Turkey’s Logistics Vocational Training Roadmap for Sustainable Development: Best Practices on Vocational Higher Education

Dr. Okan TUNA
Introduction

- Vocational higher education (VHE), which ideally should combine teaching of both practical skills and knowledge, is one of the most important driving force of the economies,

- Besides preparing individuals for a vocation/specialized occupation, VHE also has a dynamic role in developing labor force, human skills and economy of a country (Lasonen & Gordon, 2008).
• Rapid changes in the way work is done makes it necessary for resources to be used more efficiently and **new skills** become vital to be taught to the related parties in the framework of human resources.

• In parallel with this change, where experiential learning stands out, **newer methods** have begun to be put forward and tried.
• Studies on international level indicate that more effort than ever is shown in education in order to raise individuals who can think, question, discuss and decide with the help of technology becoming widespread.

• “Experiential learning platforms”, where the real environment is redesigned thanks to analogy/simulation, enable the users to put theoretical concepts in practice.
The theory is called “Experiential Learning (ELT)” to emphasize the central role that experience plays in the learning process.

The term “experiential” is used therefore to differentiate ELT both from cognitive learning theories, which tend to emphasize cognition over affect, and behavioral learning theories that deny any role for subjective experience in the learning process.
Experiential Learning Theory (Kolb, 1984)

• Experiential learning theory defines learning as "the process whereby knowledge is created through the transformation of experience."

• Knowledge results from the combination of grasping and transforming experience" (Kolb 1984, p. 41).

• ELT learning model suggests that learning requires abilities that are polar opposites, and that the learner must continually choose which set of learning abilities he or she will use in a specific learning situation.
Experiential Learning Theory (Kolb, 1984)

1. **Concrete Experience**
   - Doing / having an experience

2. **Abstract Conceptualisation**
   - Concluding / learning from the experience

3. **Active Experimentation**
   - Planning / trying out what you have learned

4. **Reflective Observation**
   - Reviewing / reflecting on the experience

**Diagram Cycle**

[Diagram showing the cycle of experiential learning with arrows connecting Concrete Experience to Active Experimentation, then to Abstract Conceptualisation, to Reflective Observation, and back to Concrete Experience.]
“I hear and forget,
I see and remember,
I do and learn”
Experiential Learning & Learning Styles (Kolb, 1984)

- **Accommodator**
  - Accommodating: feel and do
  - Active: Experimentation (doing)

- **Converger**
  - Converging: think and do
  - Abstract: Conceptualisation (thinking)

- **Diverger**
  - Diverging: feel and watch
  - Reflective: Observation (watching)

- **Assimilator**
  - Assimilating: think and watch
  - Concrete: Experience (feeling)

For QTTTC Teachers/Gallery Walk/Kaija Hannula /Vocational Teacher Education College
Experiential Learning & Learning Styles (Kolb, 1984)

- **Converger** (AE+AE)
  - "Devil’s Advocate Learner"

- **Diverger** (CE+RO)
  - "Social Comfort Learner"

- **Accommodator** (CE+AE)
  - "Hand’s On Learner"

- **Diverging**
  - feel and do

- **Converging**
  - think and do

- **Accommodating**
  - feel and do

- **Assimilating**
  - think and watch

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The Case of Turkey: Transformation Process

- Professional Skills Development Center
- Simulation Training Platforms
- Project/Street Laboratory
Professional Skills Development Center

• **Clustering** composed of laboratories and workshops,

• **Learning objective-oriented** design,

• Objectives toward **training and project development**,

• Processes based on **cooperative environment and team work**.
Professional Skills Development Center

- Mobile Technologies Laboratory
- Alternative Energy Resources Laboratory
- Maritime Operations Laboratory
- Logistics and Foreign Trade Laboratory
- In-Cabin Training Unit.
Simulation Training Platforms

• Internet based interactive simulation platforms.
• User can easily measure their success and do the corrective actions.
• Tracing of the learners very effectively.
Simulation Training Platforms

• Hamburg Port Simulation
  Hamburg port management simulation

• Northstar
  International logistics simulation

• Big Space
  Warehouse risk management simulation.
Simulation Training Platforms
• Projects based on **Practice**
• **Social responsibility** practices,
• **Radio** programmes - Internet Radio Station
• Designing **applications** android and ios systems,
• Alternative energy projects,
• **Service operations** for mobile devices,
• **Multi-cultural** international day,
• **Survey practices** – Love Questionnaire
“Trends in Turkish Logistics Industry” is a longitudinal study reported quarterly since the last quarter of 2013. **UTIKAD** is the partner and supporter of this longitudinal study.

This study attempts to measure the perceptions of top managers in logistics industry with regard to two topics; performance and expectations.

It is a unique study in terms of its scope in the Turkish logistics market and well regarded among the parties in the industry.
The Case of Turkey: Transformation Process

Professional Skills Development Center

Simulation Training Platforms

Project/Street Laboratory

Yaparak Öğreniyorum
Learning By Doing
“Peer-Education” is a planned education management carried out to change the knowledge, behavior and attitude in the groups having social interactions, equal statuses, similar languages, attitudes and behaviors.

In recent years, peer-education has been used in many fields and its fruits are gradually coming up. The importance of this issue can easily be understood especially by considering that the youths learn a lot of knowledge and behaviour from their peers.
• "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (Kolb 1984, p. 41).

• Experiential Learning Theory (ELT) provides a holistic model of the learning process and a multilinear model of adult development, both of which are consistent with what we know about how people learn, grow, and develop.