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## Research at the Institute of Vocational Education, Work and Technology

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The overall approach of the institute is based on the three dimensions - occupational/vocational training, work and technology.

Our main areas of research are established within these dimensions and are associated with more general areas of research as follows:

- » Occupational training and development processes
- » Changes of work, technology and occupational training and connected development within the areas of qualification, occupation and fields of occupation
- » Creation of occupations and systems of occupational training in a national and international context
- » Development and revision of a curriculum
- » Organisational development and design of the place of learning
- » Development of research approaches pertaining to occupational science and further development of commercially/technologically oriented study programmes

As places of learning, the work place and the vocational school are particularly relevant in this context. Developments that ensue and the design of occupational training processes form the institute's long term, central focus of research. As part of our research we also evaluate and carry out an international comparison from a structural and a didactic perspective and draw relevant consequences for teacher training.

### Design of Work and Technology

As the definition of the areas of research show, we identify areas of study that are relevant to occupational training whilst, at the same time, remaining flexible. Consequently, the central idea of a humane, ecological, economical and sustainable organisation of work and technology, that provides a developmental understanding of occupational education, serves as a research integration field.

The focal points of our research are the development of work and technology in industry and trade, a reinforced development of services in the commercial and technological fields, changes in organisational and personnel developments and the design of occupational learning/teaching processes in schools and companies as well as in vocational education and training. In this context the development of our own research methods to support the occupational sciences plays an important role. The elements and forms of skilled labour seen in occupations and occupational areas also play a vital.

We particularly focus on examining the correlation between the objectives of (skilled) labour (e.g. technology, work organisation, tools etc.) and the resulting educational and qualification potentials.

### Areas of research

| Institute of Vocational Education, Work and Technology: Areas of research and research priorities |  |   |  |   |
|---|--|---|--|---|
| Occupational training and development processes   | Changes in work, technology and vocational training                        | Design of occupations/vocational training systems | Development and revision of a curriculum       | Organisational development and designing places of learning                     |
| Tools for a continuous process of development   | Development of the labour market and qualification requirements            | Analysis and design of occupational patterns      | Guidelines for the development of a curriculum | Learning cultures   |
| The connection between systematic and informal learning   | Competencies required for skilled labour in the areas of EE, AE, IT and MT | Quality and quantity of job descriptions          | Tools for implementing curricula               | Quality of the structure of training and cooperation between industry and trade |
| Processes of teaching and   | Developments in industry   | Guidelines for occupational                       | Didactics of vocational                        |   |

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|--|---|--|--|---|
| learning and quality management for lessons  | and trade   | development  | training with occupational and technological relevance |   |
| Adult education for disadvantaged young people and young adults  | Requirements of the "Information and Knowledge Society"   | Evaluation of job descriptions                                   | Evaluation of curricula and training practices         | Concepts for the design of a learning environment and equipment required in the occupational learning environment |
| Qualification-related gender studies   | Institutional developments in vocational schools, in apprenticeships provided by companies and in cooperations within the dual vocational training system | National and international comparison of occupations and systems |  |   |
| Preparation for vocational and further training  |   | Integration of vocational training and general education         |  |   |
| <b>Instruments of research for educational scientific research</b><br><b>Further development of teacher training in trade and technically oriented courses</b> |   |  |  |   |

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