## **Contents**

1	Introduction	1
	Background	1
	Heidegger?	2
	Chapter 2: Work-Based Learning as a Field of Study	1
	Chapter 3: Learning as Knowledge of Being-in-the-World	5
	Chapter 4: Dwelling at Work: A Place Where Vocation and	
	Identity Grow?	5
	Chapter 5: What Is Work? A Heideggerian Insight into Work	
	as a Site for Learning	5
	Chapter 6: Heidegger; Time, Work and the Challenges for	
	University-Led Work-Based Learning	5
	Part II—Issues in Work-Based Studies	5
	Chapter 7: Assessment and Recognition of Work-Based Learning	5
	Chapter 8: Quality in Work-Based Studies: Not Lost, Merely	
	Challed 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	7
	Chapter 9: Adopting Consumer Time: Potential Issues for	
	inghei Bever Work Basea Bearing	7
	Chapter 10: The Concept of Boredom: Its Impact on	
	The state of the s	7
		3
	Chapter 12: Carrying Out Phenomenological Research	
		8
	Chapter 13: The Recession and the World of Work-Based Studies	8
Par	t I Context	
2	Work-Based Learning as a Field of Study	1
_	WBL: Roots in the Ancients	
	Understanding Work-Based Learning	3
	Developing a Notion of Field for Work-Based Learning 14	
	A Fuller Heideggerian Understanding	)
3	Learning as Knowledge of Being-in-the-World	3
	Capability, Potential and Actualization	4
	The Unconcealment of Being Through Learning	5

xii Contents

	The Concealment of Representational Thinking 27 Existential Reflection 29 Pedagogy of <i>Praxis</i> 31 Summary 32
4	Dwelling at Work35Phronesis36Technical Skill or the Embracing of a Craft—Turning to Heidegger38The Tension Between Workplace Identity and Dispositions4of Democracy4What Is the Evidence?42
5	What Is Work? A Heideggerian Insight into the Workplace as a Site for Learning
6	Heidegger: Time, Work and the Challenges for University-Led Work-Based Learning 6. Heidegger and His Phenomena of Time 6. Heidegger and His Phenomena of Historicity 6. The Worker and the Labourer in the Age of Technology: Heidegger's Use of Jünger's Works 7. Questioning Temporality and Seeking an Originary Future 7.
Par	t II Issues in Work-Based Studies
7	Assessment and Recognition of Work-Based Learning The Temporality of the Known: A Fore-Structure and Foreclosure of Assessment 8 Tacit Knowledge 8 Evidence 8 Disclosing Educational Possibilities, Not Assessing 8 Explicitness of Learning 8 Phenomenological Interpretations 8
8	Quality in Work-Based Studies Is Not Lost, Merely Undiscovered       9         Quality and Work-Based Learning       9         Quality in Our Everydayness from a Heideggerian Perspective       9         Quality Undisclosed       9

Contents

	A Conscience?
9	Adopting Consumer Time: Potential Issues for Higher Level Work-Based Learning
10	The Concept of Boredom: Its Impact on Work-Based Learning Moods
11	Practical Wisdom and the Workplace Researcher125The Skills of Workplace Researchers128Practical Enquiry130The Purpose of the Action131The Means to Be Able to Act132The Feasibility of the Act133Determinate Timing133Respect for Others134Research Ethics: Gratitude135Summary138
12	Doing Phenemological Research in the Workplace       139         Setting the Scene for the Vignettes       141         Vignettes       142         Vignette 1       142         Vignette 2       145         Vignette 3       146         Summary       146
13	The World of Work-Based Studies and the Recession149Learning149Capability151The Workplace as a Learning Environment152A Generalized Anxiety153
Refe	erences
Autl	nor Index
Sub	iect Index