If you glance around you, and you are in a building, it will probably be immediately apparent that construction workers have engaged in various tasks in your vicinity. Floors have been laid, windows installed, and rooms with doors or other openings created. Who has not been in a kitchen installed by a construction worker? Or maybe you crossed a bridge on the way to work? By just looking around us it is easy to see things made by construction workers, and start wondering about how they made them, the diversity of tasks involved, and the diverse skills required. Professional construction workers must learn their skills in some way or other, in other words, they must each become a construction worker.

Becoming a construction worker involves, in most cases, basic training in upper secondary school and specialized training in subsequently apprenticeship. The underlying research idea in this thesis is that both school and work life contexts need to be studied in order to understand the pathway of becoming a construction worker and foremost vocational learning in those settings.

Becoming a construction worker. A study of vocational learning in school and work life is the title of Magnus Fjellström’s thesis. Fjellström is a former construction worker and has been involved in education as a vocational teacher in the construction programme at upper secondary school and as a teacher in the teacher training programme.