UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Training On The Job

2324-2-F5701R044

Course title

On The Job Training

Topics and course structure

The course, active in the first semester, focuses on some of the main theoretical-methodological, application and design issues related to training that is provided or takes place in the workplace. On-the-job training (Otjt) roots in the oldest forms of professional and organizational training, and retains the status of a complex and articulated universe, on which the latest digital technologies have exerted a further transformative effect. 2.0 web and the digital have made Otjt scenarios even more multifaceted and plural, thus increasing its organizational cross-functionality and potential for the growth of people and organizations, on the one hand, and on the other, bringing out some ambivalences and unknowns. Thus, the course proposes a theoretical and practical framing of the themes and matters of Otjt, moving from the definitional and classificatory issues pertinent to the disciplinary field; and traces a path of in-depth study and reflection focused on the potential of Fotj; methodological elements and frameworks, both methodological and applicative; issues and areas of evolution and innovation of Fotj brought about by digital technologies; elements of design; and threads of humanistic-social and pedagogical analysis of Fotj. The course integrates conceptual and discursive content with case-studies and practical activities, the tools of theoretical analysis with those of design decision-making, critical thinking and project work.

Objectives

Through this course, by constantly and positively attending classes and participating in the activities offered, the following learning is intended to be promoted, in terms of:
Knowledge and understanding:

- Definition and recognition of the topics of study and research in the pedagogical field of Otjt, in their historical-cultural, theoretical and methodological aspects;
- Definition and acknowledgement of both conceptual and strategic elements that can ground the development of Otjt projects and actions;
- Classification and recognition of instrumental elements, particularly from ICT and digital spheres, useful for developing Otjt actions and projects;
- Study and knowledge of application cases and testimonies relevant to the subject of the Course and potentially useful for the possible development of Otjt project and action models.

Applying knowledge and understanding:

- Conceive and carry out study and research projects on topics relevant to Otjt;
- Analyze real processes of Otjt, developing awareness of use of the tools adopted;
- Construct, with appropriate relational and methodological skills, a welcoming, stimulating and inclusive educational climate in Otjt, characterized by a pedagogically conscious use of theoretical-methodological tools and, particularly, technological and digital mediators;
- Set up the design of Otjt interventions, making use of the necessary theoretical-methodological and instrumental, strategic, implementation and evaluation skills;
- Manage methodological issues related to the use of new media and digital technologies to innovate Otjt processes.

Making judgements:

- Critical reflection, from an evaluative and synthetic perspective, on the ideas and experiences in the pedagogical field of Otjt, also in a comparative framework with other forms of educational intervention;
- Analysis and general evaluation of projects, interventions and experiences of Otjt in their theoretical-methodological and applicative aspects, in relation to the contexts of reference;
- Evaluation of the educational meaning of using a digital or media resource, or a theoretical and methodological tool, within a Otjt framework;
- Renewal of Fotj practices through project innovation and pedagogical research and experimentation, including the use of digital and media tools.

Communication skills:

- Production and sharing of Otjt-related contents, with respect to different targets: communicative; scientific – educational, research-oriented –; and professional – customers, clients –;
- Documentation and presentation, in an organized form, relevant to the contexts, of theoretical-methodological, applicative, design- or case-related contents within Otjt;
- Communication, with language proficiency and in a contextually relevant manner, of the objectives and nature of ITC- or media-based interventions in the field of Otjt;
- Use of digital communication tools in the contexts of Otjt, both to implement the use of digital and media technologies and to reduce the gap between the traditional languages of human resource training and those of media communication.

Learning skills:

- independent learning expansion and deepening in the area of Otjt, through both bibliographic and experimental research, including participation in training and professional development opportunities;
- exploration of the perspectives of technological and media research nationally and internationally for application within Otjt.

Methodologies

The course is scheduled to be delivered in presence, through face-to-face lectures, group work and interactive lectures. According to the regulations that may be issued by the University, it will be possible to reschedule the delivery of the teaching activities - either in mixed mode (partial presence and asynchronous/synchronous video-recorded lectures) or in a completely remote mode (asynchronously, with some events in physical presence and/or with events in synchronous video-conferencing).
In each case, different methodologies and technological supports will be used, both in classroom presence, and possibly in synchronous, asynchronous mode through the course's e-learning platform. This will aim at the twofold

purpose of facilitating and incentivizing the inclusion and active participation the of the greatest number of students, and of having participants experience some of the training opportunities provided by the digital and the media in the educational sphere, in the sphere of human resources training, and particularly of Otjt. Within this framework, the course may offer students video materials, online forums, interactive workshops or monographic activities, and some e-tivities. The e-tivities proposed during the course are related to the contents covered, deal with theoretical and, more often, applicative topics (learning-by-doing, project learning), and are structured in such a way as to guarantee each student ample thematic choices. Any e-tivity delivered must be submitted at least one week prior to the oral exam date.
The number of e-tivities performed will determine the bibliographic load to be prepared for the oral examination. Students will be provided further details during the course.

Online and offline teaching materials

Course materials are all materials and resources used in class (slides, any textual excerpts or multimedia materials, and the student's personal notes). They will be made available on the course's e-learning platform. The latter will be enriched with in-depth contents, such as additional formative and project resources, optional student activities, monographic texts and videos, and update documents relevant to the topics covered.

Programme and references

BIBLIOGRAPHY FOR THE EXAM

General Course Part

- Defining OTJT through different historical and cultural contexts
  Jacobs, Ronald L., Jones, Michael J., 1995, "Chapter 2 — A System View of Structured OJT, ", in Jacobs, Ronald L., Jones, Michael J., 1995, Structured on-the-job training: unleashing employee expertise in the workplace, San Francisco: Berrett-Koehler Publishers, ISBN 9781881052203: 21-38.

- Theoretical and methodological standards
  Zadra, Dario (2001) Introduzione, in Turner, V., Il processo rituale. Struttura e antistruttura, Brescia: Morcelliana, 2001 (1^ ed. 1972, ed. or. The Ritual Process. Structure and Anti-Structure, 1969, renewed 1997): 7-24.
  Van Gennep, Arnold, La classificazione dei riti, Il passaggio materiale, e la Conclusione in Van Gennep, Arnold, I riti di passaggio, Torino: Bollati Boringhieri (ed. or. 1909): 3-21, 165-70
  Chiera, Alessandra 2014, La mente rituale. Dalla nascita del rito all'origine delle istituzioni umane, RIFL, 8, 2014, pp. 253-265
  Mangiatordi, A. (2017). Didattica senza barriere. Universal Design, Tecnologie e Risorse Sostenibili. Pisa: ETS: 37-59 (Open Access)
  Zanon, Francesca e Bortolotti, Elena 2010, capitolo 1, "Dall'oggettivismo al costruttivismo", in Zanon, Francesca e Bortolotti, Elena 2010, Didattica generale e metodologie di insegnamento, Roma: Aracne: 13-35
  De Beni, Rossana e Moè, Angelica 2000, capitoli II, "Componenti motivazionali dell'apprendimento", e III, "La motivazione intrinseca", in De Beni, Rossana e Moè, Angelica 2000, Motivazione e apprendimento, Bologna: Il Mulino: 35-66
  Bandura, Albert , Il senso di autoefficacia personale e collettivo, in Bandura, Albert (a cura di), Il senso di autoefficacia. Aspettative su di sé e azione, Trento: Erikson: 13-61

Monographic part of the program

- New Technologies and OTJT
  Lamandini, A. (2009). L'evoluzione dell'e-learning ed e-learning in evoluzione. Ricerche di Pedagogia e Didattica, 4, pp. 1-15 (Open Access)
  Cinque, M. (2011). «Lo studente riflessivo»: l'uso di dispositivi mobili tra formazione on-the job e PLN (Personal Learning Network). Form@ re-Open Journal per la formazione in rete, 11(73), 38-50 (Open Access)
  Fini, A. (2012) Risorse educative aperte. Principali orientamenti e prospettive di sviluppo. in Ranieri, M. (a cura di), Risorse educative aperte e sperimentazione didattica: le proposte del progetto Innovascuola-AMELIS per la condivisione di risorse e lo sviluppo professionale dei docenti. Firenze : Firenze University Press - pp. 19-45 (Open Access)

- Experiences with OTJT: subjective dimensions, productivity, cognitive processes, motivation and sustainability
  Federighi, P. 2009, L'educazione incorporata nel lavoro. Studi Sulla Formazione/Open Journal of Education, 12(1/2), 133-151. https://doi.org/10.13128/Studi_Formaz-8592
  Cera, R. (2022), Educazione degli adulti, employability e intelligenza artificiale (IA), in Galimberti, A. e Muschitiello, A. (a cura di), Pedagogia e lavoro. Le sfide tecnologiche, Fano: Aras, pp. 83-103.

- Designing OTJT
  Costa, M. (2022), Formazione, innovazione e modelli pedagogici per la formazione dei lavoratori, in Galimberti, A. e Muschitiello, A. (a cura di), Pedagogia e lavoro. Le sfide tecnologiche, Fano: Aras, pp. 19-37.
  Cuccurullo, G. (2021), Agile self-learning. Promuovere l'autosviluppo in azienda, Milano: Ayros, in particolare i capp. 1, 2 e 3, fino a p. 68 compresa (si incoraggia la lettura delle pagine successive, dedicate a studi di caso ed esempi concreti)

- OTJT and persons with disabilities
  Marchisio, C., & Curto, N. (2019). Diritto al lavoro e disabilità. Progettare pratiche efficaci. Roma: Carocci

Assessment methods

See above, "Program and references".
Type of test
The final examination is held in the form of an oral interview, based on the subjects dealth with in class on the ground of the course programme and references (see above). If expressly indicated by the University for organizational or security reasons, oral examinations may possibly be held electronically. In such a case, a public link will be provided on the e-learning page of the Course and on the lecturers' personal page on the University website, in order to let virtual spectators to attend the examination.
Evaluation criteria
Verification of knowledge and skills acquired, through:
reviewing and discussing the e-tivities delivered online by each student;
discussing the texts from the student's program:
level of theoretical knowledge (exposition);
ability to exemplify concepts (understanding);
capacity to use and apply contents (development);
adequacy of language.

Office hours

Dr Mangiatordi and Dr Menegola receive upon appointment to be booked at the following links:
Dr. Mangiatordi: https://tinyurl.com/ricevimento-AM
Dr. Menegola: https://tinyurl.com/ricevimento-LM

Programme validity

Programs are valid for two academic years.

Course tutors and assistants

They will eventually be announced during the academic year.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | REDUCED INEQUALITIES | SUSTAINABLE CITIES AND COMMUNITIES