



ESCOLA SUPERIOR
DE SAÚDE DO ALCOITÃO

SANTA CASA da Misericórdia de Lisboa



ON-THE-JOB EDUCATION

- ADVANTAGES
- FRAMEWORK



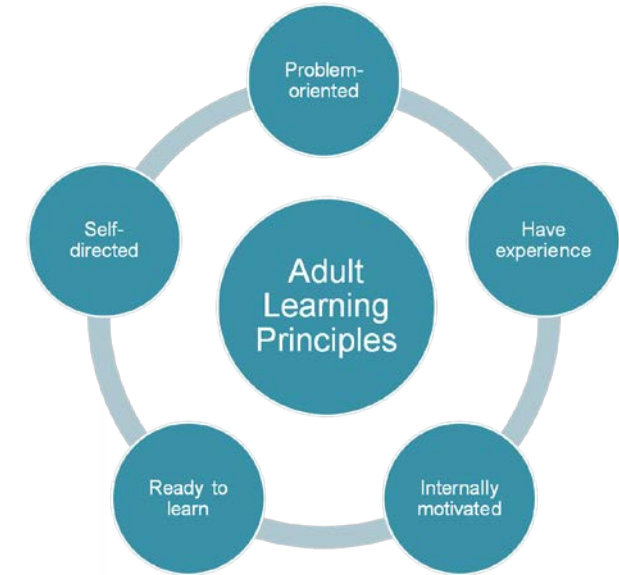
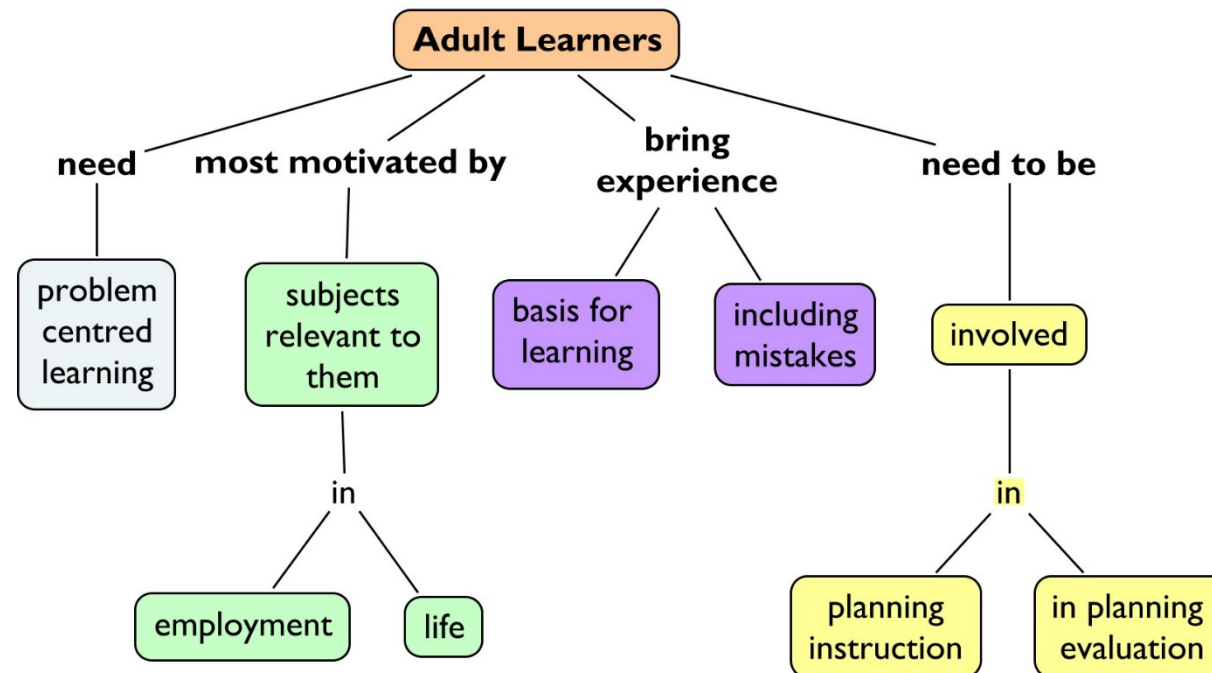
Patrícia Almeida
Antonio Alves Lopes

Co-creation development on adult learning and LLL framework

- ALICE – Grundtvig project – Adult learning 
- DIAFONARE – Grundtvig project – Adult learning
- SOCRE 
 - Requalification of community care services – Medical services in Russia
 - Requalification of community care services – Medical services in Kosovo

POPULATION - ADULTS

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



ADVANTAGES

The Importance of On-the-Job Education



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

ADVANTAGES

The Importance of On-the-Job Education

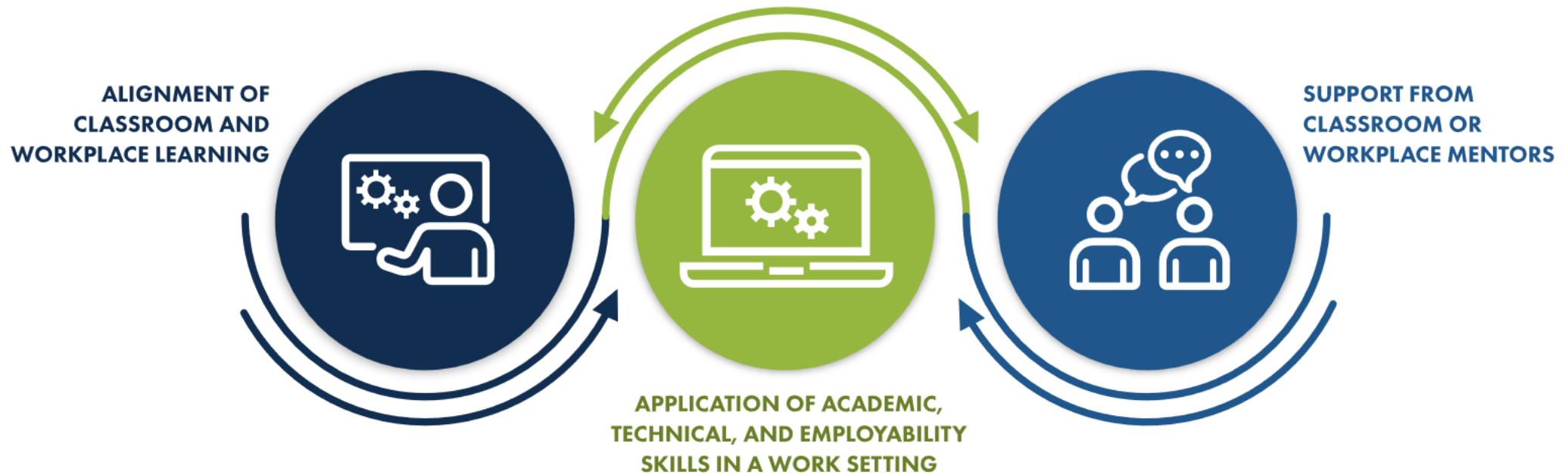


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- ❖ provide training directly related to an employee's job
- ❖ instructors provide hands-on lessons for small groups at the company itself
- ❖ worker satisfaction, performance and retention
- ❖ Immediate transfer of learning from training programs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

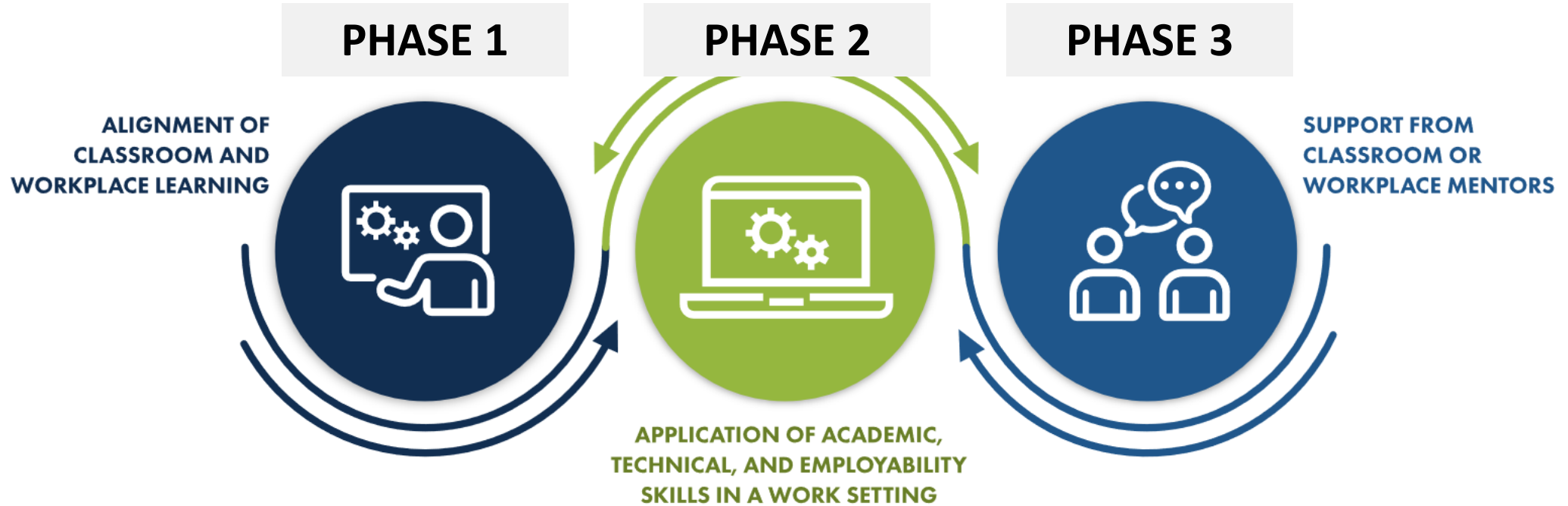
FRAMEWORK



 **WORK-BASED LEARNING TOOL KIT**

<https://cte.ed.gov/wbltoolkit/index.html>

FRAMEWORK

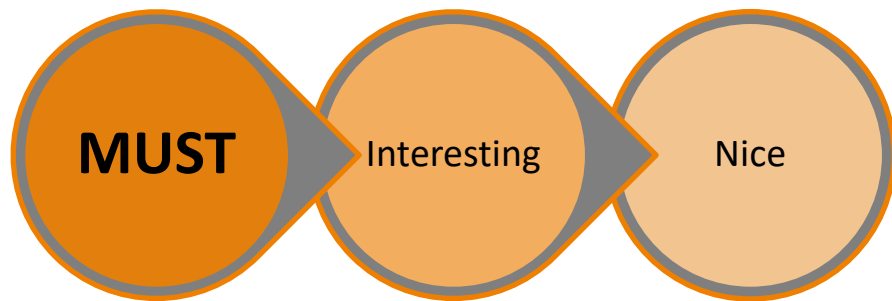


 **WORK-BASED LEARNING TOOL KIT**

<https://cte.ed.gov/wbltoolkit/index.html>

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



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

- Educational environment capabilities
 - Space
 - Time schedule
 - Group vs individual approaches
 - Workforce – *extremes*!!
- Discuss a proposal with managers and employees



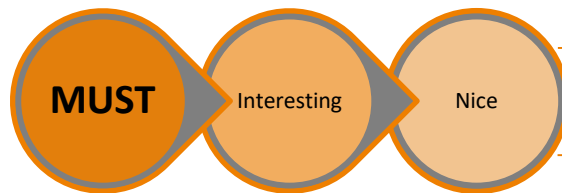
**APPLICATION OF ACADEMIC,
TECHNICAL, AND EMPLOYABILITY
SKILLS IN A WORK SETTING**

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

- Be part of the work daily life
- Be one of them
- Use evidence-based information and immediate successful implication to practice
- Nudge them to ask for your opinion
- Reinforce 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 transmitting 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
- Coalition of WILLINGNESS!

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

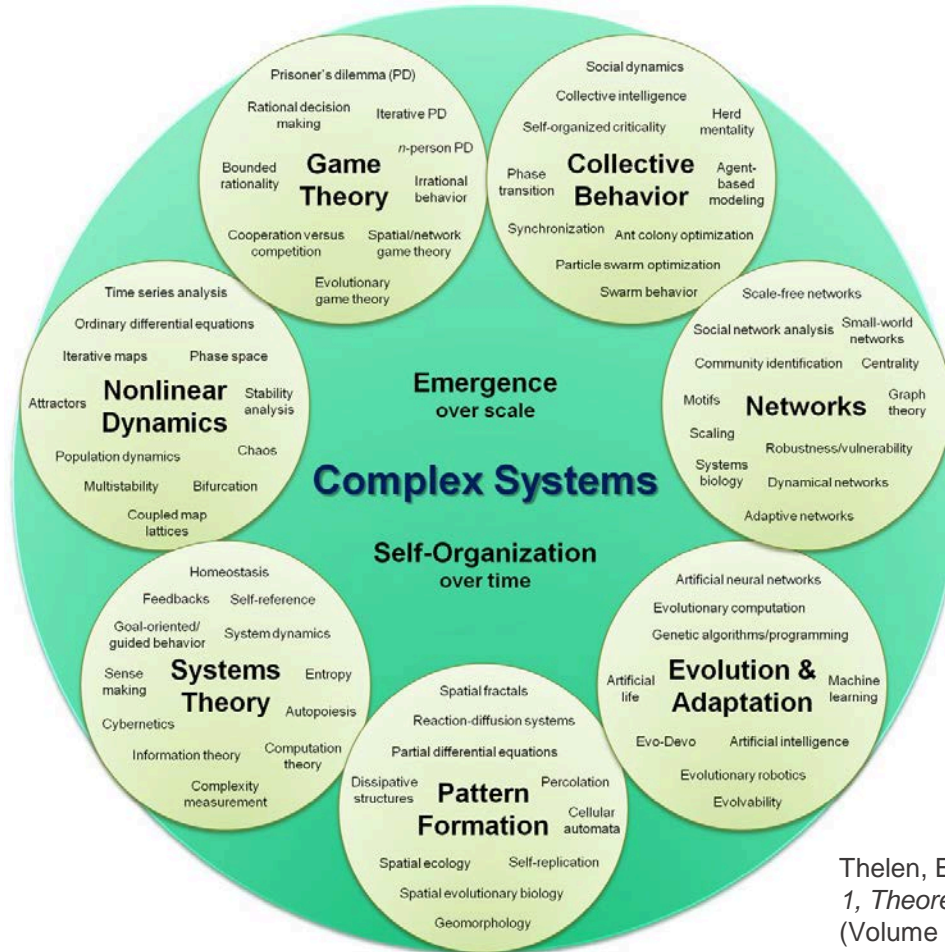


**SUPPORT FROM
CLASSROOM OR
WORKPLACE MENTORS**

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 and/or group mentorship
- Adjust to individual rhythms
- Address them as ADULTS (like you would like to be addressed)
- Give opportunities for privacy
- Ask and guide for critical reflection
- Guide for future flexibility and learning

COMPLEXITY DURING TRAINING PERIODS



COSTUMIZED LEARNING

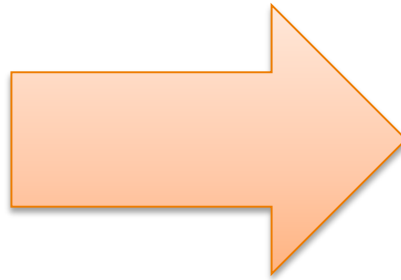
Thelen, E. & Smith, L.B. (2006). [Dynamic Systems Theories](#). In *Handbook of Child Psychology, Volume 1, Theoretical Models of Human Development*, 6th Edition, William Damon (Editor), Richard M. Lerner (Volume editor), pp 258-312

COMPLEXITY IN LIFELONG WORK ENVIRONMENT

UNCERTAINTY

AGILITY

PROGRESS



LIFELONG LEARNING



PROFESSIONALS IN CONSTANT LEARNING

SIMPLE

COMPLICATED

COMPLEX



ENRICHING INTERACTION



CO-CREATION