; Luna Christine Christensen, University College Copenhagen

Category / based on: Research

Presentation format: Paper presentation (3B, in English)

Framing

Danish compulsory education has increasingly emphasized the integration of practice-oriented teaching approaches, commonly referred to as "praksisfaglighed". The intention is to develop a more varied and application oriented pedagogical practice. This paper examines how pupils perceive vocationally oriented teaching that introduces vocations within the school context or through collaborations with external workplaces. The aim is to develop a deeper understanding of how incorporating vocational oriented teaching influences pupils' engage-ment and learning outcomes, as well as how such experiences shape their reflections on edu-cational choices and their perceptions of future working life.

Methodology

This paper is based on an exploratory case study of vocational oriented teaching in 7 different lower secondary schools (7th-8th grade). Each case consists of participant observations of lessons containing vocational elements, as well as semi-structured interviews with the partic-ipating teachers and pupils. The findings from the qualitative case study are supplemented by findings from the subsequent quantitative survey of pupils' experiences and perceptions of vocational educational practices.

Results or expected outcomes

Our findings highlight three key points:

1) Vocationally oriented teaching increases pupils' engagement, as they perceive it as varied, and characterized by a high degree of authenticity.

2) It can expand some pupils' opportunities for participation by offering alternative approaches to learning.
3) It can enhance pupils' reflections on their future working lives, but it does not necessarily lead to increased interest in pursuing education within the specific vocational field.

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Revocationalising vocational education and training: Comparing the cases of Sweden and Switzerland

Author(s): Per Andersson, Linköping University, Department of Behavioural Sciences and Learning & Markus Maurer, Zurich University of Teacher Education, Department of Upper Secondary and Vocational Education

Category / based on: Research

Presentation format: Paper presentation (3B, in English)

Framing

Current comparative research points to a long-term academic drift across many education systems. While visible in rising higher-education participation and in vocational programmes increasingly oriented towards academic progression, this drift has also generated tensions (Gonon et al., xxxx). As a result, several countries are now experiencing forms of re-vocationalisation at upper-secondary level. This paper examines this phenomenon through a comparative case study of Sweden and Switzerland—two markedly different skill-formation systems with different trends concerning academisation/vocationalisation (Gonon & Bonoli, 2025; Kaiser, 2025; Neumann et al., 2025).

Methodology

This paper is drawing on historical institutionalism and Archer's theory of the structural elaboration of educational systems. The comparative analysis relies on policy documents, legal frameworks, curricula, and consultation reports representing the development of vocational education and training (VET) in Sweden and Switzerland during the past two decades.

Results or expected outcomes

Findings show that re-vocationalisation takes distinct forms and stems from different drivers. In Sweden, the strong integration of VET into an academically oriented gymnasium has been followed by a return to a stronger vocational focus in VET programmes as well as the creation of vocational packages in adult education to secure labour-market access. In Switzerland, VET's intensified labour-market orientation risks undermining broader preparation for lifelong learning.

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Use and Perceptions of Voluntary Online Learning Solutions Among Vocational Students in a Mathematics Course

Author(s): Sanni Suominen, Riveria / University of Eastern Finland

Category / based on: Research

Presentation format: Paper presentation (3C, in English)

Framing

Finland's vocational education emphasises individual study paths and work based learning (The Act on Vocational Education and Training, 531/2017). Our study is grounded in the aim of supporting these goals with digital solutions, such as online courses, which facilitate learning alongside work tasks and provide flexible opportunities for competence development.

As well designed voluntary online activities may enhance self regulation and engagement (e.g., Ruipérez Valiente et al., 2016), we examined how such voluntary solutions - a repetition opportunity, an educational video, and additional practice - are used and perceived in a mathematics online course across different vocational fields.

Methodology

A quantitative study was conducted with 313 vocational students completing asynchronous online course in compulsory mathematics. Data were collected through questionnaires and analysed using statistical methods to examine usage patterns, students' perceptions of the optional support solutions offered, and differences between vocational fields.

Results or expected outcomes

Nearly 90% of students used the repetition opportunity and found it useful. About 60% watched the educational video, and half used the additional exercises. There were no significant differences between vocational fields in the use or perceived usefulness of voluntary opportunities.

A key outcome of the research project is the online course itself, which adapts to students' individual needs and can, at least partially, be completed alongside learning in the workplace.

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Math teaching in vocational programmes involving team-teaching between mathematics- and vocational teachers

Author(s): Karolina Muhrman & Peter Frejd, Linköping University

Category / based on: Research

Presentation format: Paper presentation (3C, in English)

Framing

As part of a larger study of vocational integrated mathematics teaching, we investigated how team-teaching could integrate mathematics and vocational subjects in an authentic voca-tional environment within upper secondary vocational programmes. Many vocational students perceive mathematics as irrelevant and abstract, even though it is central to most profes-sions. Previous research shows that context, authenticity and collaboration between teachers are crucial for creating meaningful vocational mathematics. This study therefore examines how schools organise and implement subject-integrated team teaching, the didactic benefits teachers perceive, and the students experience.

Methodology

The study is based on interviews with 29 students, four mathematics teachers, and eight vocational teachers in five vocational programs. The data collection also includes observations of subject-integrated lessons as well as surveys and tests. The focus is primarily on the interviews in this sub-study. The teachers and students were interviewed two times, at the start of the course and after completing the math course. The analysis followed Braun and Clarke's (2006) model for thematic analys.

Results or expected outcomes

Team-teaching involves mathematics and vocational teachers working together in vocational classrooms, with tasks linked to ongoing vocational elements. Both teachers and students report increased motivation with the students describing the teaching as meaningful and relevant to their future careers. Many students want more vocational mathematics and have become more interested in mathematics. This model strengthens both mathematical and vocational skills, preparing students well for working life.

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Studies supporting learning skills (OPVA) supporting adult skills

Author(s): Tiina Parviainen, Jamk University of Applied Sciences; Kaisa Räty, Jamk University of Applied Sciences & Markku Jahnukainen, University of Helsinki

Category / based on: Research

Presentation format: Paper presentation (3D, in English)

Framing

The rapidly changing nature of working life demands continuous learning, and vocational education plays a key role in enabling adults to develop their competences. In vocational education, insufficient basic skills may hinder the completion of a qualification. However, studies supporting learning skills (OPVA) can strengthen basic and language skills and thereby reduce the risk of dropping out. According to a new legislative proposal in Finland (1078/2024), the provision of support will be redefined. Our aim was to examine how the significance of OPVA studies is perceived and how these studies contribute to supporting students' basic skills.

Methodology

We interviewed professionals involved in studies supporting learning skills (OPVA) and examined their perspectives on the significance of OPVA studies in promoting and strengthening students' basic skills. The interview data were analysed using a data driven approach informed by grounded theory methodology. The aim of the method was inductive theory building, in which new data were collected on the basis of emerging hypotheses (Luomanen, 2019; Corbin & Strauss, 1990).

Results or expected outcomes

Supporting the development of basic skills equips adults to participate in education and, at the same time, strengthens their integration into society through the enhancement of work related competences (Mannonen et al., 2024; Räty, 2016; Lemmetty & Collin, 2020).The studies supporting learning skillsin this study were examined at three levels: the societal level, the institutional level, and the level of support received by the student.

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Vocational education and human capability, not just competence

Author(s): Niklas Rosenblad, University of Helsinki; Leesa Wheelahan, University of Oxford

Category / based on: Research

Presentation format: Paper presentation (3D, in English)

Framing

This conceptual paper proposes a rethinking of the purpose of vocational education beyond its current one, grounded in the political economy of 'skills' as ultimate learning outcome and educational goal. The presentation will develop the argument that vocational education should be seen not only as skills asquistion but also as a form of moral orientation toward flourishing, including the development of unique, embodied practical and personal powers. This broadens fundamental freedoms for real people

by emphasising the practical reasons people find for what they do, the capabilities to recognise what they could do, and how they make choices about their lives (Nussbaum, 2011; Sen, 2002).

Methodology

The contemporary debate about vocational education should reflect people as sentient beings living in the real world, rather than merely 'economic actors' with more or less valuable skills. Human flourishing is not a tangible position or a rational choice; it is a moral stance, intertwined with and oriented away from a contrasting portrayal of suffering. The role of education is then to foster reflexive capabilities and social imagination for opportunities towards flourishing (Sayer, 2011).

Results or expected outcomes

Skills-based approaches treat skills as ends, thereby reducing people to means and education to the production of end-rationalised characteristics. In contrast, the capabilities approach views humans as ends in themselves. The realist complement to this can foster depth-reflexivity about new ways of thinking about reasons for education and work. A depth understanding of what this entail include the interrelations we have with others and the natural and practical world(s).

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Production of working-class, anti-school masculinities in core subject literacy in VET

Author(s): Penni Pietilä, University of Eastern Finland (EN)

Category / based on: Research.

Presentation format: Paper presentation (3D, in English)

Framing

The presentation draws on my ethnographic PhD study (Pietilä 2025), which focused on the core subject of literacy in the context of technical field VET. In this presentation, I discuss how social class and gender intertwine in the rationale of competency-based VET literacy. The study is multidisciplinary and draws on the sociology of education (in relation to competency-based training) and gender studies (regarding social dimensions of difference) (e.g. Whee-lahan 2007; Skeggs 2004).

Methodology

TThe PhD research is a multi-sited feminist ethnography, contextualised within educational policy (e.g. Marcus 1995). The data consists of ethnographic material produced in eight VET schools during 2017–2020, complemented by policy documents. The presentation combines ethnographic, discourse and language use analysis to 'competency', gender, and social class.

Results or expected outcomes

The findings reinforce earlier research on stereotypical notions - the old stereotype of the anti-school 'VET boy' remains strong. However, within competency-based training, the 'VET boy' emerges longing for labour and detesting literacy even more strongly, shaped by the instrumentalisation and vocationalisation of VET. Through gendered and classed interpretations of VET students, 'competency' appears to naturalise labour and exclude literacy from the horizons of technical field VET students.

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Career practitioners' conceptions of developing career management skills in higher education

Author(s): Päivi Kauppila, Jamk University of Applied Sciences & Jaana Kettunen, University of Jyväskylä, Finnish Institute for Educational Research

Category / based on: Research

Presentation format: Paper presentation (3E, in English)

Framing

The role of career guidance has evolved alongside the changing world of work, increasing the emphasis on adaptability and managing change. Career management skills (CMS) refer to a learning process that equips individuals with the competencies needed to navigate learning and work across the lifespan. Although CMS acquisition shows positive educational out-comes, including improved completion rates, its full potential remains unrealized. Guidance services often prioritize current choices over CMS development. Limited knowledge exists on how

practitioners in Finnish higher education understand their role in supporting CMS acquisition, and how these understandings shape guidance practices.

Methodology

This study employed a phenomenographic approach to explore career practitioners' conceptions of developing CMS at Finnish universities of applied sciences (UAS). Seventeen practitioners from six UAS were interviewed. The analysis resulted in a structured set of categories describing practitioners' varying conceptions of developing CMS. These categories are nested in hierarchies, with higher levels representing increasing complexity and sophistication.

Results or expected outcomes

The study revealed four qualitatively distinct categories concerning practitioners' conceptions of developing CMS at Finnish UAS, ranging from unplanned responses to comprehensive practice. The findings offer new insights into how CMS development is understood and enacted in the higher education context. The study introduces a matrix that serves as a basis for discussion and as a practical tool for enhancing higher education career practitioners' understanding of the process of developing CMS.

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Journeys of the Nordic doctoral and early career researchers interested in VET

Author(s): Monika Øgård, University of Agder; Riikka Suhonen, University of Helsinki; Marianne Teräs, Stockholm University; Stefanie A. Hillen, University of Agder & Maarit Virolainen, University of Jyväskylä, Finnish Institute for Educational Research

Category / based on: Work in progress

Presentation format: Paper presentation (3E, in English)

Framing

Research into doctoral students' well-being and supervision has grown. However, studies on doctoral and early career researchers in VET remain limited, even though VET development relies on high-quality research and education. Supervision and mentoring are key to doctoral success, involving timely feedback, emotional support, regular meetings, and integration into academic life (Anttila et al., 2024; Lee, 2008). This study examines how supervision has supported collaborative learning among doctoral researchers interested in VET in the Nordic countries.

Methodology

The study is based on a survey and interviews conducted with Nordic doctoral and early career researchers. The survey data (N = 33) collected in the first phase provided descriptive information, and the answers to the open questions supported the specification of themes for the interviews. The second phase of data collection consisted of semi-structured interviews with volunteers from the first phase and others found using the snowball method (N=10). Findings from both data are presented.

Results or expected outcomes

The findings highlight the marginalised position of VET in academia and its impact on access to supervision and academic networks. They highlight the need to develop VET-specific support and pay attention to institutional supervision practice development. Furthermore, the findings demonstrate the importance of peer networks as support structures, showing how informal and formal networks have been crucial for the well-being of early-career researchers.

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Vocational education and training research for a more sustainable future

Author(s): Solja Upola, University of Helsinki & Sami Löfgren, Häme University of Applied Sciences

Category / based on: Research

Presentation format: Paper presentation (3E, in English)

Framing

In this study, we examine VET and the research on VET connected to it as part of the sustainability transition. The study presents Finnish doctoral dissertations completed in the context of VET during the period of the vocational education reform from 2018 to 2025 (N = 26).

Methodology

The research method is qualitative thematic content analysis, with the aim of identifying the current state of research activity, as well as stimulating discussion and taking a position on a timely issue: the state of research in VET and its significance for future-oriented knowledge and anticipation.

Results or expected outcomes

Themes recognised in the literature review were: 1) development of pedagogical practices; 2) student competence acquisition and personalisation; 3) leadership and supervisory work; and 4) system criticism. Dissertations addressed such topics as competence-based education, student lifelong learning skills, individualised learning in different learning environments, working-life relevance, practitioner roles and organisational-level development.

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Vocational teachers' vocational didactics and professional practices navigating new curriculum. A synthesis from the evaluation of new national VET curriculum in Norway

Author(s): Hedvig Skonhoft Johannesen, Jorunn Dahlback, Inger Vagle & Nina Aakernes, OsloMet

Category / based on: Research

Presentation format: Paper presentation (3F, in Norwegian)

Framing

Tema er yrkesfaglæreres profesjonsutøvelse og yrkesdidaktiske praksiser i implementering av det nye læreplanverket (curriculum) fagfornyelsen i norsk fag- og yrkesopplæring fra 2020. Vi presenterer her synteser og implikasjoner av hovedfunnene i evalueringsprosjektet publisert i tre tidligere forskningsrapporter nå som prosjektet er avsluttet (Aakernes et al, 2022; Skålholt et al, 2023; Skålholt et al, 2024). Yrkesfag er komplekse, med stor variasjon mellom nye fag og tradisjonsfag. Yrkesfaglærere opplever mange spenninger i sin profesjonsutøvelse og i yrkesdidaktikken. Resultatene i studien viser at yrkesfaglærere erfarer at mye med de nye læreplanene fungerer, men forskjeller mellom fag.

Methodology

Dataene består av syntese av kvalitative intervjuer med yrkesfaglærere ved tre yrkesfaglige utdanningsprogram i Norge: Bygg- og anleggsteknikk, Informasjonsteknologi og medieproduksjon, Salg, service og reiseliv. Det har blitt gjennomført både fokusgruppeintervjuer og individuelle intervjuer av et utvalg av lærere ved oppstarten av nye læreplaner i fagfornyelsen (LK20) i det første året vg1, i det etterfølgende året vg2, samt opplæringsansvarlige i bedrift i det tredje året av opplæringen, vg3.

Results or expected outcomes

Her vil vi fokusere resultater om spenninger mellom kvalitet og inkludering, hvor yrkesfaglærerne må balansere læreplaner med økt grad av kompleksitet og store læringsutbyttebaserte læreplanmål. På den andres siden er det elever med ulike læreforutsetninger. Videre vil kompetansebegrepet i fagfornyelsens læreplaner slik de forstås av yrkesfaglærere i ulike utdanningsprogram og på ulike nivå utlegges og diskuteres.

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Å forberede elever til læretid: yrkesfaglæreres pedagogiske tilnærminger i skolebasert yrkesopplæring

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Category / based on: Research

Presentation format: Paper presentation (3F, in Norwegian)

Framing

Overgangen til læretid er for mange elever forbundet med nye forventninger og deltakelsesformer, noe som kan gjøre overgangen krevende (Nägele & Neuenschwander, 2014). Mye forskning har rettet seg mot elevenes overganger og videre forløp (f.eks. Goastellec & Ruiz, 2015), mens yrkesfaglæreres forberedende arbeid i forkant av læretid er i mindre grad belyst. Studien undersøker hvilke pedagogiske tilnærminger yrkesfaglærere bruker for å forberede elever til læretiden, og hvordan disse tilnærmingene formes av arbeidslivets forventninger, yrkesfagets særpreg og rammene for opplæring i skolen.

Methodology

Studien bygger på kvalitative data fra ni fokusgruppeintervjuer (n=27 deltakere) og ti individuelle intervjuer. Informantene var yrkesfaglærere ved 15 videregående skoler i to norske fylker, på tvers av tre yrkesfaglige utdanningsprogram (helsefagarbeider, salg og reiseliv, elenergi og ekom). Dataene ble analysert ved hjelp av tematisk analyse (Braun & Clarke, 2006), med koding forankret i lærernes beskrivelser og temaer utviklet gjennom iterativ analyse av datasettet.

Results or expected outcomes

Analysen identifiserer fire pedagogiske tilnærminger som yrkesfaglærere bruker for å forberede elever til læretiden: simulering av arbeidslivsnære situasjoner, bruk av fortellinger for å konkretisere forventninger, arbeid med prøveintervjuer og biografisk arbeid, samt tilrettelegging for refleksjon over elevenes erfaringer. Funnene viser hvordan lærere aktivt oversetter arbeidslivets forventninger til pedagogiske praksiser i skolen, formet av yrkesfagets særpreg og ulike skolekontekster.

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En mer praktisk ungdomsskole trenger yrkesfaglærere

Author(s): Aina Kristiansen, OsloMet; Frank Egeland, Universitetet i Agder & Grete Haaland, OsloMet

Category / based on: Work in progress

Presentation format: Paper presentation (3F, in Norwegian)

Framing

Nasjonale myndigheter i Norge vil satse på en mer praktisk ungdomsskole. Artikkelen undersøker hva elevene kan lære, i henhold til læreplanene, gjennom praktisk arbeid. Norske yrkesfaglærere har formell kompetanse i såkalt «relevante fag» på ungdomstrinnet. Artikkelen undersøker også hva som kan være relevante fag for yrkesfaglærere.

Artikkelens problemstilling er: Hvilken kompetanse har yrkesfaglærere for undervisning i ungdomsskolen?

Teorien omhandler erfaringslæring og indre motivasjon gjennom medvirkning og selvbestemmelse.

Til slutt diskuteres kravene til formell kompetanse for undervisning i ungdomsskolen sett i forhold til hva lærere må kunne for å utvikle en mer praktisk ungdomsskol.

Methodology

Dokumentanalyse: Læreplanene I basisfagene norsk, matematikk, naturfag, samfunnsfag og engelsk for ungdomstrinnet analyseres, tolkes og sammenlignes med yrkesfaglærernes kom-petanse.

Semistrukturerte intervjuer gjøres med rektorer i ungdomsskolen og yrkesfaglærere i bilmekanikerfaget, frisørfaget, og kokkfaget, med fokus på kompetansen de har tilegnet seg gjennom utdanning og erfaring som fagarbeider og yrkesfaglærer.

Empirien analyseres gjennom koding, fortetting og kategorisering i flere runde

Results or expected outcomes

Vi forventer å finne ut hvordan læreplanene kan knyttes til praksis, og hva elevene kan lære i fagene de har på ungdomsskolen gjennom å jobbe praktisk. Å finne ut hva yrkesfaglærere med ulik fagbakgrunn kan, relatert til læreplanene i fag for ungdomsskolen er sentralt. Vi ønsker også å finne ut hvordan yrkesfaglærere kan bidra til å utvikle en mer praktisk ungdomsskole, hva som er «relevante fag» for yrkesfaglærere med ulik fagbakgrunn, og hva de reelt sett kan undervise i på ungdomsskolen.

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Strengthening educators' capacity to support CALD learners' working-life skills through simulation-based learning

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Category / based on: . Work in progress

Presentation format: Paper presentation (3G, in English)

Framing

Finland's ageing population has intensified labour shortages, increasing the need to strengthen immigrants' integration into working life. Although higher education institutions have expanded relevant programmes, culturally and linguistically diverse (CALD) students continue to lack essential working-life skills particularly in communication and cultural expectations. Simulation-based learning (SBL) offers a pedagogical approach that links theory with authentic practice and supports decision-making and critical reflection (Lateef, 2010). However, little is known about educators' readiness to use SBL to foster CALD learners' working-life skills. This ongoing study addresses this gap.

Methodology

The study employs a mixed-methods design (Creswell, 2014) to examine educators' perspectives. Quantitative data were collected through a Webropol survey in January 2026 from participants (n = 30) representing varied educational and professional contexts. The survey assessed familiarity with simulation-based learning. Qualitative data will be gathered in Spring 2026 through content analysis of participants' simulation scenario plans to explore how they design SBL activities for CALD learners.

Results or expected outcomes

Initial findings suggest participants' having positive expectations regarding SBL's potential to enhance CALD learners' working-life skills, particularly in communication and collaboration. However, participants report limited experience using simulations with CALD learners, and their capacity to design culturally and linguistically responsive scenarios appears weak. These gaps highlight the need for targeted professional development in inclusive simulation design.

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Challenges for nursing educators in designing competence-oriented learning processes within work-based learning ecosystems: a scoping review from a German perspective

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Category / based on: Research

Presentation format: Paper presentation (3G, in English)

Framing

Nursing education is a multi-site arrangement rooted in work-based learning, aiming to build professional competence through authentic care situations (Bensch, 2020). Nursing educators design and

facilitate learning and reflection in didactically reconstructed care situations (Altmeppen, 2019). In Germany, many educators move from nursing practice into education via diverse routes and structures. Thus, they must balance curricular competence requirements, workplace care demands, and the co-design of immersive digital and simulation environments with clinical mentors. This paper examines challenges in shaping sustainable cross-site learning ecosystems.

Methodology

A scoping review was conducted to identify and describe challenges nursing teachers face when facilitating reflection on practical learning in didactically reconstructed care situations (Peters et al., 2020). The findings were analysed using a professionalisation lens (Terhart, 2011) and an inductively developed heuristic of challenges.

Results or expected outcomes

Literature shows that nursing educators work in a field of contradictions among educational and care grammars, institutional frameworks and learning infrastructures. To foster competencies, these tensions must be negotiated and translated into reflective processes supporting holistic development. Practical wisdom enables productive work with such antinomies, including those emerging from digital formats challenging narrowly functionalist views of competencies and technology.

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Co-operation between vocational education and liberal adult education: Knowledge formation and cross-studying

Author(s): Tarja Lang, Häme University of Applied Sciences

Category / based on: Research

Presentation format: Paper presentation (3G, in English)

Framing

The study examines the current status and possibilities for the future co-operation between vocational school and liberal adult education institute. There is an legal oblication in Act for Liberal Adult Education (2009) to collaborate between formal- and non-formal educational institutes.The international literature review served as the background for the study and may be interpreted, that the educational fields of liberal education and vocational education and training are distinguished by the concept of knowledge formation. The study explores how different forms of education can collaborate and what collaboration requires to be successful.

Methodology

The data consists of the electronic survey aimed for teachers, study counselors and teaching supervisors (n=72). Interviews for immigrant experts (n=6) supplement the data. The data was analyzed using the content analysis method.

Results or expected outcomes

The results of the analysis show that different forms of education can complement each other. Liberal adult education produces educational content in a diverse way, taking into account different forms of knowledge. Co-operation requires strategic decisions and taking account equally both forms of education. Of the individual subject areas, the teaching of different languages and content related to health and well-being emerged. The challenges are rigid administrative structures.

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Co-creating Craft Pedagogy: Five Principles for Practice-Centered Learning in Vocational Education

Author(s): Anne Katrine Kamstrup, University College Copenhagen & Vibe Aarkrog, University of Aarhus

Category / based on: Development project
Presentation format: Paper presentation (4A, in English)

Framing

This abstract presents the process and outcomes of a Danish research-inspired development project, demonstrating how co-creation between researchers and practitioners shaped prac-tical results. In this project called “Gejst”, vocational experts, teachers, researchers, and pedagogical consultants collaboratively designed five principles of “craft pedagogy” to en-hance mastery and engagement for the students at a vocational school for culinary art. Grounded in hands-on practice and iterative experimentation, these principles provide a con-crete pedagogical tool for teachers to foreground material, sensory, and practical dimensions in their craft-based teaching.

Methodology

The five principles were developed through a co-creation process involving vocational experts, vocational teachers, researchers, and consultants in the Gejst project. Drawing on practical experimentation, development and reflection in workshops and theoretical insights, the team iteratively articulated and refined pedagogical principles. Documentation through observation, reflective practice, and collaborative analysis informed the development of the five principles (Wahlgren & Aarkrog, 2019).

Results or expected outcomes

The project resulted in two main outcomes. First, a practical guideline consisting of five principles for craft pedagogy, designed as a concrete resource for vocational teachers (Kamstrup & Aarkrog, 2025). Second, knowledge about how co-creation processes between practitioners and researchers can support practice development in vocational education. Both the pedagogical product and the process-related insights will be presented and discussed at the conference.

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The Meaning of Internships and Work placements for Students in VET through Students' Lenses: Opportunities for Participation, Practice learning, Personal and Professional Development

Author(s): Stefanie A. Hillen & Frank Egeland, University of Agder

Category / based on: Work in progress
Presentation format: Paper presentation (4A, in English)

Framing

A shift towards practical learning has been announced in compulsory education in Norway (Meld. St. 34, 2023–24).This paper focuses on practice learning as real work experience, as outlined in the internship guidelines. Its main objectives are to motivate students, provide them with experience, and encourage their participation in working life. Although teachers and practice mentors create local curricula for these practice periods, students' voices remain underrepresented. Their perspectives could strengthen learning and development opportunities. Research question: what can be learnt from students' experiences to inform schools and companies about learning opportunities during internships?

Methodology

We surveyed mainly 11th-grade students (Vg2) about learning opportunities, motivation, iden-tity development, task co-determination, and their overall experiences in practice placements (Deci & Ryan, 2008; Zimmerman, 2000). Depending on their placement length, we used semi-structured interviews with up to 12 items. This enabled us to explore how the beginning and end of placements, including onboarding and adjourning, shaped identification, learning, and future employment opportunities.

Results or expected outcomes

Our results highlight students' experiences of workplace learning and differ from descriptive surveys (Udir, 2025) by exploring what motivates them, how they learn, and whether they had opportunities to try out tasks and complete these independently. We identify aspects that, in our analysis, appear constructive for VET learning and development. The analysis is content-directed and informed by theories of self-regulation, co-determination, and communities of practice in vocational education.

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How teaching in practical learning arenaes facilitates learning for future professions and everydaylife, for the group of students and each individual student

Author(s): Nina Marie Storborg, Norwegian University of Life Sciences (NMBU)

Category / based on: Work in progress
Presentation format: Paper presentation (4A, in English)

Framing

The PhD study focuses on vocational teachers' teaching practices in practical training arenas. The theory of practice architectures is used as both a theoretical and analytical lens. This presentation sheds

light on what happens in meetings between vocational teachers and stu-dents, where vocational teachers guide students. How, in the same meeting, do vocational teachers motivate and support students in their professional and human development? Anal-yses show several common features in the teaching practices of vocational teachers in the various education programs. The theory of practice architectures is used as a theoretical lens to highlight the common features.

Methodology

The Phd-project is based on the qualitative method; stimulated recall. Six vocational teachers from four different vocational programs where observed and video-filmed through severeal teaching lessons. After analysing the video-recordings of each vocational teacher- about 8-10 recordings was picked out. The teachers then saw the videos of the teachingpractices and they where interviewed about their practices. The video-recordings and the interviewes are analysed by using the practice theory.

Results or expected outcomes

Sayings,doings,relatings;VET teachers talk to the group of students- and ask or say what work each students shall start to do. VET teachers give students formative assessment so they bet-ter can do the professional work.VET teachers walks around in the practical training arenaes-look around and listen when they walk-approach students who needs to be seen, but through the lesson- they meet all students.VET-teachers facilitate learning environment that include all the students.

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Co-Creating the Core Foundations of an AI Chatbot to Support Workplace Instructors

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Category / based on: Work in progress
Presentation format: Workshop (4B, in English)

Workshop abstract

In Finland, the Act on Vocational Education and Training (531/2017) stipulates that work-based learning constitutes the main form of collaboration between vocational education and working life and serves as a key mechanism for the acquisition of vocational competence. While this importance is emphasised, studies have noted areas where work-based learning could be further supported, for example through the continued development of workplace instructors' guidance and assessment practices (e.g., Hievanen et al., 2022). OECD (2023) analyses additionally point out that the effectiveness of work-based learning is shaped by employers' training capacity, which varies according to the quality of available training expertise, methods and equipment.

Digital solutions can enhance the quality, accessibility, and labour market relevance of vocational education (OECD, 2023). In our research project, we are developing an AI chatbot to support workplace instructors in their guidance practices. Prior to the workshop, we have explored the types of questions workplace instructors might ask a chatbot, complemented by insights gathered from vocational teachers, as well as broader user preferences regarding communication with the tool. The workshop itself contributes to the data collection by generating insights that will be used to inform the chatbot's foundational instructions, enabling it to support interaction between student and workplace instructor and thereby foster student learning.

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Från avsikt till avbrott: att påbörja och avbryta en valideringsprocess

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Category / based on: Research

Presentation format: Paper presentation (4C, in Swedish)

Framing

I Sverige kan valet att bli yrkeslärarare ses som ett andra karriärsteg (Kristmansson & Fjellström, 2022). Att möjlggöra tillträde till yrkeslärarutbildningen sker genom flera steg: 1) yrkesverksamma arbetare måste bestämma sig för att validera sina yrkeskunskaper för att bli behörig att söka till yrkeslärarutbildning och 2) få sina yrkeskunkaper validerade. Denna process innefattar att arbetslivserfarenhet och färdigheter måste omsättas i erkänd kompetens genom dokumenterade yrkeskunskaper och en bedömningsprocess (Andersson, 2020). Många som påbörjat validering väljer att avbryta. Denna studie avser att ur ett validandperspektiv öka förståelsen om avsikt och avbrott i valideringsprocessen.

Methodology

En webenkät distribruerades till alla som påbörjat och avbrutit valideringsprocessen av yrkeskunskaper (N=2660) mellan åren 2015 och 2025 vid ValiWeb. Data tolkas och förstås utifrån Hodkinson & Sparkes (1997) teori om careership där både frivilliga och påtvingade brytpunkter formar handlingshorisonter. Enkäten består av tre frågeområden som berör 1) val-et att påbörja validering, 2) valet avsluta validering och 3) vad skulle få en att återuppta valid-eringen.

Results or expected outcomes

Resultatet kommer att belysa hur valideringsprocessen möjliggör eller hindrar akademiska studier. Vidare förväntas kunskap om faktorer som kan motivera individer att återuppta valid-ering samt bidra till en ökad förståelse av valideringsprocessen. Detta kan i sin tur bidra till ökad kunskap om hur en större andel validerade och potentiella behöriga yrkeslärare kan möjliggöras. I studien förväntas careership bidra till förståelse för individers val gällande framtida karriärer.

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Hur kan AI-genererade lärandeguider utvecklas och användas för att stödja yrkeselevers lärande på arbetsplatsförlagt lärande (APL)?

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Category / based on: Work in progress

Presentation format: Paper presentation (4C, in Swedish)

Framing

Svenska yrkeselever genomför stora delar av sin utbildning som APL, men elevernas möjligheter varierar stort och samarbetet mellan skola och arbetsplats är ofta otillräckligt (Skolinspektionen, 2017). I detta samverkansprojekt mellan skola och universitet utvecklas AI-stödda lärandeguider för att tydliggöra progression och lärandemål samt öka yrkeselevernas delaktighet. Projektet inkluderar även yrkeslärarstudenter. Syftet är att undersöka hur lärandeguiderna utvecklas, används och erfars samt hur detta påverkar elevers och lärares lärande. Analys sker genom teorin om praktikarkitekturer (Kemmis et al. 2014) samt begreppen situated learning och Communities of Practice (e.g., Wenger, 1998).

Methodology

I projektet genomförs en praktiknära forskningsstudie (jfr Skolforskningsinstitutet, 2024). Den baseras på skolans utvärdering av påbörjad del av utvecklingsarbete om lärandeguider, semi-strukturerade intervjuer med yrkeslärare och handledare samt deltagande observationer vid en forskningscirkel. Dessutom genomförs en enkät med yrkeslärarstudenter som deltar i workshops med skolans yrkeslärare, samt analys av trepartssamtal mellan elev, lärare och handledare.

Results or expected outcomes

Preliminära resultat från en första del av utvecklingsarbetet visar att kvaliteten på lärarnas kollegiala lärande har stärkts, att elevernas delaktighet har ökat samt att krav och förväntningar gällande trepartssamtal har tydliggjorts. Genom vidare datainsamling (intervjuer, observationer, enkät) förväntas svar på hur lärandeguiderna utvecklas och stödjer undervisning och lärande, hur lärarnas samarbete fortlöper, samt hur lärandeguider kan stödja yrkeslärarstudenter i sin utveckling.

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Läsmotivation på gymnasiets yrkesprogram: en kvantitativ delstudie

Author(s): Kristina Hagdahl, Högskolan Dalarna

Category / based on: Work in progress

Presentation format: Paper presentation (4C, in Swedish)

Framing

Elever på gymnasiets yrkesprogram uppvisar ofta svagt läsintresse och låg motivation för läsning, trots att läsning är centralt både i yrkesutbildning och arbetsliv. Tidigare forskning visar starka samband mellan läsintresse, reading self-concept och studieresultat, men i yrkesutbildning framstår läsning ofta som sekundär i relation till praktiskt arbete. Delstudien ingår i ett större avhandlingsarbete och fokuserar elevers läsintresse och motivation för läsning inom yrkesutbildning, med utgångspunkt i självbestämmandeteorin (SDT). Särskilt uppmärksammas hur motivationens kvalitet kan variera mellan program och vikten av hur läsning relateras till yrkesinnehåll och framtida yrkesutövning.

Methodology

Studien bygger på en kvantitativ enkätundersökning genomförd bland elever på gymnasiets yrkesprogram i Sverige (N = 1 106). En webbaserad enkät mätte elevers läsintresse och motivation för läsning i skolan med inspiration från Academic Self-Regulation Questionnaire (SRQ-A). Data analyserades med deskriptiv och inferentiell statistik, inklusive t-test, variansanalys samt korrelations- och regressionsanalys. Ett Relative Autonomy Index (RAI) användes för att mäta motivationens kvalitet.

Results or expected outcomes

Resultaten visar lågt läsintresse och övervägande kontrollerad motivation bland elever på yrkesprogram. Programtillhörighet förklarar mer variation i läsmotivation än exempelvis kön, årskurs eller förstahandsval. Läsintresse är en stark prediktor för autonom motivation. Elever som läser svenska som andraspråk uppvisar högre läsintresse och mer autonom motivation. Sammantaget pekar resultaten på att programkultur och upplevd relevans är centrala för att stärka elevers autonoma läsmotivation.

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Project VÄXA: Developing evidence-based peer learning to strengthen supervision competence and resilience in healthcare and paramedicine

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Category / based on: Development project

Presentation format: Poster presentation (4D, in English)

Framing

The complexity of healthcare work is increasing while the number of available clinical placements is decreasing. Supervisors lack tools to identify individual needs and support student resilience, crucial for retention in the field. In contexts, such as emergency care, supervision is further challenged by extreme time pressure and irregular patient contact. Project VÄXA addresses this gap by developing sustainable, evidence-based solutions based on peer learning. The purpose is to strengthen supervision competence and promote sustainable career development.

Methodology

The project uses a two-step model to develop resource-efficient material. Initially, needs are identified through data collection from students and supervisors. The project is divided into two work packages:

one further developing a general process model for peer learning in healthcare, and a context-specific package for the unique features of acute and emergency care. The method focuses on creating agile micro-courses that are piloted and evaluated in close cooperation with workplace partners.

Results or expected outcomes

The expected outcome is evidence-based educational material in the form of micro-courses that strengthen supervisors' ability to support student learning and resilience. By implementing peer learning, a sustainable supervision culture is created that supports continuous learning in the workplace. This is expected to lead to students better achieving their competence goals and experiencing a safer induction into working life, contributing to society's need for resilient healthcare personnel.

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What is needed to learn together, peer learning in skills training

Author(s): Jessica Silfver, Christoffer Ericsson, Maria Appelroth & Petra Ekman, Arcada University of Applied Sciences

Category / based on: Development project

Presentation format: Poster presentation (4D, in English)

Framing

We can see a trend in the nursing field that the students need to be more resilient and master generic skills such as teamwork, communication, giving and receiving feedback. By enabling UAS students to facilitate their own learning together with peers in skills training and further on in simulation develops these generic competences vital in working life. Earlier projects have shown that students appreciate checklists for skills practice (SkillTrack). By creating learning opportunities with a peer- learning setting and using checklists and a digital tool as support students develop competences valuable to work life. Students also develop ability to be self-directed int their learning.

Methodology

Data was collected during additional peer-learning based skills training sessions in the nursing program. To each skill checklist there was mandatory pre and post practice questionnaires. The questionnaires contained questions about preparation, learning experience, own input in the peer setting and factors that enabled their learning. All questions where open questions and will be analysed with Thematic analysis.

Results or expected outcomes

During the spring the data from 2024-2025 will be analysed. Preliminary results show that the-ory studies and preparation before skills training with peers is important. We expect to gain in-formation on how students experience their learning in a peer-learning setting. What helps them learn, how they contribute to the learning experience and how they will improve their in-put and preparation. We also expect to get information on the benefits and challenges of this type of learning opportunities.

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Skills for Working Life in upper secondary education

Author(s): Grethe Nina, Hestholm Western Norway University of Applied Sciences

Category / based on: Development project

Presentation format: Poster presentation (4D, in English)

Framing

How can lower secondary pupils gain experience of vocational education, vocational teach-ers, and up-per secondary school? The Skills for Working Life subject gives pupils the oppor-tunity to choose a prac-tically oriented course as an alternative to a foreign language (Meld. St. 34, 2023–2024). In this film, we follow pupils from Voss Lower Secondary School and vocation-al teachers at Voss Upper Secondary School and Voss Gymnas as they share their experienc-es with the Skills for Working Life subject, organ-ised as a collaboration between lower and up-per secondary schools.

Methodology

Empirical data were collected via video of Year 10 pupils in supervised work across four voca-tional workshops: Hairdressing, Restaurant and Food Studies, Building and Construction, and Technology and Industrial Studies. Filming can be characterised as shadowing, following par-ticipants in practice (Wiig, 2024). Fourteen interviews were also recorded.The study adopts a phenomenological approach to par-ticipants' experience (Creswell, 2013). The project was approved by Sikt, with informed consent.

Results or expected outcomes

The Skills for Working Life subject at upper secondary school gives pupils a more engaging dai-ly experi-ence in an otherwise theory-heavy lower secondary curriculum. Organised in this way, it also helps pu-pils make more informed choices about further education. This film, together with an article on the pro-gramme (Sekkingsstad et al., 2025), could inspire other schools to try a similar approach.

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Ungdomsbedrift som læringsarena- en forberedelse til arbeidslivet

Author(s): Janne Tveit Stensrud & Aina Kristiansen, Institutt for yrkesfaglærerutdanning (YLU) OsloMet

Category / based on: Research

Presentation format: Poster presentation (4D, in Norwegian)

Framing

Ungdomsbedrift (UB) er en praksisnær og elevaktiv læringsform der elever etablerer, driver og avvikler en bedrift gjennom en praktisk læringsarena. Læringsformen kan bidra til utvikling av karrierekompetanse, mestring og motivasjon, og fungere som en bro mellom skole og arbeidsliv. Skolens oppgave er å utdanne elever til fremtidens arbeidsliv slik at den enkelte utvikler kompetanse til å håndtere liv, læring og arbeid gjennom forandringer og i overganger i et arbeidslivperspektiv. Den teoretiske forankringen bygger på arbeidslivlæring, med vekt på individuell støtte, elevers interesser, identitet og engasjement i læringsprosesser (Eide, 2021; Gilberg, 2021; Billett, 2006).

Methodology

Datagrunnlaget bygger på kvalitativ metode (Kvale & Brinkmann, 2015) og består av ett individuelt intervju med ansvarlig lærer, gruppeintervjuer og kvalitativ spørreundersøkelse med åpne svaralternativer til elever. Datainnsamlingen er gjennomført ved bruk av Nettskjema (UiO), lydopptak med diktafon. Intervjuene er transkribert i Nettskjema og analysert ved hjelp av tematisk analyse. Utvalget består av elever i alderen 17–22 år som har deltatt i ungdomsbedrift som del av sin opplæring.

Results or expected outcomes

Resultatene viser foreløpig at UB bidrar til at elevene opparbeider praktisk erfaring med reelle oppdrag, kundekontakt og prosjektgjennomføring, noe som styrker deres evne til å håndtere overganger mellom utdanning og arbeidsliv. Elevene opplever økt selvstendighet, mestring og motivasjon, samt utvikling av yrkesstolthet og identitet. Studien indikerer at ungdomsbedrift kan være en hensiktsmessig og praksisnær læringsmodell for å styrke sammenhengen mellom skole og arbeidsliv.

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Kvale, S. & Brinkmann,S. (2015). Inter Views: learning the craft of qualitative research interviewing (3.utg.). Sage

Vurderingspraksis i faget Yrkesfaglig fordypning (YFF)

Author(s): Halvor Einung Spetalen, Kjersti Lisbeth Johnsen, Kaija-Liisa Magnussen, Marianne Berg-skaug Monrad-Krohn, Torill Gunda Hammeren Møllerhagen & Marie Syverstad, OsloMet

Category / based on: Work in progress

Presentation format: Poster presentation (4D, in Norwegian)

Framing

Ungdomsbedrift (UB) er en praksisnær og elevaktiv læringsform der elever etablerer, driver og avvikler en bedrift gjennom en praktisk læringsarena. Læringsformen kan bidra til utvikling av karrierekompetanse, mestring og motivasjon, og fungere som en bro mellom skole og arbeidsliv. Skolens oppgave er å utdanne elever til fremtidens arbeidsliv slik at den enkelte utvikler kompetanse til å håndtere liv, læring og arbeid gjennom forandringer og i overganger i et arbeidslivperspektiv. Den teoretiske forankringen bygger på arbeidslivlæring, med vekt på individuell støtte, elevers interesser, identitet og engasjement i læringsprosesser (Eide, 2021; Gilberg, 2021; Billett, 2006).

Methodology

Datagrunnlaget bygger på kvalitativ metode (Kvale & Brinkmann, 2015) og består av ett individuelt intervju med ansvarlig lærer, gruppeintervjuer og kvalitativ spørreundersøkelse med åpne

svaralternativer til elever. Datainnsamlingen er gjennomført ved bruk av Nettskjema (UiO), lydopptak med diktafon. Intervjuene er transkribert i Nettskjema og analysert ved hjelp av tematisk analyse. Utvalget består av elever i alderen 17–22 år som har deltatt i ungdomsbedrift som del av sin opplæring.

Results or expected outcomes

Resultatene viser foreløpig at UB bidrar til at elevene opparbeider praktisk erfaring med reelle oppdrag, kundekontakt og prosjektgjennomføring, noe som styrker deres evne til å håndtere overganger mellom utdanning og arbeidsliv. Elevene opplever økt selvstendighet, mestring og motivasjon, samt utvikling av yrkesstolthet og identitet. Studien indikerer at ungdomsbedrift kan være en hensiktsmessig og praksisnær læringsmodell for å styrke sammenhengen mellom skole og arbeidsliv.

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Kvale, S. & Brinkmann,S. (2015). Inter Views: learning the craft of qualitative research interviewing (3.utg.). Sage

Dialogfärdigheter i sektorsövergripande samarbete - med syftet att underlätta ungas utbildningsvägar

Author(s): Riikka Michelsson, Jamk University of Applied Sciences, Camilla Stenbäck, Åbo Akademi & Cilla Nyman, Åbo Akademi

Category / based on: Research

Presentation format: Poster presentation (4D, in Swedish)

Framing

Sektorsövergripande samarbete mellan yrkesverksamma från olika områden ses som ett kundorienterat arbetssätt som underlättar vardagen för både dem och deras klienter. I Finland har sektorsövergripande samarbete skrivits in i lagstiftningen och anses vara en central del av studie- och karriärvägledarnas kompetens. Forskning om sektorsövergripande samarbete har identifierat faktorer som främjar eller försvårar samarbete. God interaktion mellan yrkesverksamma har en positiv inverkan på samarbetet fast själva begreppet är dock otydligt. I vår studie (Michelsson & Pukkila, 2025) har ett ramverk för dialogfärdigheter i sektorsövergripande samarbete utvecklats.

Methodology

I studien intervjuades yrkesverksamma från Navigatorer och deras sektorsövergripande nätverk, vilka aktivt deltagit i utvecklingsarbetet inom det EU-finansierade projektet Oodi för samarbete mellan Navigatorer och utbildning. Intervjuerna genomfördes i februari 2025. Som intervjumetod användes empatibaserade berättelser (MEBS). Intervjuerna varade 20–45 minuter. Intervjumaterialet bestod av transkriptioner från de sju intervjuerna, sammanlagt 42 sidor.

Results or expected outcomes

De dialogfärdigheter som stöder sektorsövergripande samarbete och interaktion kan kategori-seras i tre huvudkategorier: 1) dialogisk attityd (t.ex. vänlig inställning mot andra, ömsesidig-het), 2) dialogiskt handlande i diskussioner (t.ex. öppen kommunikation, deltagande) och 3) dialogisk helhetsbild. Med hjälp av dialogisk attityd och dialogiskt handlande kan en dialogisk helhetsbild uppnås, där man i genuint sektorsövergripande samarbete skapar något nytt som möjliggör bättre service för unga.

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Stöd i yrkesklassrummet: en etnografisk studie vid Fordon- och transportprogrammet i Sverige

Author(s): Helena Hellgren, Göteborgs universitet, Institutionen för pedagogik och specialpedagogik

Category / based on: Work in progress

Presentation format: Poster presentation (4D, in Swedish)

Framing

Konferensbidraget är ett delresultat i en etnografisk sammanläggningsavhandling genomförd vid Fordons- och transportprogrammet under ett läsår i två svenska gymnasieskolor. Det övergripande syftet är att undersöka hur extra anpassning och särskilt stöd kommuniceras, organiseras och genomförs inom yrkesutbildningens olika lärmiljöer (SFS 2010:800). Delresultat belyser vilka olika former av stöd som framträder i yrkesklassrummet. Med stöd avses såväl dokumenterat individuellt stöd som stöd initierat av yrkesläraren, på både individ- och gruppnivå (Holmgren & Pettersson, 2023).

Methodology

Den etnografiska ansatsen möjliggör analys av stödinsatser i yrkesämnesundervisning över tid och i olika lärmiljöer (Hammersley & Atkinson, 2019). Datainsamlingen omfattar deltagande observationer i yrkesklassrum och vid arbetsplatsförlagt lärande, individuella intervjuer med elever, yrkeslärare, rektorer, APL-handledare och specialpedagoger samt skolproducerade dokument och fotografier av stödmaterial. Etikprövning genomfördes, då några deltagare an-sågs extra sårbara; "elever i behov av stöd".

Results or expected outcomes

Vid en första analys har stödet delats in i tre kategorier; socialt, fysiskt och pedagogiskt (SPSM, 2026). Beroende av stödets karaktär, växlar stödet mellan att riktas mot individ eller grupp. En balansgång som följande utdrag från ett fältsamtal med yrkeslärare belyser"...det gäller att göra lika, men också att våga prata om svårigheter, och utmana eleverna." Samman-taget framträder yrkesklassrummet som en plats där eleverna har mycket goda möjligheter till stöd.

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Utvikling av danning gjennom praksis - utfordringer og muligheter i yrkesfaglige utdanningsprogram

Author(s): Åse Nedrebø Bruvik, Høgskulen på Vestlandet & Grete Haaland, Oslomet

Category / based on: Work in progress

Presentation format: Paper presentation (4E, in Norwegian)

Framing

Hensikten med forskningsarbeidet er å utvikle kunnskap om krav til danning (Klafki, 2014) for fagarbeidere i henhold til læreplanverket (LK20) og om konsekvenser av kravene for innhold og arbeidsmåter i yrkesopplæringen. Fokus rettes mot yrkesfaglærerrollen som leder av læringsarbeidet ved yrkesfaglige utdanningsprogram.

Problemstilling: Hvordan kan yrkesfaglærerne lede opplæringen for å utdanne fagarbeidere som har danning i tråd med arbeidslivets og samfunnets uttrykte behov i Læreplanverket (LK20).

1. Hvordan beskrives kravene til danning for fagarbeidere i læreplanverket?
2. Hva kreves av yrkesdidaktiske kompetanse for at elevene skal utvikle danning gjennom praksis?

Methodology

Vi vil gjennomføre dokumentanalyse av læreplanverket og andre sentrale dokumenter, hvor nasjonale føringer for yrkesopplæringen beskrives.Utdanningsdirektoratet, Kunnskapsdepartementet, Kompetanse Norge og andre relevante nasjonale og internasjonale kilder, som omhandler danning og kompetanse for framtiden, er aktuelle. Kategoriene i den kvalitative analysen utformes på bakgrunn av det som fremstår som sentralt i dokumentene for elevenes utvikling av danning (Silverman, 2020).

Results or expected outcomes

Gjennom dokumentanalysen forventer vi å finne svar på hvilken danning elever skal utvikle på sin vei mot å kvalifisere seg som fagarbeidere og hvilken betydning det kan ha for lærerrollen. Vi forventer å finne svar på hvordan yrkesfaglæreren kan lede opplæring for at elevene skal kunne utvikle danning i tråd med læreplanverket. Resultatet skal gi grunnlag for å drøfte og vurdere eventuelle endringsbehov i yrkesfaglærerutdanningene, men også for fellesfaglærer i yrkesfaglig utdanningsprogram.

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Profesjonsutvikling i profesjonelle læringsfellesskap i yrkesfag

Author(s): Merete C. Rekdahl & Solfrid Nymark, OsloMet

Category / based on: Work in progress

Presentation format: Paper presentation (4E, in Norwegian)

Framing

Rektorer i videregående skoler skal sikre kvalitet og relevans i yrkesfaglig opplæring gjennom profesjonelle læringsfellesskap (PLF).Basert på tidligere forskning og en kvalitativ spørreundersøkelse blant rektorer, utforsker vi hvordan rektorene kan fremme kollektiv organisasjonsutvikling og styrke interne og eksterne læringsfellesskap fra et yrkesfaglig perspektiv. Målet er å forstå hvordan skolen kan bidra til en relevant, praktisk og sammenhengende yrkesopplæring som møter både elevenes og arbeidslivets forventninger. Gjennom dette undersøker vi hvordan rektorer tilrettelegger for at yrkesfaglærerne deltar aktivt i skolens profesjonsfellesskap.

Methodology

Studien bygger på en kvalitativ spørreundersøkelse blant rektorer ved videregående skoler som tilbyr yrkesfaglige utdanningsprogram. Funnene er analysert tematisk med støtte i forskningsdesignprinsipper fra Creswell (2018). Tilnærmingen kombinerer empiriske funn og teoretisk rammeverk for å tolke organisatoriske mønstre og dilemmaer. Utvalget omfatter både rene yrkesfaglige videregående skoler og skoler med både yrkesfag og studieforberedende utdanningsprogram.

Results or expected outcomes

Funnene viser at skolene arbeider systematisk med organisasjonsutvikling. Samtidig nedprioriteres yrkesfaglæreres profesjonsutvikling på enkelte skoler. Det kan forstås ut fra at rektor må balansere hensynet til enkeltpersoner og fellesskap, til styring og deltakelse, og til struktur og kultur for å unngå fragmentering og manglende sammenheng. Når profesjonelle læringsfellesskap bygger på tillit og felles mål, øker sammenheng, relevans og kvalitet.

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Symposium: Case Studies of an R&D-Project on Collaboration between Swedish VET and WBL-Enterprises for Enhanced Vocational Knowing

Author(s): Viveca Lindberg, Stockholm University; Janne Kontio, Stockholm University; Camilla Gåfvels, University of Arts, Craft and Design; Mija Jansson, STLS & Spånga gymnasium; Susanna Holdar, STSL & S:t Eriks gymnasium & Annika Hemingstam, Realgymnasiet

Category / based on: Research

Presentation format: Symposium (4F, in English)

Chair: Franz Kaiser, University of Rostock

Discussant: Susanne Gustavsson, University of Gothenburg

General symposium abstract

Since the 1990s, Swedish upper secondary vocational education and training (USVET) programmes of three years' duration have included 15 weeks of work-based learning (WBL). A formal requirement is that WBL is carried out in collabora-tion with schools in order to realise curriculum objectives related to vocational knowing. From the outset, this arrangement has been associated with recurring challenges, as few enterprises have a tradition of assuming educational respon-sibility of this kind. Moreover,

despite long-standing policy expectations, research on school–workplace collaboration in WBL is limited and fragmented, addressing different VET programmes, regions and time periods. As a result, recent policy ini-tiatives aimed at strengthening WBL tend to rely on models derived from "success stories" in countries with different traditions of partnership, or on normative as-sumptions rather than empirically grounded knowledge.

This Symposium is based on a R&D-project that functions as an umbrella initia-tive, funded by Stockholm Teaching & Learning Studies. VET teachers from differ-ent schools and vocational programmes contribute case studies focusing on mapping, analysing and developing local practices of school–WBL collaboration, with particular attention to aspects of vocational knowing identified as in need of further development.

Contributing abstract 1: Re-designing an assignment intended as a boundary object related to financial aspects of Flower Delivery for increased plasticity

Workplace-based learning (WBL) was formalised in Swedish upper secondary vo-cational education (USVET) in the late 1990s, with a requirement of at least 15 weeks of workplace training in three-year programmes. Early evaluations reported difficulties in establishing partnerships with employers, influenced by regional business structures, company size, and teacher–industry networks. Curriculum requirements linking WBL to specific courses further constrained companies' ca-pacity to provide relevant work tasks. This paper reports on the continuation of an R&D project (Holdar 2025), aimed at furthering the formation of students voca-tional knowing as integrated between school and WBL. In earlier phases, we iden-tified that financial aspects of vocational knowing were not made available to students, either in school or during WBL. Therefore, an assignment was con-structed, based on the idea of a boundary object between school and workplace contexts. (Paul et al., 2025). A prototype assignment designed to reveal financial factors in flower shops focused on flower deliveries. To complement these find-ings, further interviews with supervisors were conducted concerning both the pro-totype assignment and local routines related to flower deliveries. These inter-viewdata, combined with longitudinal ethnographic data (Gåfvels, in progress), indicated that the assignment lacked sufficient plasticity (Star & Griesemer, 1989) to accommodate diverse flower shop practices. This paper presents key aspects of flower delivery practices that should be considered in a redesigned as-signment to achieve the required plasticity. The revised assignment is expected to function more effectively as a boundary object, as it is based on processes of mutual co-construction.

Contributing abstract 2: Ethical dilemmas in professional practice for aspiring animal caretakers with focus on dog keeping

The dog sector is one of the fastest growing sectors within the Swedish animal care industry (Djurbranschens Yrkesnämnd, 2022). In 2025 the Swedish National Agency for Education made Dog Studies a compulsory subject in the Natural Resource Use Programme, orientation Animal [pet] Care. This national orientation recruits the largest share of applicants (≈33%), despite the programme's small overall size (recruiting 3.8% of all USVET students). The aim of this study is to highlight the potential ethical gap that may arise when students encounter practices during workplace-based learning that do not always align with the ethics conveyed in school-based teaching.

Method: semistructured, qualitative interviews with supervisors were analaysed for patterns of similarity and variation in perceptions re-garding ethics in dog keeping, as well as the demands and expectations placed on students.

The tentative findings concern workplace rules for interactions with dogs, applied training principles, and whether modifying clients' dogs' behavior is considered part of professional practice. There is consensus on the importance of low arousal in dogs; however, approaches differ. In line with the school's values, most workplaces report an evidence-based approach, grounded in scientific role models and environmental adjustments to facilitate successful outcomes, whereas one workplace diverges by relying on leadership and dominance theories. Based on these themes, conclusions about gaps and potential needs for development as well as identification of mutual responsibilities of the school respective workplaces for closing these gaps are presented.

Contributing abstract 3: Instructors – invisible but important actors in in the formation of Swedish animal care givers

Instructors constitute a group of paraprofessional staff employed as animal care providers across all agricultural orientations in the Natural Resources Programme (NRP), one of the Swedish upper secondary VET programmes. Their work primarily concerns the care of animals in school-based facilities. Although instructors are occasionally mentioned in reports and research, they are typically discussed in other fields, such as sports, and searches in Swedish and international databases reveal a scarcity of research specifically addressing this staff group.

In a previous R&D project (Christidis et al., 2024), we found that instructors also played an important role in mathematics education. Building on these findings, observations of instructors' work with students, complemented by interviews with them, indicated that animal care providers contribute substantially to students' vocational formation in preparing them for workplace-based learning (WBL) – a contribution to students' vocational Bildung (Lindberg & Hemingstam, 2023).

This paper reports on a review on historical traces of how this staff group became involved in vocational education and training (VET). Searches were conducted in Swedish and international databases and in grey literature like Swedish governmental reports related to decisions on the historical development of agricultural VET. Despite constituting a substantial proportion of staff within the NRP (32% of the total staff, N = 413, nationally), findings specifically addressing their work are virtually non-existent.

When mentioned in reports, instructors are associated with students' positive evaluations but otherwise not mentioned (Göransson & Lundqvist, 2019). Finally, the study explores whether similar paraprofessional actors exist in comparable VET programmes in other Nordic countries.

Symposium: Movement and maturity in Nordic VET systems: Follow up and theorizing current developments in the Nordic countries

Author(s): Hedvig Skonhoft Johannesen, OsloMet – Oslo Metropolitan University; Elsa Eiríksdóttir, University of Iceland; Maarit Virolainen, University of Jyväskylä; Stephen Billett, Griffith University; Arnt Louw, Aalborg University; Per Andersson, Linköping University; Franz Kaiser, Rostock University

Category / based on: Research

Presentation format: Symposium (4G, in English)

Chair: Franz Kaiser, Professor, University of Rostock, Germany

Discussant: Stephen Billett, Professor, Griffith University, Australia.

General symposium abstract

This symposium on Movements and maturity of the VET-systems in the Nordic countries will discuss preliminary findings from research on maturity dimensions of Nordic VET. These maturity dimensions of vocational education comprise governed systems with a range of stakeholders. Prevalent are structures suited for education and training providing the labour market with a skilled workforce, yet allowing for innovation, creativity, and human flourishing.

The work in progress scientific papers focus on discussing the conceptual framework about these maturity dimensions in VET. We continue with five mini case studies from the different Nordic national contexts, where we theorize on the central concept of maturity in VET systems (Billett, 2013) its relevance and playing out differently in the respective Nordic countries. The symposium continues the debate in exploring themes evolving from each VET-system in the five Nordic countries. Further, theorizing about how these themes and developmental traits could be anchored and explored through theoretical lenses concerning the dimensions of what constitutes a mature VET system.

Organization of the symposium:

Introduction: Stephen Billett on conceptualising maturity of VET systems. Short contributions from each Nordic country: Elsa Eiríksdóttir (IS), Maarit Virolainen (FI), Hedvig Skonhoft Johannesen (NO), Arnt Louw (DK), Per Andersson (SE) and Franz Kaiser.

Contributing abstract 1: Maturity, reforms and Finnish VET system by Maarit Virolainen, senior research, Ph.d, University of Jyväskylä

Finnish education has been characterised by a commitment to the egalitarian and inclusive aims shared by Nordic welfare states. In the context of vocational education and training (VET), this has been reflected by enabling progression to higher education and enhancing an inclusive approach, as well as by extending compulsory education to the age of 18. The maturity of the VET system in terms of serving diverse student interests and developing responsiveness to the world of work has been promoted by measures such as the continuous development of the national curriculum basis, quality assurance and evaluation, and the adoption of a networked governance approach to planning and implementing reforms. This approach involves various interest groups, such as employers, education providers, student groups and communities, in the early stages of planning and developing the system through legislation, governance and the national basis for curricula. This approach has been reflected in the preparation of legislation determining VET, as well as in recent pilots such as the regional governance pilot.

Threats related to Maturity of VET in Finland: The development of follow-up measures and quality systems in vocational education and training (VET) allows for up-to-date information on VET outcomes in terms of graduate employment, student experience, and providers' capacities for developing VET. However, changes in government funding create obstacles to long-term strategic planning for VET institutions and their personnel. Societal changes relating to sustainability, challenges and digitalisation (Manufacturing 5.0) create a continuous demand to update curricula and enhance collaboration with the world of work and higher education. However, such developmental work is threatened if there is not sufficient active, ongoing discussion between various stakeholders.

Contributing abstract 2: Concepts and change and maturity of the VET system in Iceland by Elsa Eiríksdóttir, professor Ph.d., University of Iceland

Icelandic vocational education and training (VET) is organized as a dual, decentralized system situated within comprehensive upper secondary schools. Curricula is designed by the schools based upon national curriculum framework guidelines and occupational competency profiles. Although workplace learning is integral to most VET programs, recent policy shifts have increasingly transferred responsibility for securing and monitoring workplace placements from students to upper secondary schools. At the same time, the influence of occupational councils, which are comprised of industry and social partners in each sector, has been weakening.

A mature VET system is conceptualized as one grounded in clear policy and regulatory frameworks, responsive to external and internal developments, built upon collaboration and trust, and offering high-quality, attractive educational pathways. While Iceland's national education policy to 2030 acknowledges the importance of VET, the absence of a coordinated VET-specific strategy, detailed action plans, or systematic follow-up suggests limited progress toward greater maturity. Reactive initiatives, such as the 2022 report on admission denials, further highlight a tendency toward short-term, fragmented responses rather than long-term planning.

Recent proposed amendments to upper secondary legislation have strengthened the authority of schools over workplace learning, assessment, and quality assurance. This has raised concerns among industry stakeholders and social partners about reduced collaboration and involvement of the occupational councils. Although decentralized curriculum-making supports innovation and responsiveness to local needs, it also risks fragmentation and weakened engagement with the world of work. Overall, current trends indicate that Iceland's VET system is not moving toward increased maturity and may be drifting further from collaborative governance structures.

Contributing abstract 3: Concepts, change and maturity of the VET system in Norway by Hedvig Skonhoft Johannesen, Professor Ph.d., OsloMet - Oslo Metropolitan University

Norway is an egalitarian society with contradictions between the rural and urban, which infuse vocational education and training. A mature VET system in Norway is related to the tripartite collaboration between the social partners. Maturity lies in well-established structures, evolving yet providing stability for VET students and apprentices in the labour market, anchored in the contents, and organization of VET in the two plus two model (Aakernes et al, 2022). Fifty percent of Norwegian youth start VET, a system characterized by flexibility, innovativeness of creating new knowledge, procedures and artefacts, and accordingly labour-market relevance and recognition.

Possible threats to the maturity of the Norwegian VET system:

Lesser influence by the social partners could result in a more scholarly VET also impacting the competence and autonomy of the occupations (Jørgensen, 2018). Transformation into an OECD inspired outcome based VET, could prove instrumentalism. Increased requirements by industry are creating gaps for young people. The new module-based VET for adult learners is challenging quality as it borders between social inclusion strategy and fast-track VET.

Theoretical concepts and constructs to be further elaborated are Young's perspective on bringing knowledge back into VET curriculum (Young, 2008). Billett on the maturity of VET systems (2013) in comparative perspectives in the Nordic countries (Cedefop, 2022).

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Læringsmiljøets sosiale og emosjonelle faktorer

Author(s): Siw Watz, OsloMet; Henrik Hersom, Københavns Professionshøjskole & Vibe Aarkrog, Aarhus Universitet

Category / based on: Research

Presentation format: Paper presentation (5A, in Norwegian)

Framing

Et godt læringsmiljø i fag- og yrkesopplæringen er avgjørende for elevers og lærlingers læring, trivsel og motivasjon. Forskning viser at særlig sosiale og emosjonelle faktorer har stor betydning for kvaliteten i opplæringen, både i skolebaserte og bedriftsbaserte deler av utdanningsløpet (Wahlgren & Aarkrog, 2024; Wahlgren et al., 2025). Dette bidraget tar utgangspunkt i forskningsbasert og teoretisk kunnskap og belyser hvordan disse faktorene kommer til uttrykk i læringsmiljøet i fag- og yrkesopplæringen, samt hvordan de virker sammen.

Methodology

Forskningsarbeidet er å skrive et kapittel til en yrkespedagogisk antologi, som yrkeslærere kan bruke i deres kvalifiseringsprosess. Vignettmetodikk er benyttet for å illustrere læringsteoretiske poenger, og kan på ulike måter knytte forskning til praksis, med potensial til å skape transformative erfaringer, ny innsikt og forståelse (Skilling & Stylianides, 2020). Vignettene baseres på en sammenstilling av forfatternes tidligere forskning, og refererer således til tidligere empirisk materiale.

Results or expected outcomes

Med bakgrunn i arbeidet med prosjektet - å utvikle noen oppmerksomhetspunkter som kan bidra til å understøtte et godt læringsmiljø, med hensikt å medvirke til at elever og lærlinger gjennomfører sin fag- og yrkesopplæring. Det forventede outcome er et antologikapittel om læringsmiljøets sosiale og emosjonelle faktorer.

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Hvordan kan autentiske læringsformer bidra til å forberede studentene på yrkesfaglærerrollen?

Author(s): Trine Borgen Lindviksmoen & Torill Hammeren Møllerhagen, OsloMet yrkesfaglærerutdanningen

Category / based on: Work in progress

Presentation format: Paper presentation (5A, in Norwegian)

Framing

Det utvidede praksisbegrepet i Faglig råd for lærerutdanning 2025 søker å styrke studentenes mestringstro, skjønnsutøvelse og profesjonelle praksis(Regjeringen, 2025). I tråd med dette tilrettelegger vi for autentiske, erfaringsbaserte læringsformer ved å invitere elever inn i undervisningen på universitetet. Studentene planlegger og gjennomfører undervisning forankret i yrkesfaglig og pedagogisk praksis. Målet er å utforske hva de faktisk erfarer og lærer (Illeris, 2007). Studentene oppfatter og skaper mening individuelt og sammen(Dewey,1916/2018). Samtidig gir dette lærerutdannere mulighet til direkte observasjon, noe som er særlig relevant når ordinær praksisoppfølging ofte skjer digitalt

Methodology

Studentene gjennomførte undervisningsopplegg for hverandre og for elever som del av et aksjonsforskningsprosjekt der én fase er fullført. Datamaterialet omfatter studentenes refleksjonsnotater, medstudenters tilbakemeldinger samt lærerutdannernes systematiske observasjoner og logger, som samlet belyser prosesser, utfordringer og muligheter for videre utvikling.

Results or expected outcomes

Foreløpige funn viser at studentene rapporterer større læringsutbytte og tydeligere progresjon når de underviser elever enn når de kun underviser medstudenter. Refleksjonsnotater, tilbakemeldinger og lærerutdannernes logger indikerer økt innsikt i sammenhengen mellom planlegging, gjennomføring og vurdering, noe som støtter tidligere forskning om erfaringslæring (Hiim & Hippe, 2022).

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Wisdom at Work: Pedagogies for Learning in, for and and through Professional Practice

Author(s): Hannu L. T. Heikkinen, University of Jyväskylä; Stephen Billett, Griffith University; Maarit Virolainen, University of Jyväskylä; Päivi Tynjälä, University of Jyväskylä; Eeva K. Kallio, University of Jyväskylä; Anu Virtanen, University of Jyväskylä; Ella Pitkäranta, University of Jyväskylä & Rauno Huttunen, University of Turku

Category / based on: Research

Presentation format: Workshop (5B, in English)

Workshop abstract

This workshop draws on the Wisdom in Practice project (2022-26), funded by the Research Council of Finland. It invites participants to reflect on professional learning beyond the acquisition of skills and competencies, emphasising judgement, responsibility, and understanding of society, working life, and the wider world.

Professional practices today are increasingly shaped by wicked problems and ethical dilemmas linked to ecological, social, cultural, and economic sustainability. Responding to these challenges requires more than technical expertise; it calls for wise action grounded in practical deliberation within real work situations. The project builds on Aristotle's concept of phronesis (practical wisdom), traditionally seen as a condition for living a good life (eudaimonia), and reinterprets it for the present global context, where human flourishing depends on the well-being of both human and non-human life.

The project develops this perspective by (1.) advancing a contemporary theoretical account of practical wisdom, (2.) empirically examining how experienced professionals understand wisdom in their work, and (3.) developing pedagogical approaches in higher education that support its cultivation.

The workshop actively engages participants in dialogue. Key questions include: What is most important in vocational education today and tomorrow? These questions will be considered in a participatory manner, linking the research results to the participants' views.

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Language Coach as Support for Language Learners and Work Communities in the Workplace

Author(s): Susanna Kouri & Ellinoora Köpman, Kemi-Tornionlaakson koulutuskuntayhtymä Lappia/Ammattiopisto Lappia

Category / based on: Development project

Presentation format: Paper presentation (5C, in English)

Framing

We present the Language Coach model developed at Vocational College Lappia as part of the Diverse Working Life in Lapland (ESF+) group project. The Language Coach approach represents an exemplary pedagogical practice that supports the language acquisition of employees with a foreign-language

background in a strongly work-based manner, while simultaneously strengthening the language awareness of the entire work community through concrete, everyday actions. The model is grounded in constructive, solution focused dialogue between educational institutions and workplaces. By integrating technology and artificial intelligence, the approach can be enhanced with innovative solutions.

Methodology

The Language Coach model is designed according to the specific needs of each work community. Activities are implemented in close collaboration between the vocational institution and the workplace. The process begins with an assessment of the initial situation conducted together with supervisors and staff. The measures are then tailored based on this needs assessment. These may include hands-on staff training in language awareness and clear communication and training in multicultural competence.

Results or expected outcomes

We present examples and outcomes of how the model has been implemented in different sectors and describe work communities' experiences with the approach.As part of the Language Coach activities, a novel method for assessing professional language proficiency has been implemented in workplaces. These assessments have utilized the SkillCompass AI tool, which enables the mapping and evaluation of professional interaction skills among social and healthcare workers.

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Becoming a member of Finnish work community: migrant students' experiences of learning at workplaces

Author(s): Katarzyna Kärkkäinen, University of Jyväskylä

Category / based on: Work in progress

Presentation format: Paper presentation (5C, in English)

Framing

The study focuses on the experiences of migrant students learning to become practical nurses in Finland. It specifically examines the journeys of two students with refugee backgrounds. Vocational education and training (VET) has been shown to unlock migrants' skills and help them find attachemnt to the local labor market and community (Bergseng et al., 2019; Moreno Herrera, et al., 2022). However, numerous challenges have been identified in migrants completing their vocational studies (Paul, 2023) and learning in workplaces (Kärkkäinen et al., 2025), complicating their learning and integration pathways.

Methodology

The study is based on rich ethnographic material and long-term collaboration with stakeholders in the social and health care sector. The data includes fieldnotes from students' observations at workplaces and school sessions, as well as audio recordings of participatory workshops and discussions with students. The material was analyzed using the principles of narrative analysis (Riesman, 2008).

Results or expected outcomes

The analysis revealed that students entered practical nurse training for a variety of reasons, with working as a practical nurse not necessarily being the ultimate goal. For some, this was a step toward finding attachment to Finnish working life. Participation in the training was a pivotal experiences that led to a reevaluation of some students' professional goals, and their perceptions about working in the field. The results challenge the practice of redirecting migrants to specific fields.

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Learning Finnish in the workplace: Ethnographic insights from a VET intern with a migrant background.

Author(s): Sonya Sahradyan, University of Jyväskylä

Category / based on: Research

Presentation format: Paper presentation (5C), in English

Framing

In recent years, there has been a growing academic interest in migrants' experiences of learning Finnish. While most research has centred on formal classroom learning, relatively few studies have explored non-formal and informal learning in workplace settings. Furthermore, the development of language skills in such settings has been largely overlooked. This ethnographic study, drawing on a personal curriculum perspective (Billett, 2023), examines the experiences of a vocational education and training (VET) intern with a migrant background, focusing on how Finnish is learnt and language skills are developed through non-formal and informal learning during a practical training placement.

Methodology

The study adopts a multi-sited and institutional ethnographic approach (Marcus, 1995; Smith, 2005), following a VET intern with a migrant background across workplace settings and activities. The dataset includes participant observations, fieldnotes, ethnographic conversations and interviews, and institutional documents. By integrating personal and institutional narratives, the analysis offers a nuanced understanding of workplace practices and the intern's lived experiences of learning Finnish.

Results or expected outcomes

The findings indicate that learning Finnish through non-formal and informal learning during the practical training placement was shaped by the intern's engagement and the workplace affordances. Informal learning occurred through social interactions, whereas non-formal learning was embedded in work tasks. These experiences primarily supported the development of Finnish oral skills over written skills and provided limited opportunities to develop professional language skills related to VET studies.

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Vocational Civic Education as the Future Core of Education – A Participatory Workshop Using the Empathy-Based Method

Author(s): Mika Alhonkoski & Annukka Tapani, Tampere University of Applied Sciences

Category / based on: Work in progress

Presentation format: Workshop (5D, in English)

Workshop abstract

Vocational education is often approached through the lenses of labour market relevance, skills matching and efficiency. This workshop reverses this perspective by inviting participants to explore a future in which vocational civic education, inspired by the concept of the worker citizenship, has become a central educational and societal force. In this imagined future, vo-cational education is not merely a pathway to employment but a key arena for fostering civic understanding, sustainability, democracy and meaningful agency.

The workshop uses the empathy-based method to support future-oriented imagination. Partic-ipants immerse themselves in a fictional future where the civic mission and pedagogical role of vocational education have evolved. Working in small groups, they respond to empathy-based narratives and reflect on what teaching, learning and curricula would look like in such a future, with attention to how vocational competence and civic responsibility are interwoven.

The workshop aims to (1) co-create future-oriented knowledge to support vocational education development, and (2) introduce a participatory method applicable in research, teacher educa-tion and educational development. The workshop is intended for researchers, teacher educa-tors, teachers and educational developers interested in vocational education, civic learning and participatory methods.

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Identifying Digital and Pedagogical Competence Needs in Ukrainian Agricultural VET: A Needs Analysis for Simulation-Based and Immersive Learning

Author(s): Sanna Paananen, Minna Koskinen & Minna Silvennoinen, Jamk University of Applied Sciences

Category / based on: Work in progress

Presentation format: Paper presentation (5E, in English)

Framing

Ukrainian VET faces challenges due to rapid digitalisation of agriculture, skills mismatches with labour market demands, and disruptions caused by ongoing conflict. Precision farming, drone technologies, and data-driven decision-making increasingly define agricultural work, yet VET provision often relies on limited digital pedagogy. This paper frames a needs analysis conducted within the TUADIG project, which aims to modernise Ukrainian agricultural VET through simulation-based learning and XR technologies. The analysis focuses on identifying gaps in digital competencies, pedagogical practices, and professional development needs among agricultural VET teachers and key stakeholders.

Methodology

The study employs a needs analysis based on survey administered to Ukrainian agricultural VET teachers, institutional representatives, and sector stakeholders. The survey addresses current use of digital technologies, simulation and real-equipment training practices, perceived competence levels, and professional development needs. Quantitative data are analysed descriptively, complemented by qualitative analysis of open-ended responses to contextualise skill gaps and pedagogical challenges.

Results or expected outcomes

Data collection takes place in March–April across partner VET institutions and enterprises in Ukraine. Results will inform the design of targeted professional development initiatives and curriculum innovations within the TUADIG project. The findings will provide concrete directions for advancing digital and simulation based teaching in Ukrainian agricultural VET and clarify how vocational education develops under major disruption.

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Sustainable Competence Development: Implementing a Pedagogical Process Model for Peer Learning in Nursing Education

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Category / based on: Development project

Presentation format: Paper presentation (5E, in English)

Framing

Practical training in nursing is under pressure due to EU directives requiring extensive direct patient contact and a shortage of placements. The project "Hållbar kompetensutveckling" explores peer learning as a solution. Grounded in social constructivism and Dewey's "learning by doing," the model shifts focus to student-centered, collegial learning. By utilizing frameworks like Constructive Alignment (CA) and Community of Inquiry (COI), the model aims to create a structured environment that promotes student autonomy while optimizing supervisors workload in strained healthcare settings.

Methodology

The study utilized a deductive qualitative approach within the "Hållbar kompetensutveckling" project. A process model was developed based on CA and COI frameworks and piloted across four clinical units. Data collection included reflective learning diaries and focus group interviews with students (N=3) and supervisors (N=10) with varying levels of experience. Analysis focused on four categories: professional development, learning, the supervision process, and support/training needs.

Results or expected outcomes

Results indicate that peer learning accelerates student independence and strengthens "soft skills" like collaboration and accountability. The model optimizes supervisor workload by allowing students to support each other, freeing supervisors for other tasks. Key success factors include a safe learning climate, mutual trust, and structured reflection. Still, implementation requires clear organizational support and pedagogical training for supervisors to effectively transition into mentor roles.

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Vocational education after Auschwitz – Reactualisation of the Critical Concept of Bildung by of H.-J. Heydorn

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Category / based on: Research

Presentation format: Paper presentation (5E, in English)

Framing

The Shoah in Germany creates a particular need for education against racism and inhuman discrimination. At the same time, these topics are rarely included in VET. Based on the critical theory of the Frankfurt School and its further development in H.-J. Heydorn's Bildung-concept, this contribution provides impetus for a revision of German VET. Parallels can be found here with the discourses on anchoring sustainability goals and political education in VET, references to current dangers of totalitarian aspirations, but also opportunities for the further development of VET that promotes democracy. What can be learned from this for today?

Can this topic also inspire Nordic VET and theory?

Methodology

The contribution is based on official documents, Heydorns books and articles and several discussions and papers on the relationship between critical theory and VET.

Results or expected outcomes

Considerations regarding a critical, emancipatory theory of education lead to conclusions about the direction of vocational education in Germany, which are linked to current discourses. They provide inspiration to think beyond practice-oriented skills training in vocational education that meets the needs of the labor market. The consequences for a revision of what Lindberg has called "vocational knowing" become apparent.

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Studenters praksisopplæring i bedrift

Author(s): Bård Yngve Gullvik, André Rondestvedt & John E. Storvik, Nord universitet

Category / based on: Research
Presentation format: Paper presentation (5G, in Norwegian)

Framing

Norske studenter som tar en bachelor yrkesfaglærer gjennomfører 60 dagers praksis i bedrift eller kommune i løpet av det tre-årige studiet. Den yrkesfaglig praksisen skal sikre studentene en bredde og en dybde kompetanse rundt eget yrke og utdanningsprogram. Det er lite forskning knyttet til hva som legger til rette for en god kvalitet i praksisen. I den forbindelse er det ønskelig å også se nærmere på andre studieprogrammer. Både nasjonalt og internasjonalt. Forskningsspørsmålet som stilles er, hvilke faktorer fremmer og hemmer god kvalitet under opplæring i bedrift for studenter i høyere utdanning? Teoretiske perspekter er erfaringslæring og læring i praksisfelleskaper.

Methodology

Litteraturstudie ved bruk av PRISMA modellen. PRISMA-modellen (Preferred Reporting Items for Systematic reviews and Meta-Analyses) er en internasjonalt anerkjent standard for å rapportere litteraturstudier, systematiske oversikter og metaanalyser. Modellen består av et flytskjema som visuelt dokumenterer utvelgelsesprosessen av studier (identifikasjon, screening, inkludering) og en sjekkliste på 27 punkter for transparens.

Results or expected outcomes

Resultatene viser at for å legge til rette for god kvalitet i praksisperioden, så må praksis planlegges ved å se på læringsutbyttebeskrivelsene, gjennomføre forventningsavklaringer til partene, bruke refleksjonsnotat, og oppfølging av en universitetsansatt. Utdanningen må også ivareta vekslingen mellom det å være student inne på utdanningen og det å være student ute i praksis på en god og trygg måte. Studenten må få erfare utvikling av egen kompetanse som aktiv deltaker i praksisfellesskapet.

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Karrierelæring med et yrkesblikk fra ungdomsskole til videregående skole – et samhandlingsprosjekt

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Category / based on: Development project
Presentation format: Paper presentation (5G, in Norwegian)

Framing

Det er et økende behov for mer helhetlige og praksisnære utdanningsløp som kan styrke unges motivasjon, mestring og overgang mellom ungdomsskole og videregående opplæring. For å utvikle kunnskapsbaserte og relevante tiltak trengs arenaer der skole, arbeidsliv og forskning kan møtes som likeverdige partnere. En regional dialogkonferansen skal fungere som et startpunkt for å utvikle en sammenhengende modell der arbeidslivet inngår som aktiv utviklings- og utdanningspartner i et mer praktisk og yrkesrettet utdanningsløp.

Methodology

Konferansen gjennomføres som en dialog- og samskapingsarena der lærere, skoleledere, støttefunksjoner, arbeidsgivere, ungdom, forskere og beslutningstakere deltar som likeverdige partnere. Programmet kombinerer kunnskapsinnlegg, dialoger og gruppearbeid for å identifisere behov og tiltak. Arbeidsformen bygger på tverrsektorielt samarbeid og danner første steg i et regionalt utviklings- og forskningsløp som skal informere en kommende NFR søknad.

Results or expected outcomes

Konferansen skal etablere en felles kunnskapsplattform, styrke samhandling mellom skole, arbeidsliv og høyere utdanning, og fremme forskningsbasert utvikling av offentlige tjenester. Den vil identifisere regionale behov og danne en første skisse til en handlingsplan. Satsingen forventes å støtte mer praksisnære læringsformer, bedre overganger og sterkere kobling til arbeidslivets kompetansebehov.

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Premisser for yrkesdidaktisk praksis

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Category / based on: Work in progress

Presentation format: Paper presentation (5G, in Norwegian)

Framing

Artikkelen undersøker hvilke premisser stortingsmeldinger gir for yrkesdidaktisk praksis i samarbeid mellom skole og arbeidsliv. Det forventes at skolene samarbeider med arbeidslivet for å sikre relevant opplæring, men dette er utfordrende, blant annet å skape sammenheng mellom utdanningens innhold og arbeidslivets behov. Stortingsmeldinger gir styringssignaler som påvirker skoleledelse, læreres praksis og elevenes læring. Etter Kunnskapsløftet har økt statlig styring skapt ubalanse mellom kontroll av kvalitet og behov for fagkompetanse. Artikkelen er et bidrag i diskusjonen om styring og skoleledelse for kvalitet i yrkesfagutdanningen.

Methodology

Artikkelen analyserer statlige styringssignaler i fire stortingsmeldinger fra 2007–2021 for å undersøke hvilke signaler som gis og hvordan de påvirker samarbeid mellom skole og arbeidsliv. Studien bygger på utdanningsvitenskap om styring, skoleledelse og yrkesdidaktikk, og bruker tematisk analyse og tekstkondensering. Resultatene drøftes med Lundgrens fire styringssystemer: lov-, ideologi-, økonomi- og evalueringssystemet.

Results or expected outcomes

Vi fant styringssignaler innen alle Lundgrens (2002) fire områder. Resultatene tyder på at tiltakene ikke direkte retter seg mot formelle samarbeidsstrukturer mellom skole og arbeidsliv og at de ofte blir for brede. Utydelige styringssignaler kan svekke de politiske målene for yrkesfagutdanningen. Funnene peker på behovet for større forståelse for fag- og yrkesopplæring i politikkutforming for mer treffsikre tiltak.

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Shaping Students' Professional Identity in Vocational Secondary Education: Students' and Vocational Training Teachers' Perspectives

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Category / based on: Work in progress

Presentation format: Paper presentation (6A, in English)

Framing

Vocational education at secondary level remains to be an underexplored research area. Hence, this study is focused on the process of professional identity formation among students in apprenticeship programs during their first school year. Professional identity is understood as a selfconcept within a professional context, encompassing norms, values, roles, and sense of belonging (Chien et al., 2022; Fitzgerald, 2020). It develops through students' aqusition of knowledge and skills and through teachers' role in modeling and mediating norms, values, and practices across school-work boundaries (Ahn & Nyström, 2023; Andersson & Köpsén, 2019).

Methodology

The study employs a longitudinal qualitative design using semi-structured interviews complemented by observations in vocational training lessons. Both are repeated three times during students' first school year (2025/26) in the study program. The research is conducted at two vocational schools across four study programs. The analysis draws on interviews with voca-tional training teachers (n = 12) and students (n = 48) from the first two waves of data collection, along with the observations.

Results or expected outcomes

Expectations regarding results are describing students' development in forming professional identity during the first semester, based on analysis of the first two data collection waves. Both students' and vocational education teachers' perspectives will be reflected, including teachers' perceived role in fostering students' connection to the field and transmitting values. For students, changes in perceived professional norms and evolving relations to knowledge and skills will be outlined.

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Readiness for change and its role in the educational organization

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Category / based on: Work in progress

Presentation format: Paper presentation (6A, in English)

Framing

In today's world, change has become part of the daily development process, requiring consistency (Galli, 2018). For educational organisations, this means coherence: each stage should build on the previous one and support the next. Without this, educational development becomes fragmented and does not support lifelong personal and professional growth. Educational organisations can therefore be viewed as learning and development communities (Lindblom-Ylänne & Nevgi, 2011). Strengthening organisational readiness for change is particularly relevant in vocational education, where work-based learning must adapt to societal, digital, and sustainability-related transformations.

Methodology

The study employs a mixed-methods approach to assess organizational readiness for change. Network research methods (Antikainen et al., 2019) examine interactions and knowledge flows, while an experimental culture framework (Salminen, 2012) is used to assess organizational readiness for change. Assessment tools measure how well educational organizations respond to internal and external changes (Nieminen et al., 2017; Lindblom-Ylänne & Nevgi, 2011).

Results or expected outcomes

In order to ensure that organisational changes are managed rather than random, appropriate evaluation tools are needed. This study examines how organisational readiness for change is understood in practice and explores methods for measuring it. The expected outcomes include the identification of key indicators of change readiness and the development of practical assessment tools for evaluating organisational readiness.

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“Pulling in the Same Direction” How to build professional learning communities in everyday school life?

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Category / based on: Work in progress

Presentation format: Paper presentation (6A, in English)

Framing

The project aims to strengthen the professional learning community at an upper secondary school with both vocational and academic programmes. School leadership seeks increased participation from teachers in workshop-based vocational subjects. We will examine teachers' perceptions of "the other" and how the school environment may include or exclude parts of the teaching staff (Goffman, 1992; Gullestad, 2002).

Research questions

1. How do teachers and school leaders understand the professional learning community?

2. What is needed to develop a shared understanding of it?

3. How can teacher education prepare students to build school culture?

Methodology

We will conduct five qualitative, semi-structured focus group interviews with four participants each: two groups of vocational teachers, two of academic teachers, and one of the headteacher and department heads. Participants with similar experiences are grouped to encourage open, non-judgemental discussion (Krueger & Casey, 2000). Our stance is constructivist, seeing the world as interpreted and shared differently by individuals (Hatch, 2002).

Results or expected outcomes

This study will result in a scholarly article aimed at identifying factors that hinder or support teachers' inclusion in a professional learning community. The insights may also help us better prepare student teachers to balance maintaining their professional identity with contributing to the development of a professional learning community alongside colleagues from different professional cultures (Goffman, 1992).

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Outcome Data or Background Factors? Rethinking Evidence on Student Study Ability and Well-Being for Data-Informed Management in Vocational and Higher Education

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Category / based on: Work in progress

Presentation format: Workshop (6B, in English)

Workshop abstract

The aim of the workshop is to examine how data describing the progression of studies, as well as information related to students' study ability and well-being, can be utilized in data-informed management (Laaksonen ym., Submitted). Data on academic progress is available in real time, but the collection of background factors such as study ability often relies on survey data, which limits their use in process development and decision-making (Azevedo, 2015).

The workshop explores which is more meaningful from the perspective of data-informed management: outcome data or background factors. The background factors include study ability, which describes a student's resources, well-being, and ability to cope with their studies (Marrone ym., 2024; Rogaten ym., 2013). The discussion focuses on how these factors can be collected efficiently and ethically, and what kinds of solutions artificial intelligence (AI) and new technologies could offer for the continuous and

real-time collection of longitudinal data (e.g. utilising student-AI interaction data) (Merikko & Silvola, 2024; Annie Advisor, 2025). In addition, the workshop evaluates whether such data would change organizational interventions and to what extent visualized information influences decision-making.

During the workshop, participants will familiarize themselves with various prototypes of data-informed management through case-based work and assess what kinds of concrete actions or changes an organization can implement based on the data.

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Learn how to learn together

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Category / based on: Research

Presentation format: Workshop (6C, in English)

Workshop abstract

There is a need for continuous professional development for people in working life, and for education providers it is important to be able to meet these needs in a way that gives students the skills they need.

Peer learning as a teaching method promotes constructive feedback, which is crucial for developing skills. Peer learning also develops self-confidence, communication skills and the ability to give and receive feedback. All these are competencies that will support healthcare students in clinical practice and later in working life.

The opportunity to learn from and with others who understand the challenges faced by students contributes to a more supportive learning atmosphere, allowing students to explore new things without fear of being. By using Community of Inquiry as a base and a model for support of self-directed learning we have started to build simulation cases for peer-learning by using our simulation software as a platform.

We offer a workshop to inspire teachers to use peer learning in skills training and simulation, focusing on technical skills or nontechnical skills. An opportunity to brainstorm different available opportunities in your own teaching environment and create peer learning scenarios that enhance learning on different levels, while building a structure that helps the students practice also generic skills, such as giving and receiving feedback. Our competence is in the healthcare setting, but we welcome other professions to join.

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Co-creating Internship Pathways

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Category / based on: Work in progress

Presentation format: Workshop (6D, in English)

Workshop abstract

Universities of Applied Sciences across the Nordic region are finding it increasingly challeng-ing to secure meaningful internship placements. Limited availability and growing competition, coupled with organisational financial pressures, are particularly affecting the social and healthcare sectors, while international students often encounter additional barriers. These developments highlight the need for renewed collaboration and fresh approaches to work-based learning.

This workshop brings together educators and researchers to explore emerging practices that can improve the quality and accessibility of internships. Following a brief introduction to in-ternship formats: Pair-based internship for international students; Carousel internship; and Segmented internship, participants will engage in small-group discussions on the following topics: What challenges have they faced with internship? What innovative practices have they created? Are the presented models feasible in their context? Each small group provides a space for shared reflection, peer learning, and generating practical ideas.

By engaging with multiple perspectives, the workshop will contribute to the NordYrk 2026 theme of renewing professional education through collective expertise. Participants are en-couraged to share their experiences, challenge existing assumptions and collaborate to de-velop practical steps towards creating more equitable and resilient internship ecosystems in the Nordic countries.

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Continuous Learning in Working Life (CLWL) Research Group

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Category / based on: Research

Presentation format: Poster presentation (6E, in English)

Framing

Continuous learning (CL) plays a key role in the development of adults' competence as well as in organizational renewal. CL is politically linked to adults' learning in and for working life. In educational research, CL is defined through the interdependence of different learning situations. Learning is understood as a constructivist, ongoing change process that extends beyond formal learning situations and takes place when prior and new knowledge are integrated and applied in new situations (Tractenberg et al. 2016). In adulthood, these learning processes often occur in the workplace through participating in work practices, reflecting and experimenting (Billett 2025).

Methodology

The Continuous Learning in Working Life (CLWL) Research Group examines learning at work, professional competence, well-being, and innovation as interconnected features of everyday working life and organizational practices. CLWL conducts mixed-method research, combining qualitative interview, observational, and diary data with quantitative survey data, in collaboration with Finnish work organizations and educational institutions across the private and public sectors.

Results or expected outcomes

The objectives of the group's research are threefold. First, the group examines how learning at work, competence, and creativity are manifested and supported in workplaces and during transitions in working life. Second, it investigates their relationships with well-being, strategic change, innovation, career development, and organizational leadership. Third, the group develops tools, methods, and evidence-based recommendations to support learning and development at work.

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Technology acceptance of 3D technology among practical nursing students' - a mixed-method study with qualitative dominance

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Category / based on: Research

Presentation format: Poster presentation (6E, in English)

Framing

There is a lack of research concerning healthcare education in the level of vocational education and training (e.g practical nursing education) and educational technology. One example concerns three-dimensional technology, which has been presented as a promising educational technology. However, we need to have deeper understanding about the connection of three-dimensional technology and the perspectives of the students to fulfill the needs of effective learning environment in the future. The aim of this study was to describe practical nursing students' technology acceptance and possible change therein after implementing three-dimensional technology during a first aid course.

Methodology

In this mixed method study, students used 3D images, 3D environments and 3D printing during their first aid course. Technology Acceptance Model guided this research as a theoretical framework. Students answered pre- and post-surveys and, after the first aid course, participated in focus group interviews. The data was analysed by means of descriptive statistical analysis and qualitative content analysis. This study was conducted with qualitative dominance.

Results or expected outcomes

As a result, the practical nursing students' technology acceptance was positively oriented in accordance with the surveys and interviews. Qualitative findings present five main categories and related subcategories, which describes the content of students' technology acceptance. The main categories were "Usefulness for education", "Usefulness for care work", "Benefits for the individual role", "Preparedness for future technological solutions" and "Challenges with technological solutions."

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The quality of special support in vocational education

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Category / based on: Development project

Presentation format: Poster presentation (6E, in English)

Framing

In Finland, vocational education students are entitled to special support if learning difficulties, a disability, or an illness affect their studies. Support is provided by special education teachers in all vocational institutions. The Towards Inclusive Vocational Education (INKLU) project has examined the quality of special support and strengthened conditions for its effective implementation. The project has produced a summary of key quality elements, developed training packages for staff and teacher education, created unified support models, clarified the role of special education teachers, and enhanced leadership competence.

Methodology

The Towards Inclusive Vocational Education (INKLU) is a development project involving five vocational teacher education institutions and six vocational education providers. The quality elements have been developed through co creation both by the project staff and in various vocational education events.

Results or expected outcomes

- A document on assessing and developing the quality of special support, designed to support vocational institutions in improving the quality of their special support
- A special support training package for staff, freely available to all vocational education providers

- A special support training package for teacher educators in schools of professional teacher education
- National shared competence goals for special education teacher training
- Examples from Savo Vocational College

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Transforming Learning Vocational Skills through Social Human-Agent Interaction

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Category / based on: Development project

Presentation format: Poster presentation (6E, in English)

Framing

The use of social robots in education is becoming increasingly common, as they can be utilized in simulated interaction scenarios and offer opportunities to develop new pedagogical approaches and that take into account different types of learners, promote equality, and enhance community experiences and inclusion in learning. The Pepper robot, in particular, has attracted significant interest due to its potential to support teaching by integrating both technological capabilities and social interaction skills. This approach supports equitable access to the learning opportunities for teachers and students offered by social robotics and fosters a deeper understanding of human–robot interaction.

Methodology

This study employs a qualitative approach combining semi-structured online interviews with vocational teachers and observations of students. Four pairs of students, acting as security personnel, practiced de-escalation with Pepper GPT, a social robot simulating an upset elderly person. Researchers refined the AI prompts during the simulation to enhance natural interaction. The interview data were analyzed qualitatively to supplement the observational findings from the robot interaction.

Results or expected outcomes

Teachers value robotics for addressing labor shortages and motivating learners but emphasize the need for practical training and support for their complex pedagogical and ethical roles. Observations show that robots motivate students, yet the lack of body language makes interactions feel unnatural. Results also highlight the need for teacher guidance. While robots act as social actors in the classroom, their integration requires careful planning and ethical consideration.

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Diversity power! Multicultural module training in nursing

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Category / based on: Development project

Presentation format: Poster presentation (6E, in English)

Framing

Central Finland faces challenges in the availability of nursing staff, despite the increasing number of foreign-language nursing students. However, foreign-language speakers still struggle to find a job in the region. Issues causing difficulties include insufficient language skills, lack of language awareness within work community, challenges in integrating into workplace, and the absence of a structured mentoring model. In addition, foreign-language students have too few practical training placements available to them, especially in specialized health care. The need to develop guidance skills, cultural sensitivity, and new training models has been recognized both nationally and regionally.

Methodology

Development methods:

- Co-creation with working life partners (primary health care & specialized health care).
- Pilot testing of the training model in the collaborating wards.
- Surveys and feedback collection from staff and students.
- Continuous refinement of the model throughout the project based on feedback.
- Weekly support visits to the wards.
- Nursing staff coaching.

Results or expected outcomes

As a result in the OVE - practical training project there will be developed an operational model for multicultural module training. Separate models will be developed for clinical training in both primary health care and specialized health care wards. The model is being embedded into the collaborating wards during the project. Also as a result mentors competence in language awareness, cultural sensitivity and guidance skills will be strengthened and digital coaching package will be made.

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Jamk Future Factory® - A Collaborative Model Empowering Students to Co-Create, Innovate, and Engage with Working Life

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Category / based on: Development project

Presentation format: Poster presentation (6E, in English)

Framing

The purpose of Jamk Future Factory (FF) module is to integrate real working life challenges into every student's curriculum to create innovative, entrepreneurial and sustainability-aware graduates. The initiative strengthens collaboration between higher education and working life by ensuring that all students engage in authentic work-based learning during studies. FF guarantees the acquisition of commonly defined generic competencies, including project work, user-centered design, collaboration, and sustainable development. By embedding working life challenges into learning, FF supports professional identity formation, soft skills development, and transition into contemporary working life.

Methodology

FF is designed as a research-informed learning ecosystem, where a dedicated core team, shared digital platforms, and peer-supported coaching enable continuous pedagogical devel-opment through teacher–researcher collaboration. The core team coordinates development, quality assurance, and the central updating of platforms and learning resources. Coaches work in pairs and apply shared facilitation principles, allowing project-based learning to scale while maintaining coherence across disciplines.

Results or expected outcomes

Early implementation demonstrates the FF model's value across stakeholder levels. Students develop generic competencies and problem-solving through authentic, working-life projects, with recent development focus addressing emerging AI skills. Teacher–researcher collaboration supports pedagogical development. Organizations benefit from structured development processes and students' fresh perspectives. The FF ecosystem functions as a living lab with strong scalability and transfer potential.

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Basic level paramedic students' learning motivation towards a 24-hour exercise

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Category / based on: Development project

Presentation format: Poster presentation (6E, in English)

Framing

In paramedical work, professional competence and patient safety depend on learning motiva-tion and continuous skill development (WHO, 2023). Although paramedical students are gen-erally motivated (Ross et al., 2016), research focuses mainly on higher education, leaving vo-cational-level evidence limited despite demanding work contexts (Tavares, 2024). We need to have comprehesive knowledge about the basic level paramedic students' learning motiva-tionalso to fullfil equal educational process.The purpose of the study was to describe the expectations and learning motivation of basic level paramedic students during a 24-hour first aid exercise.

Methodology

This qualitative study involved 35 (n=35) basic-level paramedical students in Finland who participated in a one-off 24-hour exercise aimed at intensive first aid practice across diverse situations. Learning motivation and exepctancies was examined using a pre-exercise survey and post-exercise focus group interviews. Data collection and analysis were guided by expectancy–value theory. Although implemented as a single event, the exercise model could be integrated into curricula.

Results or expected outcomes

Students' expectations for the 24-hour exercise related to learning new skills and applying prior knowledge, teamwork development, and the learning environment. Learning motivation was described through the value of success experiences, teamwork-related feedback, and the learning environment. Overall, expectations and motivation were positive, even though the exercise differed from traditional instruction, indicating that non-traditional training formats can support learning motivation.

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Towards impactful, co-created Nordic research in vocational education and teacher education

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Category / based on: Work in progress

Presentation format: Workshop (6F, in English)

Workshop abstract

Nordic research on vocational education has become a well established and internationally recognized field, characterized by a strong emphasis on wellbeing, equality, and inclusion. This research is closely connected to Nordic education systems, where vocational education is positioned as an integral part of lifelong learning and societal cohesion rather than merely a mechanism for meeting labor market demands. At the same time, transformations in working life, evolving skill needs, and broader international developments challenge the field to engage with new and timely research themes.

The research tradition is largely practice-oriented, focusing on themes such as vocational teacherhood, work-related learning, professional competence, student wellbeing, learning environments, and collaboration between education and work. However, its influence on policy and decision-making remains limited, as the field is fragmented and highly context-dependent A strong comparative Nordic research tradition has yet to emerge.

This workshop initiates dialogue on current themes in vocational education, identifies research gaps, and generates ideas for future research. Specific attention is directed to opportunities for strengthening Nordic research collaboration. Participants are invited to share perspectives and co-develop research ideas together with a consortium of Finnish universities of applied sciences dedicated to advancing research in vocational and professional education.

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SIMSEC: Advancing Demand-Driven Educational Innovation in High-Risk Technology Industries

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Category / based on: Work in progress

Presentation format: Workshop (6G, in English)

Workshop abstract

This session presents SIMSEC (Simulations and Evolving Working Practices in Support of Security), and applied research focusing on the European ReArm initiative, safety management and the unique challenges faced by industries operating with advanced, high-risk technologies. By leveraging demand-driven applied research and the 'quadruple helix' type Ecosystem Innovation Partnerships (EIPs), SIMSEC bridges the gap between research outcomes and practical improvements in educational practices, placing particular emphasis on safety and risk management.

The project embodies the spirit of demand-driven research and innovation, focusing on the urgent safety issues encountered by high-risk technology industries. The EIP brings together different stakeholders and educational sectors. The research activities are informed directly by the needs of industry partners, ensuring that the outcomes are relevant and applicable immediately. **In the workshop, we present real-world scenarios from VET** and applied research and invite participants to reflect them.

Expected outcomes:

Participants will gain insights into:

- The role of applied research in driving educational transformation in high-risk technology sectors in professional education (VET, UAS).
- Practical methods for engaging stakeholders in the research-innovation process, with a focus on safety and risk management
- Strategies for demonstrating and measuring the impact of educational research in industries where safety is paramount.

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