

Trials for the Gearing between Theory and Practice in the German Higher Vocational Education —— Focusing on cases in dual courses ——

*** *Moriki TERADA***
Nagoya University

**Corresponding author:* Professor Emeritus, Nagoya University
E-mail: terada.moriki@kuas.ac.jp

ABSTRACT

This article tries to verify attempts for the gearing (Verzahnung=VZ) between theoretical and practical learning, especially in dual courses at universities of applied sciences which are combined by work practices in enterprises. After tracing of historical developments for the concept of VZ, the system structure of the dual vocational course is explained and such three elements for the VZ, as the institutional, organizational and curriculum-didactical dimensions are extracted according to political and academic discussions. The third curriculum- didactical aspect among these three dimensions, especially on the practice in the working site, is mainly analyzed.

As the result, significances of three mediated factors, not VZ itself, are confirmed so the VZ is successfully realized. The first is the learning material for recreation (reconstruction) of theoretical learning at working site which prompts gearing of theory with practice. The second is human social mediation which assist and guide how have students to behave in working practice and in the human exchange with leader or mentor. Among others, the subjective learning (working) behavior by students themselves as the third factor is more important. That's introduction of the reflection process in the practical experience for the acquiring of peculiar knowledge and skills to the practice and competencies' developments on the vocational world.