

Book Review

Educating the Deliberate Professional: Preparing for Future Practices (2016)

Volume 17 from the series on *Professional and Practice-Based Learning*

Volume Editors: Franziska Trede & Celina McEwen

Series Editors: Stephen Billett, Christian Harteis, & Hans Gruber

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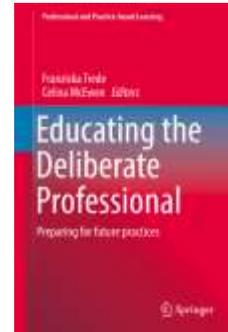
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This book is Volume 17 of the *Professional and Practice-Based Learning* book series edited by Billett, Harteis, and Gruber. This Book Series aims to bring together international research on the development of professionals, organization of professional life, and educational experiences. Internationally, there is an increasing focus on work-integrated learning, work-based learning, ongoing professional development, and lifelong learning. Situated within this is the importance of deliberate and intentional approaches for engagement with learning around aspects of being a moral and ethical professional. Volume 17, *Educating the Deliberate Professional: Preparing for Future Practices* purposely addresses this importance.

This Book Series is intended to appeal to an audience well beyond the work-integrated learning field, however, this particular Volume directly engages with issues related to student work placements and experiences in the workplace.

The book has 15 chapters from 19 contributing international authors and is divided into four main sections; 1) three chapters that positions the argument, key concepts and considerations; 2) five chapters exploring and critically analyzing what constitutes deliberate practice; 3) five chapters providing direction for higher education providers for effective practice, and 4) two insightful chapters providing overview commentary.

The argument begins with that the role of university in modern society has changed, will continue to change rapidly, and that universities must adapt to this change quickly. The book continues with addressing particular challenging area of students learning of professional behavior and how appropriate student behaviors relate to the professional and moral dimension. The further chapters go in depth to explain what is required to prepare a graduate for the modern workplace (and society), what the main responsibilities and priorities are for universities, the challenge presented by the digital world, and the delicate balance of culture, ethical, legal, and scientific considerations.

The authors define that a 'deliberate professional are those who can deliberate on the complexities of work, understands the limits and feasibility of current and changing practice, is explicit on personal positioning, and is responsibly aware of the impact of one's own

actions or lack of actions'. The book authors collectively argue that there are a moral responsibilities of professionals and, furthermore, that in order to prepare graduates for the modern workplace, we as educators need to be deliberate in our approaches that enables students to become professionals. In order to achieve that, graduates need to be able to appropriately make meaning of things around them and have a deep understanding of themselves. They also require a deep understanding of their own value positioning and the complex interactions with others with different positioning of self and their value frameworks. To better understand oneself, one author continues to argue the essence of 'slowing down in time' to best process the complexities around them. This concept sits naturally within the much needed ability of students to be equipped with life-long learning skills.

The editors bring the book to conclusion by reminder the readers of the timely, and very pertinent, argument that has been presented; that is, we should move beyond the (important) notions of graduates that are 'reflective practitioners' and 'critical thinkers', and include notions of developing ethical, morally, and socially responsible professionals through deliberate and explicit pedagogy.

This book brings critical scholarly informed and challenging discussion to a very pertinent area relevant not only for work-integrated learning but to higher education in general. As work-integrated learning continues to advance in developing good theory-informed practice to enable student learning it is important to include the very arguments presented by Trede, McEwen, and colleagues in order to maximize the unique learning experience that work-integrated learning provides. It has to be argued that the educational approach best positioned to respond to the challenge laid out by Trede and McEwen is, in fact, work-integrated learning.

I personally think this book provides a very valuable contribution to the literature and assists in our understanding of the complex aspects of learning for the modern world through work-integrated learning for students. I, therefore, recommend this book without hesitation to researchers and curricular developers in work-integrated learning, and also to those engaged in wider curricular renewal and review in higher education.

Dr Karsten E. Zegwaard
Editor-in-Chief
Asia-Pacific Journal of Cooperative Education
C-/ Cooperative Education Unit
University of Waikato,
Hamilton, New Zealand.