Contents

Volume 1

Part I  Professions and Professional Practice

1  Professionalism, Profession and Professional Conduct: Towards a Basic Logical and Ethical Geography ................................. 5
   David Carr

2  The Concept of Professionalism: Professional Work, Professional Practice and Learning....................................................... 29
   Julia Evetts

3  Moral Aspects of Professions and Professional Practice .......................... 57
   Gerhard Minnameier

4  Professional Work and Knowledge........................................................ 79
   Lina Markauskaite and Peter Goodyear

5  Conceptions of Professional Competence ......................................... 107
   Martin Mulder

6  Becoming a Practitioner: Professional Learning as a Social Practice.............................................................................. 139
   Silvia Gherardi and Manuela Perrotta

7  Productive Systems of Professional Formation.................................... 163
   Jim Hordern

Part II  Research Paradigms

8  Understanding Learning for the Professions: How Theories of Learning Explain Coping with Rapid Change................................. 199
   Erno Lehtinen, Kai Hakkarainen, and Tuire Palonen
9 Understanding Learning for Work: Contributions from Discourse and Interaction Analysis ............................................. 225
Laurent Filliettaz

10 Research Paradigms of Practice, Work and Learning .................. 257
Paul Gibbs

11 A Phenomenological Perspective on Researching Work and Learning ................................................................................. 279
Gloria Dall’Alba and Jörgen Sandberg

12 The Neuronal Base of Perceptual Learning and Skill Acquisition ................................................................................. 305
Mark W. Greenlee

13 Hierarchical Linear Models for Research on Professional Learning: Relevance and Implications ................................................. 337
Eva Kyndt and Patrick Onghena

14 The Anthropological Paradigm of Practice-Based Learning ........ 369
Catherine Hasse

Part III Educational Institutions and Systems

15 Professional Education Between School and Practice Settings: The German Dual System as an Example............................ 397
Peter F.E. Sloane

16 The Dual System of Vocational Education and Training in Germany – What Can Be Learnt About Education for (Other) Professions ........................................................................... 427
Bärbel Fürstenau, Matthias Pilz, and Philipp Gonon

17 From University to Professional Practice: Students as Journeymen Between Cultures of Education and Work .............. 461
Madeleine Abrandt Dahlgren, Tone Dyrdal Solbrekke, Berit Karseth, and Sofia Nyström

18 Integrating Professional Learning Experiences Across University and Practice Settings .................................................. 485
Stephen Billett and Sarojni Choy

19 Transitions to Working Life: Securing Professional Competence ..... 513
Päivi Tynjälä and Jennifer M. Newton

20 Interprofessional Education in the Health Workplace ..................... 535
Elizabeth Katherine Molloy, Louise Greenstock, Patrick Fiddes, Catriona Fraser, and Peter Brooks

21 Medical Education ........................................................................................................ 561
Tim Dornan and Pim W. Teunissen
Contents

22 A Phenomenographic Way of Seeing and Developing Professional Learning .......................................................... 591
   Ming Fai Pang

23 Changing Cultures of Knowledge and Professional Learning ........... 611
   Monika Nerland and Karen Jensen

Volume 2

Part IV Practice-Based Learning Activities

24 Identity and Agency in Professional Learning ................................. 645
   Anneli Eteläpelto, Katja Vähäsantanen, Päivi Hökä, and Susanna Paloniemi

25 Simulation Learning .............................................................. 673
   Jan Breckwoldt, Hans Gruber, and Andreas Wittmann

26 Learning from Errors at Work .................................................. 699
   Christian Harteis and Johannes Bauer

27 Learning in the Circumstances of Professional Practice ................. 733
   Stephen Billett and Raymond Smith

28 Apprenticeship as a Model for Learning in and Through Professional Practice ................................................. 759
   Geoffrey Gowlland

29 Implicit Knowledge and Work Performance .............................. 781
   Britta Herbig and Andreas Müller

30 Intuition in Professional and Practice-Based Learning .................. 807
   Eugene Sadler-Smith

31 An Organisational Perspective on Professionals’ Learning ............. 835
   Bente Elkjaer and Ulrik Brandi

32 Professional Learning in the Ambulance Service .......................... 857
   Morten Sommer

33 Mimetic Learning at Work: Learning Through and Across Professional Working Lives ......................................... 887
   Stephen Billett

Part V Implementing and Supporting Professional Learning

34 Professional Development and the Profession ............................ 915
   Anton Havnes and Jens-Christian Smeby

35 The Real Professional is a Learning Professional .......................... 955
   P. Robert-Jan Simons and Manon C.P. Ruijters
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Authors</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>Team Learning in Education and Professional Organisations</td>
<td>Filip Dochy, David Gijbels, Elisabeth Raes, and Eva Kyndt</td>
<td>987</td>
</tr>
<tr>
<td>37</td>
<td>Teams, Communities of Practice, and Knowledge Networks as Locations for Learning Professional Practice</td>
<td>Victoria J. Marsick, Andrew K. Shiotani, and Martha A. Gephart</td>
<td>1021</td>
</tr>
<tr>
<td>38</td>
<td>The Role of Human Resource Development in Organizational Change: Professional Development Strategies of Employees, Managers and HRD Practitioners</td>
<td>Rob F. Poell and Ferd J. Van Der Krogt</td>
<td>1043</td>
</tr>
<tr>
<td>39</td>
<td>Mentoring as a Strategy for Facilitating Learning: Protégé and Mentor Perspectives</td>
<td>Lillian Turner de Tormes Eby, B. Lindsay Brown, and Kerrin George</td>
<td>1071</td>
</tr>
<tr>
<td>40</td>
<td>The New Professionalism: An Exploration of Vocational Education and Training Teachers in England</td>
<td>James Avis and Kevin Orr</td>
<td>1099</td>
</tr>
<tr>
<td>41</td>
<td>Older Professionals, Learning and Practice</td>
<td>Tarja Irene Tikkanen and Stephen Billett</td>
<td>1125</td>
</tr>
<tr>
<td>42</td>
<td>Promoting Practice-Based Innovation Through Learning at Work</td>
<td>Per-Erik Ellström and Per Nilsen</td>
<td>1161</td>
</tr>
<tr>
<td>43</td>
<td>Technology-Enhanced Professional Learning</td>
<td>Allison Littlejohn and Anoush Margaryan</td>
<td>1187</td>
</tr>
<tr>
<td></td>
<td><strong>Part VI Assessing Professional Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Evaluating Professional Learning</td>
<td>Thomas R. Guskey</td>
<td>1215</td>
</tr>
<tr>
<td>45</td>
<td>Assessment of Professional Competence</td>
<td>Dineke E.H. Tigelaar and Cees P.M. van der Vleuten</td>
<td>1237</td>
</tr>
<tr>
<td>46</td>
<td>Assessment of Professionals’ Continuous Learning in Practice</td>
<td>Tara J. Fenwick</td>
<td>1271</td>
</tr>
<tr>
<td>47</td>
<td>The Influence of Evidence-Based Decisions by Collaborative Teacher Teams on Student Achievement</td>
<td>Patrick Griffin, Esther Care, Judith Crigan, Pamela Robertson, Zhonghua Zhang, and Alejandra Arratia-Martinez</td>
<td>1299</td>
</tr>
<tr>
<td>48</td>
<td>Large-Scale Assessment of Vocational Education and Training</td>
<td>Frank Achtenhagen and Esther Winther</td>
<td>1333</td>
</tr>
<tr>
<td></td>
<td><strong>Index</strong></td>
<td></td>
<td>1355</td>
</tr>
</tbody>
</table>
International Handbook of Research in Professional and Practice-based Learning
Billett, S.; Harteis, C.; Gruber, H. (Eds.)
2014, XXI, 1383 p. 100 illus. In 2 volumes, not available separately., Hardcover
ISBN: 978-94-017-8901-1