International Conference
Co Creation Processes in Higher Education

29 • 30 • 31 BRAGANÇA, Portugal
JAN 2020

4 LLL: How to train active people?

By Cláudia Costa, Juliana Almeida de Souza, Patrícia Duarte e Nélson Rodrigues

Hanze
International Business School
University of Applied Sciences

ON-THE-JOB EDUCATION

- ADVANTAGES
- FRAMEWORK

Patrícia Almeida, Jan 2020

Co-creation development on adult learning and LLL

- ALICE – Adult.learning
- DIAFONARE – Adult learning

Co-funded by the Erasmus+ Programme of the European Union

Implementation of On-the-Job Education

- Requalification of Health Care Services – Public Hospital Luanda
- Requalification of Health Care Services – Private Hospital Luanda
- Implementation of community care services – Medical services in Russia
- Implementation of community care services – Medical services in Kosovo

SOCRE Co-funded by the Erasmus+ Programme of the European Union

University 4.0: Meeting the demands of Fourth Industrial Revolution

By **QS Asia News Network** - January 4, 2018

Share on Facebook | Tweet on Twitter | Report Post

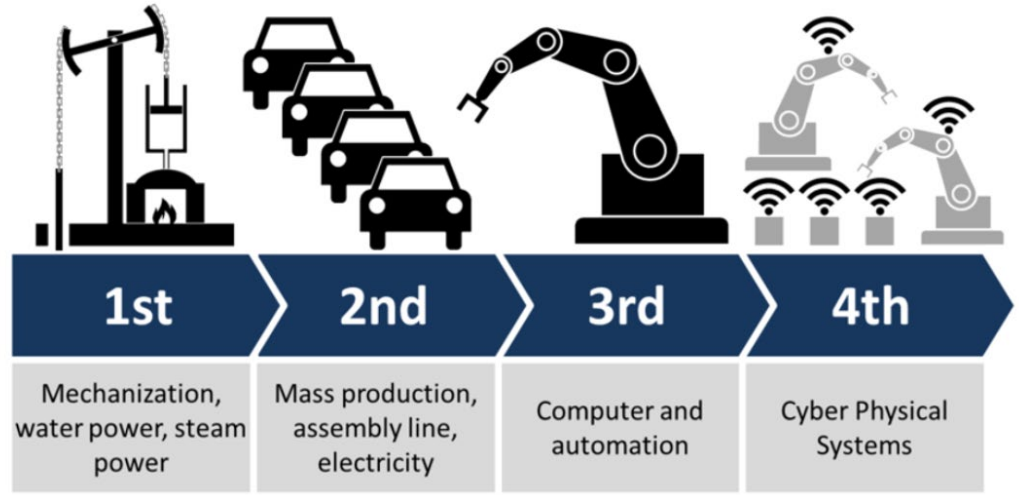


Photo from Forbes.com

University 4.0: Meeting the demands of Fourth Industrial Revolution

Although there have been discussions on student-centred learning, learning outcomes, lifelong learning and use of ICT in education, the education sector, particularly higher education, are still relying on outmoded approaches to facilitate learning.

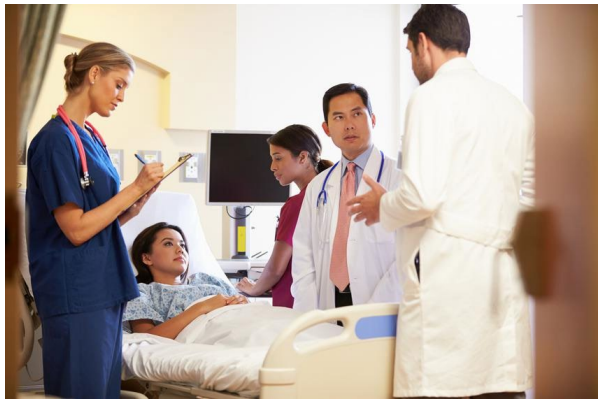
Technological advancements are altering the global landscape, and the education sector, particularly higher education are facing challenges in preparing students for the fourth industrial revolution. These are a few common questions educators across the world yet to have answers for:

- How do we educate for the fourth industrial revolution?
- Are our education systems and programmes relevant to the fourth industrial revolution?
- How do we reconstruct our education systems so that they are relevant?

With the massification of education worldwide, the design of both traditional and present education systems failed to warrant access to quality, relevant education for everyone, not just the younger generation. Therefore, it is essential to re-work the present education systems to create an adaptable and flexible system that promotes educating for the fourth industrial revolution and beyond. It is important to focus on ICT and future technologies, teacher education and lifelong learning for an adaptable and flexible education system.

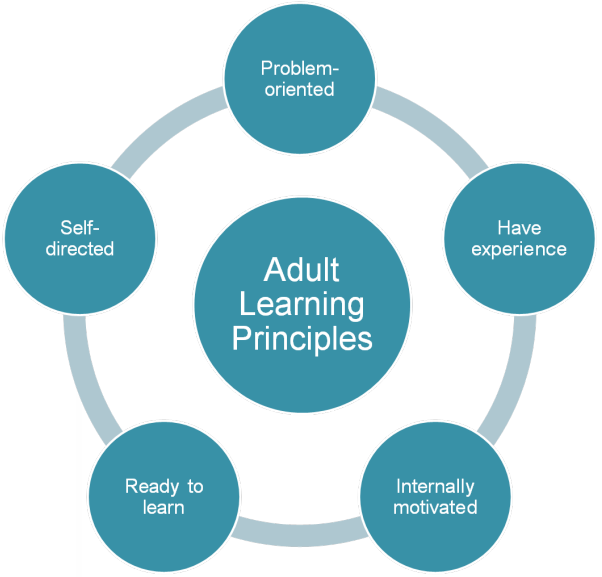
ON-THE-JOB EDUCATION - Sectors

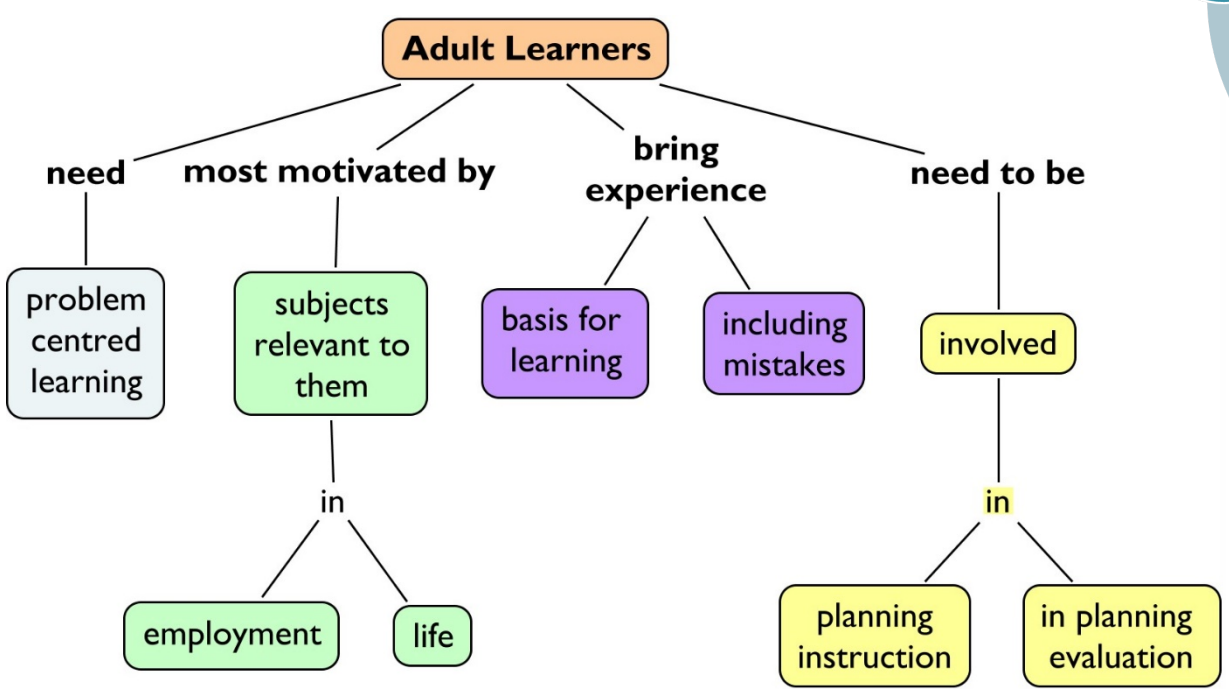
- Education
- Health Care
- Manufacturing
- Business
- (…)



POPULATION - ADULTS

- Early acquired competences
- Life experience
- Beliefs
- Private life
- Time constraints





share your talent. move the world.

Hanze
International Business School
University of Applied Sciences

ADVANTAGES

The Importance of On-the-Job Education

THOMAS

Ilya Leybovich | Oct 13, 2009 |

https://www.thomasnet.com/insights/imt/2009/10/13/importance-of-on-the-job-education-training-and-school/

- applied learning, which increases employee engagement and productivity levels
- organizations that place a stronger emphasis on on-site learning were also more likely to point to higher market performance
- effective method for shoring up skill gaps in the industrial workforce
- improve company cohesiveness by increasing understanding and cooperation between different departments

Hanze
International Business School
University of Applied Sciences

ADVANTAGES

The Importance of On-the-Job Education

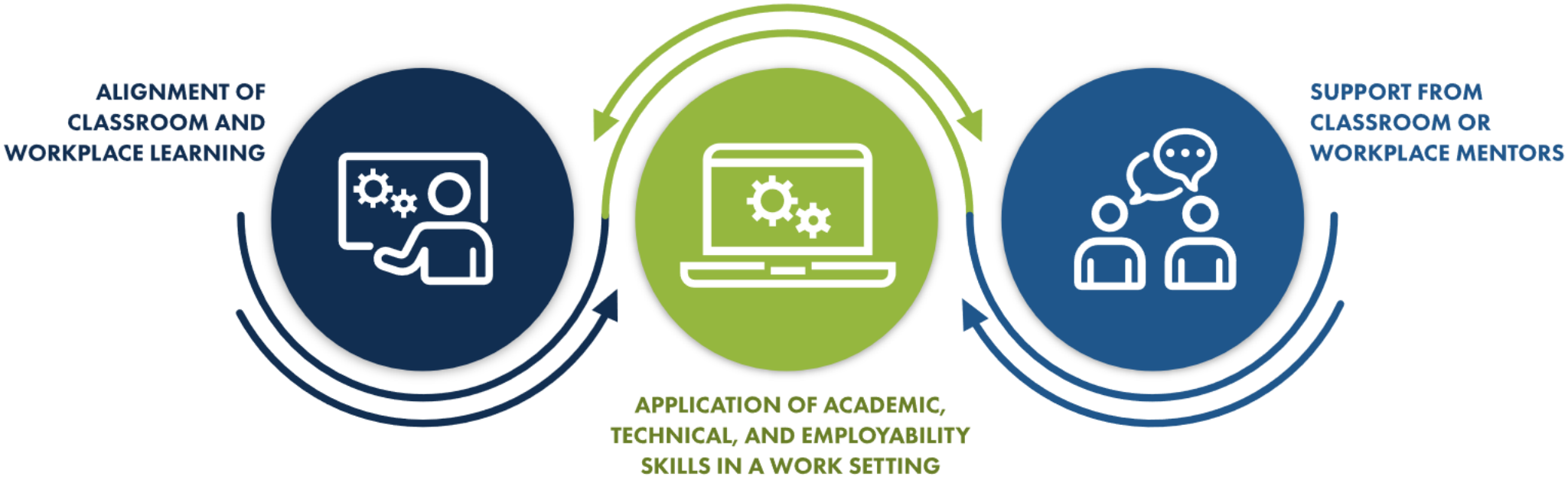
THOMAS

Ilya Leybovich | Oct 13, 2009 |

https://www.thomasnet.com/insights/imt/2009/10/13/importance-of-on-the-job-education-training-and-school/

- provide training directly related to an employee's job
- instructors provide hands-on lessons for small groups at the company itself
- worker satisfaction, performance and retention
- Immediate transfer of learning from training programs into the workplace
- better relation costs vs applicability

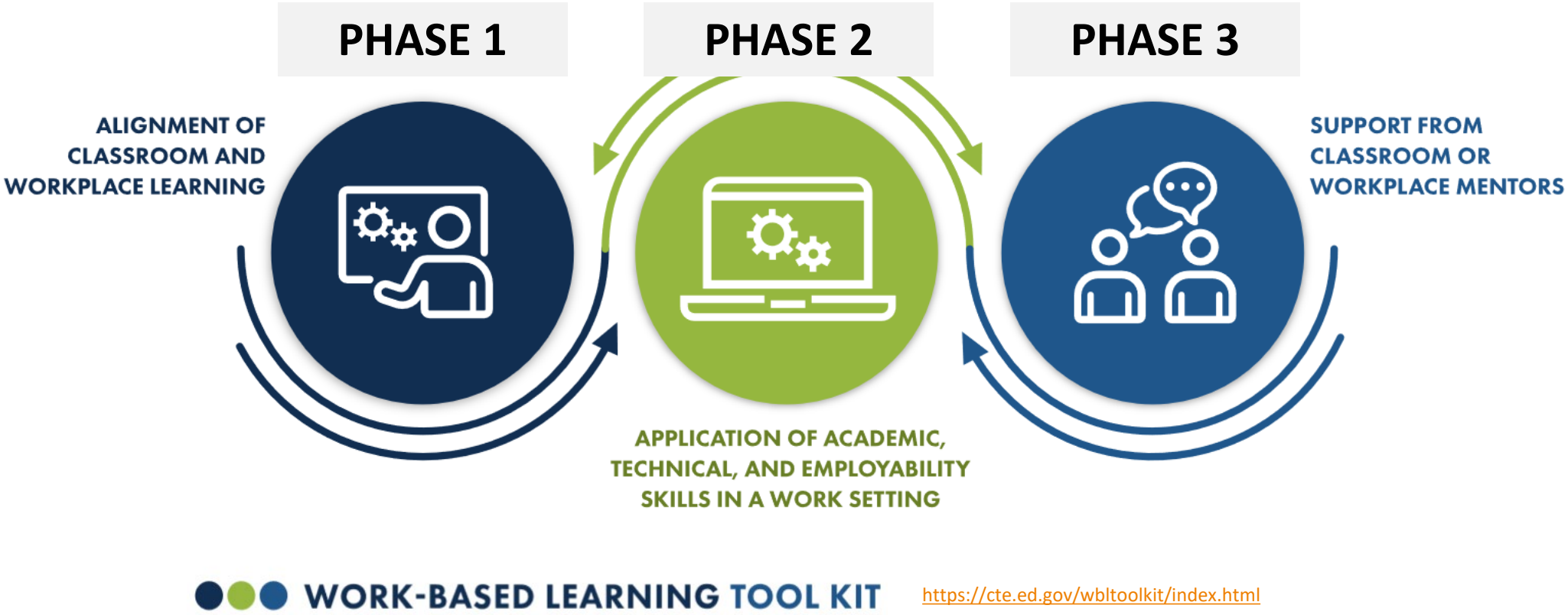
FRAMEWORK



WORK-BASED LEARNING TOOL KIT https://cte.ed.gov/wbltoolkit/index.html

share your talent. move the world.

FRAMEWORK

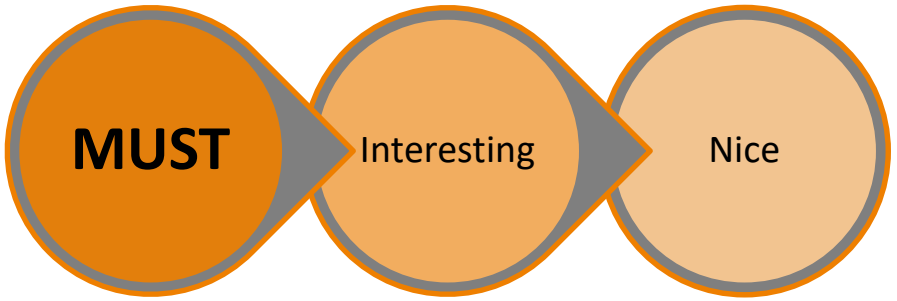


WORK-BASED LEARNING TOOL KIT https://cte.ed.gov/wbltoolkit/index.html

ALIGNMENT OF CLASSROOM AND WORKPLACE LEARNING

map academic content to authentic workplace tasks and integrate workplace tasks and classroom instruction

- Check for the state-of-art at the workplace
  - Discussion with managers and employees
- Spend days observing
  - Make your needs analysis and combine it with
    - Last developments and evidence-based findings
    - Requests from the organization



ALIGNMENT OF CLASSROOM AND WORKPLACE LEARNING

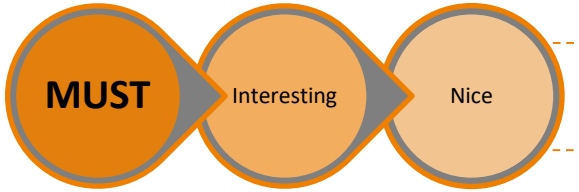
map academic content to authentic workplace tasks and integrate workplace tasks and classroom instruction

- Educational environment capabilities
  - Space
  - Time schedule
  - Group vs individual approaches
- Discuss a proposal with managers and employees

include in-depth and hands on work experiences (either on site or through simulated/virtual methods), with activities ranging from career awareness and exploration to career preparation and training

- Be part of the work daily life
- Be one of them
- Use evidence-based information and immediate successfull implication to practice
- Nudge them to ask for your opinion
- Reenforce good performance
- Never say “this is wrong” “outdated” (…)

APPLICATION OF ACADEMIC, TECHNICAL, AND EMPLOYABILITY SKILLS IN A WORK SETTING



include in-depth and hands on work experiences (either on site or through simulated/virtual methods), with activities ranging from career awareness and exploration to career preparation and training

- Have different ways of passing the same message
- Be consistent among employees
- Integrate new knowledge or competences with the flow of the daily work events
- Challenge them to bring something new every day

EDUCATION FOR PARADIGM SHIFTS

PHASE 1: UNLEARN

Recognizing that the old mental model is no longer relevant or effective

PHASE 2 : RELEARN

Finding or creating a new models that can better achieve your goals

PHASE 3 : INGRAIN

Phase 3 - Ingrain the new mental habits

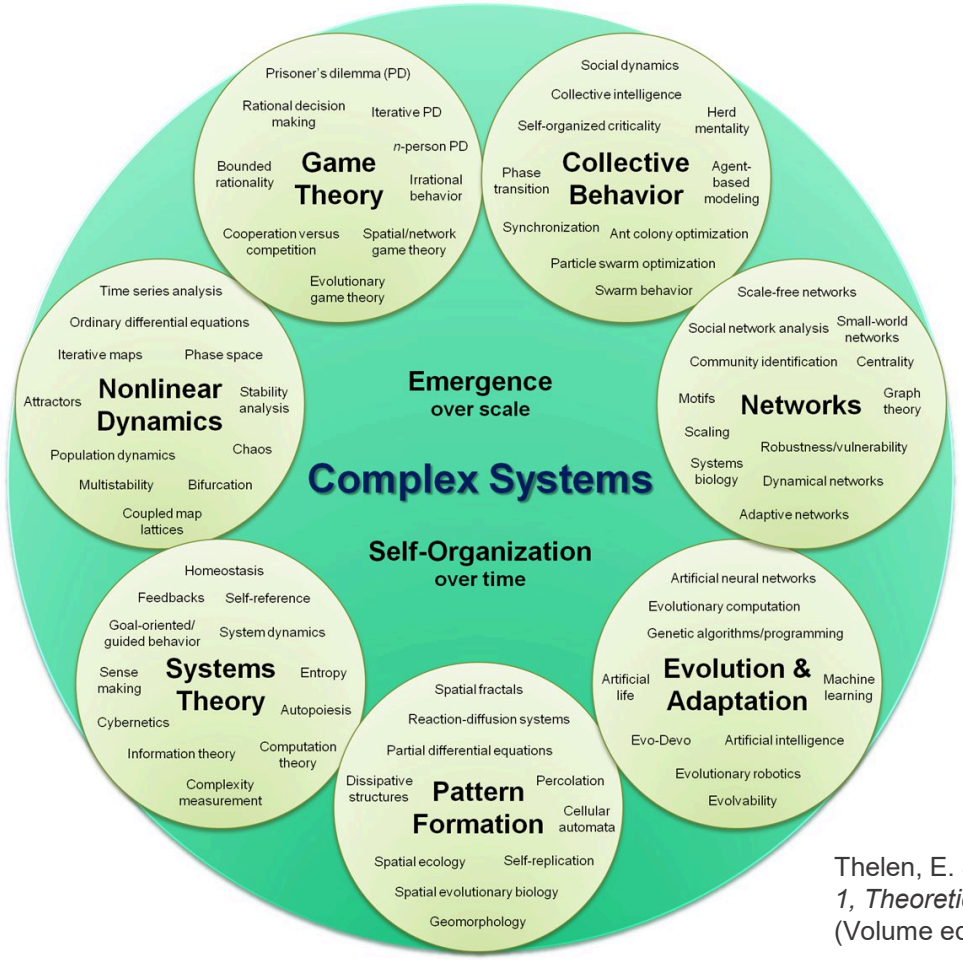
Bonchek, 2016. Why the Problem with Learning Is Unlearning. Harvard Business Review. https://hbr.org/2016/11/why-the-problem-with-learning-is-unlearning
Lally et al 2009. How are habits formed: Modelling habit formation in the real world.Eurpean Journal of Social Psychology. https://onlinelibrary.wiley.com/doi/abs/10.1002/ejsp.674

Provide students with industry-specific support; general career and education guidance; personal and professional growth; and a caring, emotional connection.

- Promote relationships with industry and community professionals
- Seek for student engagement through individual or group mentorship
- Adjust to individual rythms
- Address them as ADULTS (like you would like to be addressed)
- Give opportunities for privacy

SLIDE PAUL ABOUT COMPLEXITY

COMPLEXITY DURING TRAINING PERIODS



COSTUMIZED LEARNING

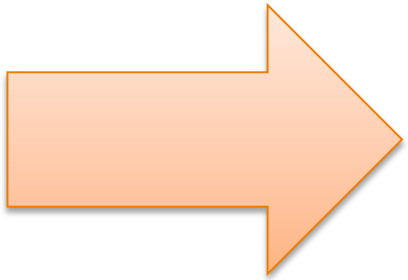
Thelen, E. & Smith, L.B. (2006). Dynamic Systems Theories. In *Handbook of Child Psychology, Volume 1, Theoretical Models of Human Development*, 6th Edition, William Damon (Editor), Richard M. Lerner (Volume editor), pp 258-312

COMPLEXITY IN LIFELONG WORK ENVIRONMENT

UNCERTAINTY

AGILITY

PROGRESS



LIFELONG LEARNING

PROFESSIONALS IN CONSTANT LEARNING

IMPACT FOR EDUCATORS

- Flexibility
- Capacity to deal with uncertainty
- Adaptability
- Empathic
- Contextualized
- Facilitate learning from practice to theory

NO FIXED PROGRAMMES

IMPACT FOR COMPANIES

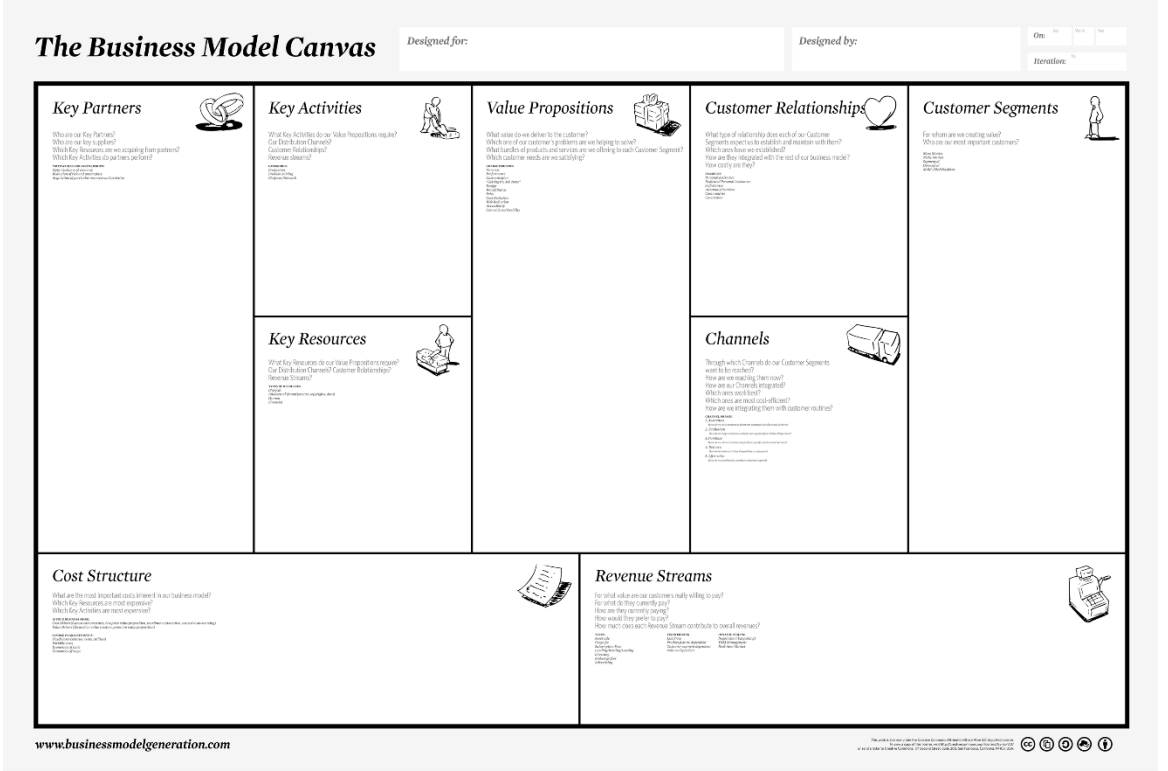
- Flexibility
- Capacity to deal with uncertainty
- Focus on efficacy and impact

NO TRAINING TO MEET CALENDAR & ANNUAL TASKS

PHASE 0

THE NEED FOR THE TRAINING

- Initiative from a Company
- Initiative from the University



share your talent. move the world.

SHARING AN EXPERIENCE

SHARING AN EXPERIENCE

NELSON

PRACTICAL WORKSHOP

SETTING – a company presents a need for training

ASSIGNMENT

- How to structure the training
- How to deliver the training
- How to check for efficacy