Adult Retail Apprenticeships

Logbook and Group-supervision as learning tools in workplace-based education

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The presentation…

- VET -The Swedish Model
- Logbook and Group-Supervison at South School.
- An Action Research Project in collaboration with adult retail apprentices at South School, with the aim to find the math in workplace activities.
- Part of the results in my licentiate thesis (2017):
  Mathematics? – No, It´s all about common sense and the right attitude. A study of mathematics containing activities in adult retail apprenticeships.
  (DOI: 10.13140/RG.2.2.12582.73288)

VET - The Swedish Model

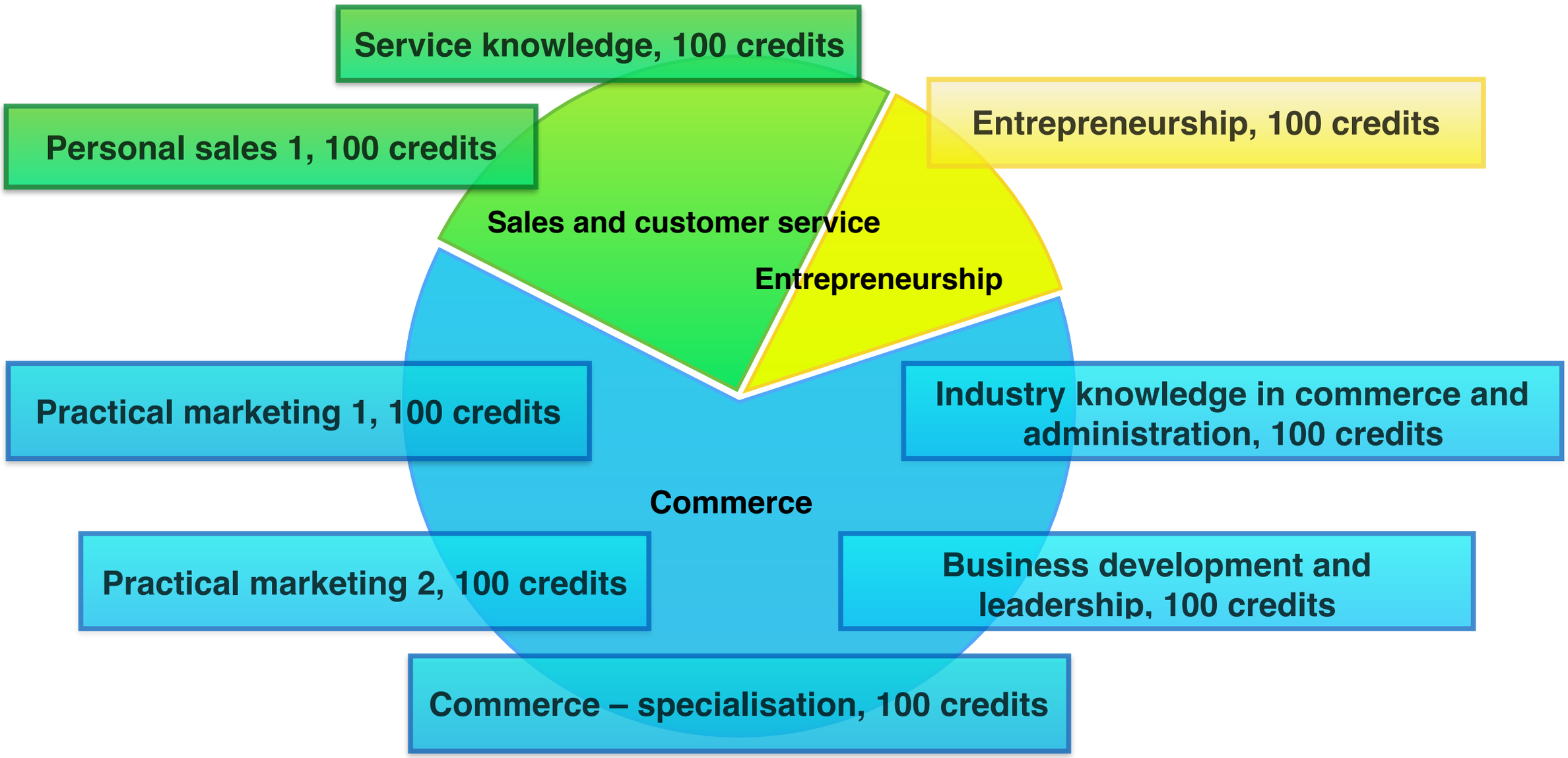
- VET in the form of school-based apprenticeships at upper secondary level, *lärlingsvux,* was implemented in Swedish municipal adult education 2012. From the age of 20.

- The schools and the vocational teachers are responsible for planning, and evaluation of the students learning at the workplace.

- VET for adults are composed of selected vocational subjects from corresponding secondary vocational programs.

- Apprenticeships for adults implies that a minimum 70% of the training must be workplace-based.

Retail apprenticeships at South School
800 credtis = 40 weeks



Adult retail apprenticeships education

Jewelry & Accessoires

Clothes

Shoes

Furniture & Interior Design

Sports

Design

Home electronics

Food retail

School-based learning
1 day/week

+

Workplace-based learning
4 days/week

- Lectures
- Group work
- Examinations
- Group-Supervision: *Learn to learn at work*

- Work activities
- Supervision
- Internal training
- School assignments
- Tripartite Conversations

Logbook -
Part of apprenticeships folder

- Structured on the basis of the subject aims and knowledge requirements: *Identify, plan, organize, carry out, assess and evaluate tasks at the workplace*.

- The starting point for learning dialogues in the supervision group.

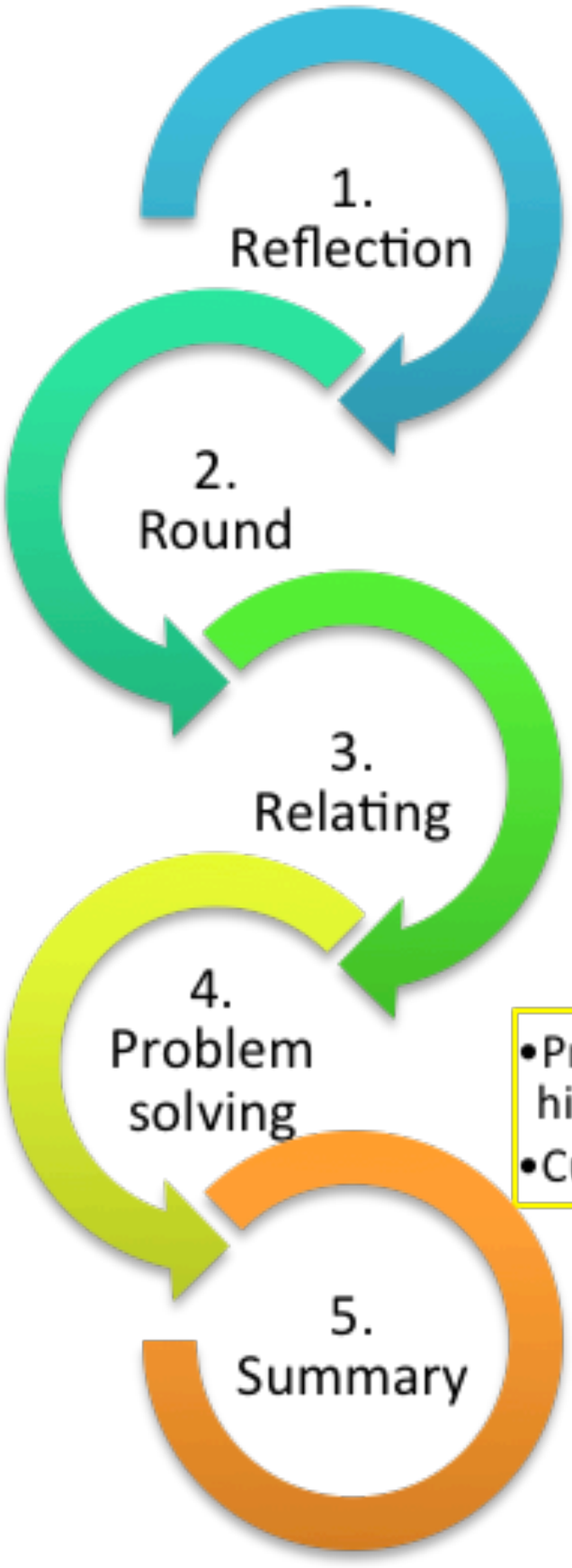
- The logbook underwent a number of revisions during the education in collaboration with the students.

Group-Supervision (Learning Circle): *Learn to Learn at Work*

- Mix between study circle and group supervision - (6-12 participants)
- Meetings once a week (90 min) throughout the education.
- Mentor/teacher role: Discussion leader and translator from workplace activities to school subjects (eg.Røvik, 2008)

- Democratic working methods for reflection and collaborative learning.
- Agreements concerning:
    - Aim and purpose for the group dialogues and logbook notes
    - Conversation rules - structured dialogues based on logbook notes
    - Time - eg. time to start, finish, reflect and write
    - Themes and follow-ups

Structure



- Quiet time, 10 minutes.
- Logbook notes, writing & reading notes.

- Based on week's logbook note.
- Students talk about their activity, one at a time.
- Learning dialogue.

- Discussions about the activity in relation to course content and aim of subjects.
- Transfer and translation.
- What links can be made between the workplace and school-based learning?

- Problems and issues highlighted at the Round.
- Cultural and social situations

- Issues to work on at workplace or in school.

Can you find…

1. ~~Mathematics in workplace activities~~?

2. Digits and numbers in workplace activities?

An action research study in collaboration with students at South School

Logbook as research and learning tool

Researcher´s purpose with the logbook

- The basis for the dialogues in the group supervision every week
- To get to know learning activities and job functions in different stores
- The starting point for the planning of interviews and observation sessions at learning practices in retail

Students purpose with the logbook

- Learning tool for the workplace-based learning.
- Starting point for the trialogue conversations at the workplace
- Starting point for learning dialogues in the supervision group

Logbook Theme -
Digits and numbers in workplace activities

1. Context: *Describe an activity or observation from the past week using or communicating digits and numbers.*

- What is..? Why should it…? What will it lead to?

2. Planning: (Think that you would explain to someone who has never done the activity)

- What knowledge do you need to complete the task?
- What information do you need? How to get it?
- What equipment, tools or techniques needed?
- What difficulties may exist or occur?

3. Doing: (How did you do?)

- Which forms of communication were used (orally, in writing, digital, body language ...)

- What tools or techniques were used? (Eg. cash register, calculator, computer, word processing, spreadsheets, charts, price lists, handwritten lists, mental arithmetic, pen-paper, tools, procedures …)

4. Assessment and evaluation of the result (reflection)

- How was…? Why…?

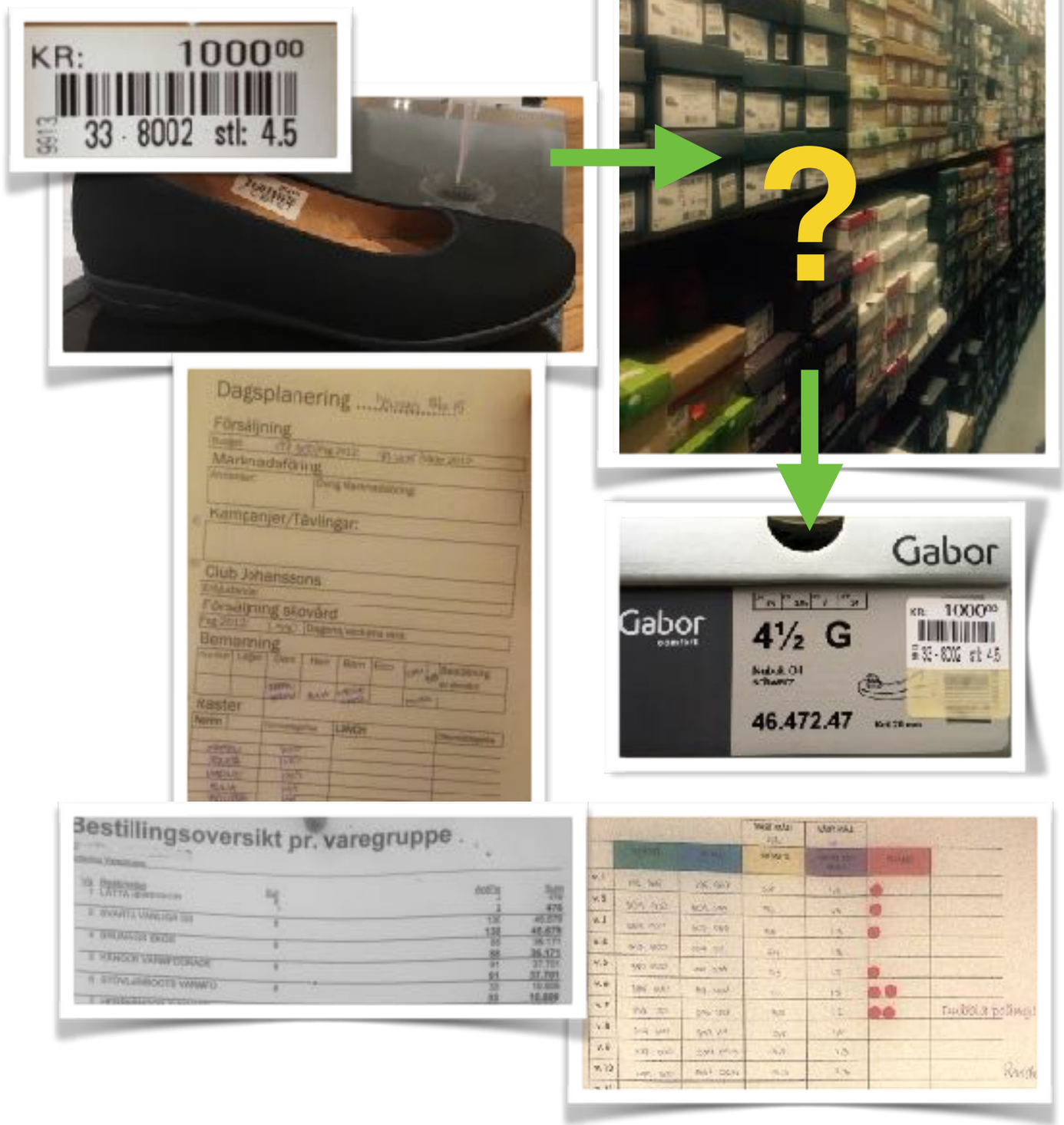
- Are there other ways that would make the work/result better? Easier?

- Is the result reasonable? (Eg. in terms of time, costs, past experiences, workload, working environment...)

They found that one use and communicate digits and numbers…

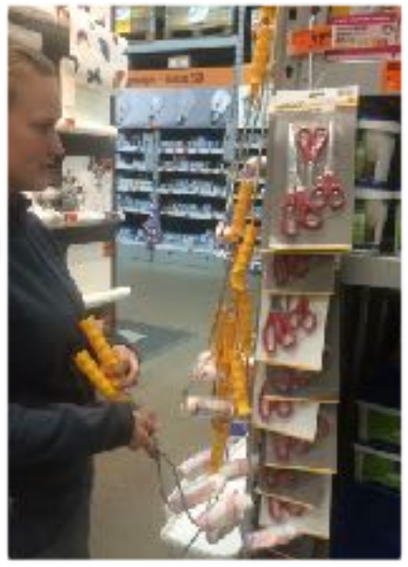
In the stock room

- Orientate yourself in the stockroom
- Localize shoe boxes in stockroom
- Daily work plan
- Interpret and use delivery lists
- Interpret and communicate information on budget plans



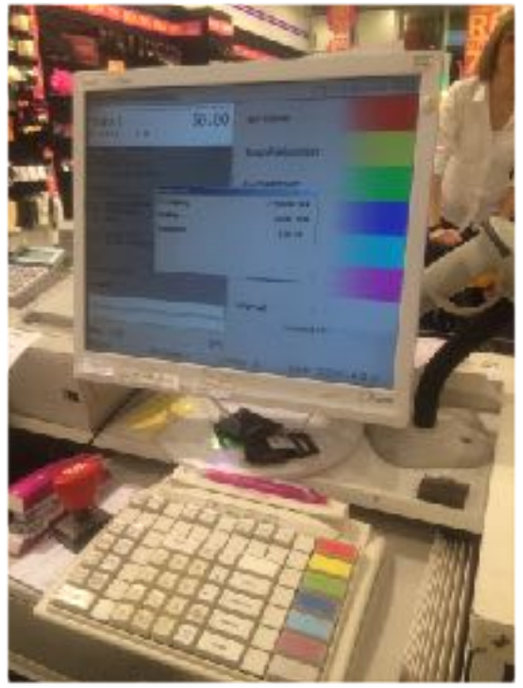
At the sales floor

- Orientate yourself in store with help of drawings and number combinations.
- Localize the right shelves for specific products using number information, symbols, mental calculations, and estimations.
- Screws and nuts with different diameters should be sorted in correct boxes and price range
- Replenishing



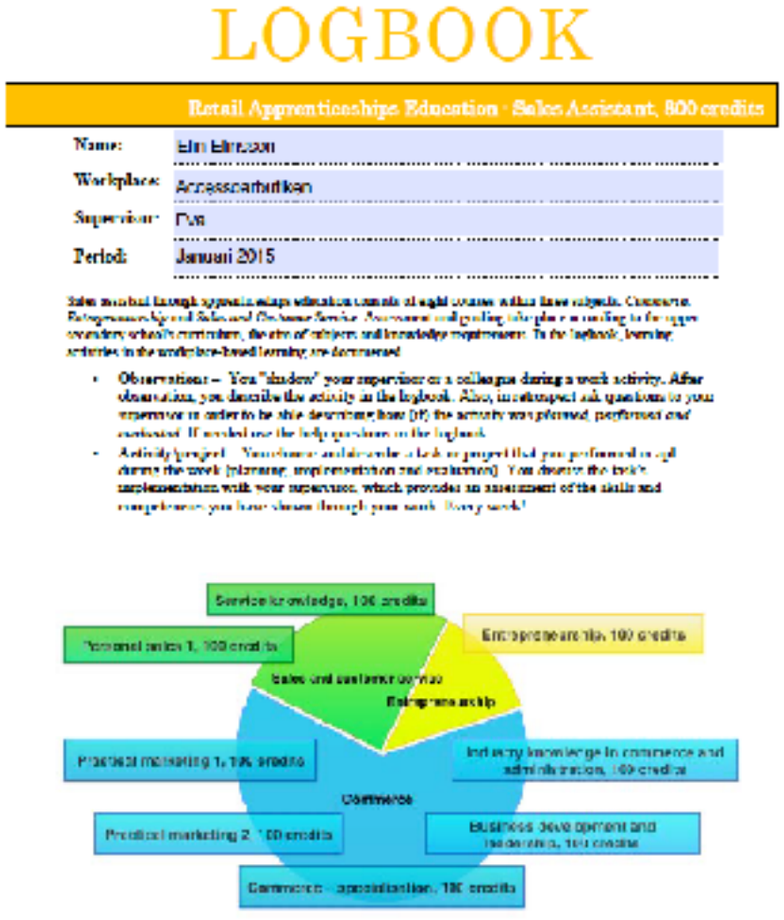
At the Checkout

- Handling computer software, scanner, smartphone
- Interpret and check digits and text information
- Communicate and verify prices and costs with customers
- Check regulations and safety
- Count Checkout
- Complaints and returns
- ”Banking”



Results

In what ways did Logbook and Group-supervision contribute to the development of mathematics containing vocational competencies?



LOGBOOK

Retail Apprenticeships Education - Sales Assistant, 800 credits

Name:	Elin Ellinson
Workplace:	Arbetsplatsen
Supervisor:	Per
Period:	Januari 2015

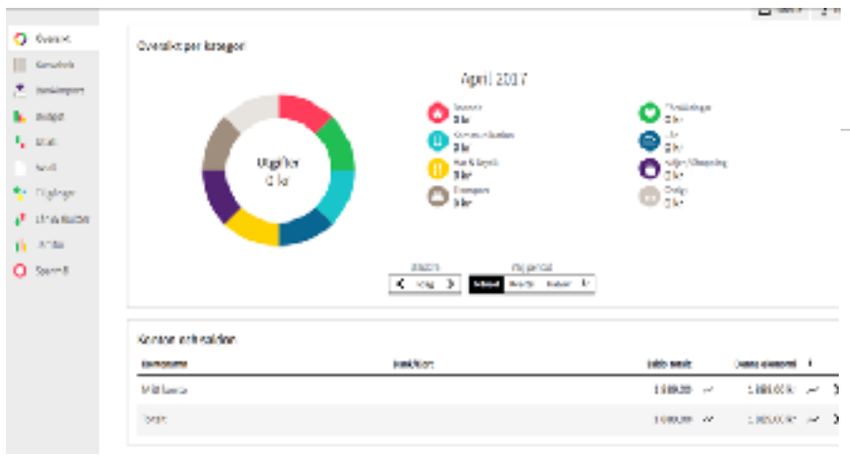
Sales assistant through apprenticeship education consists of eight courses within three subjects. Commerce, Entrepreneurship and Sales and Customer Service. Assessment will guide the learner according to the upper secondary school's curriculum, the aim of subjects and knowledge requirements. To the 'logbook' learning activities in the workplace-based learning are documented.

- Observations – You "shadow" your supervisor or a colleague during a work activity. After observation, you describe the activity in the logbook. Also, in retrospect ask questions to your supervisor in order to be able to reproduce how (if) the activity was planned, performed and evaluated. If needed use the help questions in the logbook.
- Activity/project – You choose and take on a task or project that you perform in a job during the week (planning, implementation and evaluation). You discuss the task's implementation with your supervisor, which provides an assessment of the skills and competences you have shown through your work. Every week!

Changes in SBL

After a couple of months, the content and structure of the school-based part of the education at South School were changed:

- The students' need for knowledge and skills to participate in learning practices at the workplace governed the content and structure of the lessons. Eg. *Mathematics in Retail* - A project that involved several courses (5 weeks).



- The logbook served as a conversation starter about math in the workplace.

- The apprentices did not have to be afraid to experience themselves as ignorant, as they could "blame" the logbook.

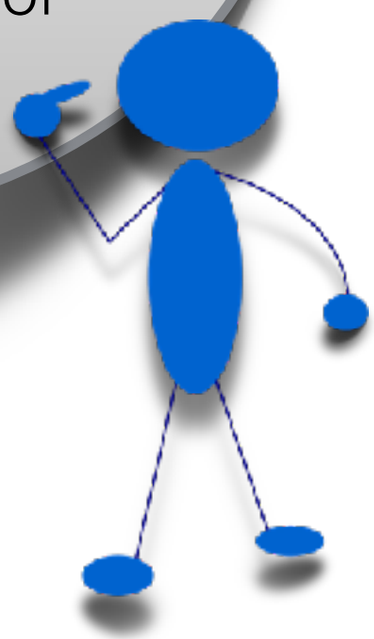
- ”Issues” in the learning practices at the workplace were discussed and dealt with in the supervision group

- Some of the students took part of more advanced activities in the learning practices in comparison with the apprentices who did not use logbook or participated in Group-supervision. E.g. budget reporting.

- Logbook and group supervision contributed to the students developing the ability to plan, implement and evaluate activities and projects in the workplace. E.g. Re-exposure and exposure projects (next slide)

- I think it has helped me a lot that I got to make the logbook in school, and know that you must think before you do something. We discussed trying to see what you need and how to do to practice it ... To plan, organize, carry through and evaluate.

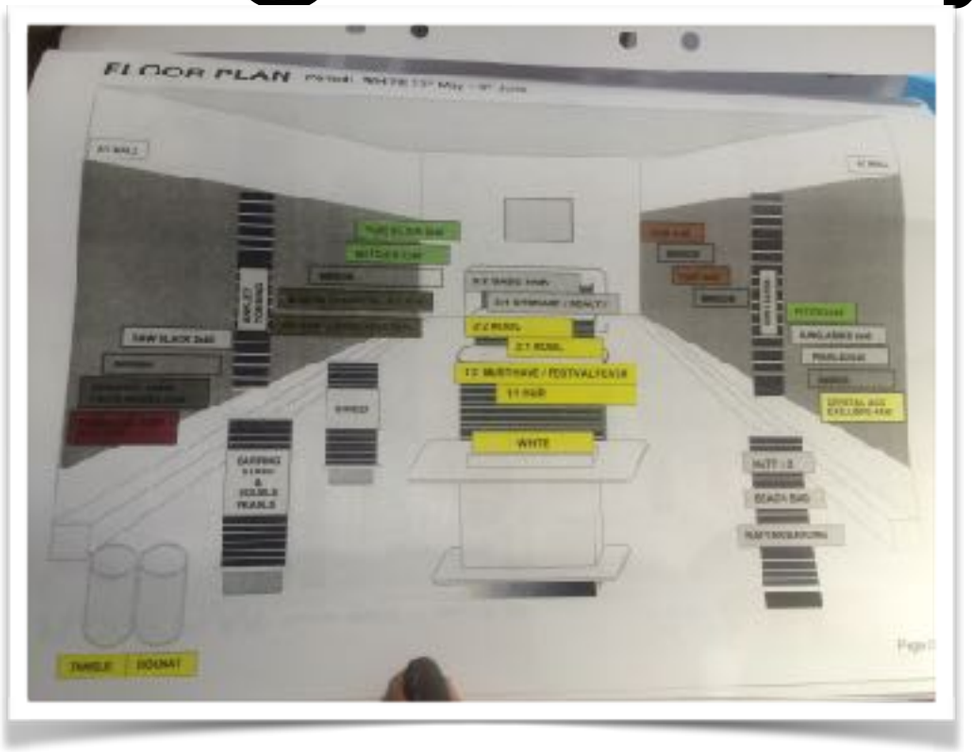
- Before this project, I thought the planning and the carrying out was the same thing, you do it all at once. But then we had to plan this graduation project at school, in the logbook. It changed the way of thinking.



Math containing activity

Exposure & Re-exposure

- Read, interpret and use 2D and 3D drawings when the store or shop will be rebranded.
- Plan, realize, evaluate and report
- Inventory
- Plan and execute sales campaigns



Critical perspectives

Through the lense of theory of practice architectures (Kemmis et al. 2014, 2017):

- Time, space and number of students are resources (material-economical arrangements) that constrain and enable the "ideal" model of Group-supervision.

- The logbook is a resource (social-political) that employees at the workplace may experience as a threat to their own employment. E.g. one retail chain ended with receiving apprentices after some employees turned to management with complaints.