Chapter 7
Transitioning Training:
Life Career Learning in a Digital Age

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ABSTRACT

This chapter explore innovative approaches that facilitate both upskilling and re-skilling of workers for transitions into new and emerging workplace roles. It aims to challenge and reshape our perceptions of workplace learning in both physical and digital contexts, with a particular focus on the future of professional development. Examples are given within the Australian context, where industry-led initiatives reskill trade professionals to be teachers through a supportive internship model, where learning is both on the job training and formal university study, and where learners engage with in a flexible model of hybrid physical face to face, virtual synchronous and asynchronous learning. Flexibility and inclusive learning are shown to enable successful work and life transitions; however, this chapter will not only be a reflection on training for life career transitions but will ask the critical questions of how workplace learning in the digital age is transitioning how we perceive training.

INTRODUCTION

In a digital age, learning opportunities for career development are abundant. As such, the types of learning experiences available vary greatly from organic, just-in-time, learning on the job, to the curated curriculum of micro-credentials, and accredited further education and training qualifications. This chapter focuses on learning experiences that incorporate digital learning tools to enhance the learning experience. As online learning becomes more widely accepted as a viable, industry-

relevant approach to professional development, a holistic outlook on life career development is needed to position digital learning to encompass vocational training and as an enabler of career transitions (Gysbers & Moore, 1975; Harreveld & Singh, 2009). Taking a comprehensive view of career development that encompasses all life roles, settings, and events has the benefits of both acknowledging the individual experience, and the rapidity of reskilling necessary to meet everchanging industrial needs. By re/considering Gysbers and Moore's (1975) Life Career Development model, this chapter explores how vocational learning can leverage digital learning tools to cater for diverse workplace learning environments. By adopting this holistic approach, organizations can create more equitable and accessible learning opportunities for all employees.

Lifelong learning and transitions are key components of modern career development (Poquet et al., 2021). Gysbers & Moore's (1975) Life Career Development model views career development as a lifelong process, complementing research on student engagement, transitions, and online learning (Harris et al., 2020; Pedler et al., 2020). To support this continuous growth, strategies for maintaining learner motivation and facilitating smooth transitions between different stages of workplace learning are essential. Personalized learning pathways and ongoing support can help professionals navigate their evolving careers more effectively. Flexibility and alternative learning approaches are crucial in adapting to the changing nature of work (Singh & Harreveld, 2014). This model recognizes the importance of adapting to changing personal, social, and vocational circumstances, aligning with the need for flexible learning options in the workplace.

Exploring how blended learning models and other innovative approaches can be adapted to suit diverse workplace contexts and learner needs is vital in a digital age (Dobson et al., 2024). This chapter delves into the evolving landscape of vocational learning, focusing on innovative methods to engage individuals in meaningful learning experiences that facilitate both upskilling and reskilling for new and emerging workplace roles (Dobson et al., 2024). All of the studies presented in this chapter were conducted in regional Australia and either explored career and education transitions or innovative practices in professional development. In an era marked by rapid technological advancements and shifting job markets, this chapter challenges our traditional perceptions of vocational training and professional development. This exploration of learners' lived experiences aims to challenge existing paradigms and reshape our understanding of vocational learning, both in physical and digital contexts, with a particular emphasis on the future of professional learning.

This chapter will discuss strategies to maintain learner motivation and facilitate seamless transitions between different stages of vocational learning, with a focus on personalized learning pathways and ongoing support. Firstly, the support availed through hybrid learning environments will be considered, before delving into ap-

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