Contents

1	he Design and Organization of Vocational Education	1 4			
Par	t I P	Professional Knowledge			
2	Competence Development in Vocational Training Courses				
	and.	Action Contexts	7		
	2.1	From Subject-systematic to Work Process Knowledge	7		
	2.2	Multiple Competence	13		
	2.3	Dimensions of Practical Knowledge	21		
	2.4	Practical Terms and Practice Communities	32		
	2.5	Conclusions	36		
	Refe	rences	37		
3	Phile	osophers and Pedagogues: Craft Knowledge and Ability	43		
	3.1	Occupational Knowledge and Shaping Action			
		According to Matthew Crawford	43		
	3.2	Peter Janich on the Importance of Craftsmanship			
		in "Producing Knowledge"	45		
	3.3	Richard Sennett	46		
	3.4	Implicit Knowledge as an Object of Vocational			
		Scientific Research	48		
	3.5	Martin Fischer: "Learning Organizations"—an Expanded			
		view of Work Process Knowledge	52		
	Refe	rences	54		



x Contents

4	Qua	lification Research and Curriculum—A Relationship	
	to Be Clarified		
	4.1	Qualification Research and Curriculum	
		Development—Approaches to Research on a	
		Vocational Pedagogical Connection	58
	4.2	Duality of Education and Qualification	61
	4.3	Development as Adaptation or Ability to Co-shape the	
		World of Work	64
	4.4	An Interdisciplinary Dialogue on the Relationship	
		Between Qualification Research and Curriculum	67
	Refe	rences	70
5	Metl	hods of Occupational Scientific Knowledge Research	73
-	5.1	Investigation of Work Process Knowledge:	, 0
		The Importance of the Interviewers' Professional	
		Competence	73
	5.2	An Unintended Side Effect and Its Implications for	
		Occupational Scientific Qualification Research:	
		The Hypothesis	75
	5.3	The Research Method	77
	5.4	The Results	80
	5.5	Conclusions	84
	Refe	rences	85
6	Prof	essional Scientific Knowledge and Work Process Studies	87
	6.1	Occupational Scientific Task Analysis: Basis for	
		Professional Development	88
	6.2	Core Professions: The Criteria of Modern	
		Professionalism	90
	6.3	Expert-skilled Worker Workshops: Transfer of Occupational	
		Tasks	92
	6.4	Task Analysis in the Context of the Development	
		of Vocational Training Plans	94
	Refe	rences.	98
7	The	COMET Competence and Measurement Model	101
	Refe	rences	113

Contents xi

Part	II	Knowledge as a Dimension of Professional Competence		
8	Competence Diagnostics and Competence Development			
	wit	h the COMET Method	117	
	8.1	Open Test Tasks for Measuring Shaping Competence	117	
	8.2	Test Motivation as a Determinant of Competence and		
		Knowledge Development	121	
	8.3	Identity and Commitment—Two Fundamentally Different and		
		at the Same Time Mutually Dependent		
		Characteristics of Vocational Education	124	
	8.4	Heterogeneity	125	
	8.5	Apprentices Evaluate the Quality of Their Training	126	
	Ref	erences	128	
9	Tes	t Results of Selected Professions	131	
	9.1	Project Carpenter (TI)	134	
	9.2	Project Automotive Mechatronics Technician (KFZ)	148	
	9.3	Project Electronics Technician for Industrial		
		Engineering (EB)	159	
	9.4	Project Electronics Technician for Energy and Building		
		Technology (EEG)	172	
	9.5	Project Industrial Clerks (INK)	180	
	9.6	Project Forwarding and Logistics Clerks (SPKA)	190	
	9.7	Project Medical Assistant (MFA)	201	
	9.8	Project Nursing Education at Higher Vocational		
		Colleges of Switzerland	207	
	9.9	Project Industrial Mechanic (IM)	223	
	Ref	erences.	239	
10	Det	erminants of the Development of Professional Knowledge	241	
	10.	1 Test Motivation	246	
	10.2	2 Examinations as a Determinant of the Development of		
		Professional Knowledge and Skills	253	
	10.3	3 Professional Identity and Professional Commitment	257	
	10.4	4 Training Quality from the Perspective of Trainees	262	
	10.3	The Quality of Learning Location Cooperation and its		
		Impact on the Development of Professional Knowledge	271	
	10.0	The Learning Location Vocational School: Responsible		
		for the Transfer of Professional Knowledge	274	

xii Contents

	10.7 Heterogeneity of Professional Competence					
		Development	282			
		Perspectives				
References						
11	A Co	nclusion	295			
	Refer	ences	297			
Appendix						
Ref	erence	s	313			