

Informal Learning in Chinese TVET Teachers' professional development: models and factors

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ABSTRACT

Informal learning plays an important role in teacher professional development. Yet how Technical and Vocational Education and Training (TVET) teachers conduct informal learning and what factors influence the informal learning of TVET teachers remain unclear. The authors interviewed 12 TVET teachers from Chinese vocational schools about their informal learning in their daily work and life. Based on the coding of interview transcriptions, Chinese TVET teachers' informal learning behaviours can be categorized into four models: autonomous learning, supportive learning, collaborative learning, and shared learning. Moreover, this study identified three types of factors affecting the informal learning of TVET teachers: individual factors, organizational factors, and institutional factors. The findings provide a deep understanding of TVET teachers' informal learning and implied suggestions for future teacher development programmes.

Keywords: vocational education; informal learning; TVET teachers; qualitative analysis