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Professional learning of vocational teachers in the context of work placement

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Propositions

accompanying the dissertation

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Na Zhou

1. It should be acknowledged more that vocational teachers' professional learning not only occurs in academia, but also in industrial and work contexts, and in both formal and informal ways (Chapter 2).
2. Motivational beliefs are crucial to understand the learning engagement of vocational teachers in work placement (Chapter 3).
3. Learning from work placement is different from vocational teachers' learning in school and from industry workplace (Chapter 4).
4. Work placement is an effective programme for improving vocational teachers' occupational competence and teaching performance (Chapter 5).
5. Factors related to the transfer of learning need to be known in order to fully understand the learning potential of work placement (Chapter 6).
6. Companies should provide more support to help vocational teachers to fully exploit the potential of work placement.
7. Research on teacher professional learning should take more into account the difference between vocational teachers and general teachers.
8. Vocational teachers play a crucial role in facilitating boundary crossing of their students between school and working life.
9. Government investments into vocational education did not diminish prejudices against this type of education being the last option for Chinese students and their parents.
10. Anything that happens in our life and work is always a gift that wants to teach us something.