



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Formazione On The Job

2526-2-F5701R044

Course title

On The Job Training

Topics and course structure

The course focuses on key theoretical and methodological issues related to the practices and models of training that take place within the workplace. On-the-job training (Otjt)—or Formazione on the job (Fotj)—has its roots in the earliest forms of professional and organizational learning and continues to represent a complex and multifaceted field. In recent years, it has been further reshaped by the impact of emerging digital technologies.

The course is structured around three main thematic areas:

- a) the concept of professionalism, professional competencies, and pedagogical knowledge;
- b) adult learning models and pedagogical devices in organizational contexts;
- c) methodologies for the design, monitoring, and evaluation of training interventions.

Each thematic area includes both theoretical lectures (expository teaching) and practical activities and exercises (interactive teaching), all contributing to the final course grade.

The course is structured as follows:

- 12 in-person lectures, each lasting 3 hours;
- 6 remote lectures, each lasting 3 hours, delivered in an expository format and dedicated to the completion of e-tivities and practical exercises (in both synchronous and asynchronous modes).

Objectives

1. Knowledge and understanding

- Understanding and identification of key issues in pedagogical research and practice related to on-the-job training (Otjt), in their historical-cultural, theoretical, and methodological dimensions;
- Understanding and identification of both conceptual and strategic elements that underpin the development of Otjt-related planning and implementation;
- Study and analysis of real-world cases and testimonials relevant to the course topic, useful for the potential development of design and action models for Otjt.

2. Applying knowledge and understanding

- Design and implementation of study and research projects on topics related to Otjt;
- Analysis of real-world Otjt processes, with an informed use of related tools and methods;
- Creation of a supportive, inclusive, and stimulating learning environment within Otjt settings, based on appropriate relational and methodological skills, and on the pedagogically sound use of theoretical-methodological tools and specific technological/digital mediators.

3. Making judgements

- Critical reflection, with evaluative and synthetic insight, on ideas and experiences developed within the pedagogical domain of Otjt, also in comparative perspective with other forms of training intervention;
- General analysis and evaluation of Otjt projects, interventions, and experiences in their theoretical-methodological and practical aspects, taking into account their context and through logically sound and theoretically grounded argumentation.

4. Communication skills

- Ability to communicate the goals and nature of media and technology-based interventions within Otjt, using appropriate and context-sensitive language;
- Ability to make the main concepts of Otjt accessible to individuals who are not experts in this field.

5. Learning skills

- Ability to describe, justify, and evaluate one's learning process in relation to the course objectives;
- Ability to describe, justify, and evaluate the process of conceptual development and change;
- Ability to describe, justify, and evaluate the process of professional development.

Methodologies

The course is structured around a dual teaching format:

- (1) in-person lectures (or access to audio/video recordings online), and
- (2) asynchronous, independent student activities carried out between sessions.

Some of these activities may be assessed (e-tivities) and contribute to the final grade, while others may serve as a basis for in-class discussion and reflection, without formal evaluation.

Lectures

- Theoretical inputs provided by the instructor
- Whole-class discussions
- Small-group or pair work

- Presentations by external experts

Independent Activities

- Case analysis
- Self-assessment of the learning process

Online and offline teaching materials

All teaching materials provided during the lectures (slides, videos, scientific papers) are fully available on the course's e-learning page and can be accessed online.

Programme and references

The final reading list will be announced at the beginning of September.

The e-tivities offered throughout the course are closely linked to the topics covered and are designed to take either a practical and experiential form (e.g., learning-by-doing, project-based learning) or an analytical and study-focused approach (e.g., case studies). They are structured in such a way as to provide each student with broad thematic autonomy and flexibility.

Any e-tivity completed must be submitted no later than one week prior to the chosen oral exam session.

The number of completed e-tivities will proportionally reduce the amount of bibliographic material required for the oral examination.

Assessment methods

The final exam consists exclusively of an oral examination, which involves a discussion of the topics covered during the course, based on the syllabus and the required readings (see above). The oral exam has a duration of approximately 30 minutes.

If explicitly required by the University for organizational or safety reasons, oral exams may be conducted online. In such cases, a public access link for potential virtual observers will be posted on the course's e-learning page and on the instructor's institutional webpage.

Assessment Criteria for E-tivities

- Analytical depth: level of detail in the analysis and identification of specific and observable elements
- Logical coherence and consistency: quality and rigor of the reasoning used to support arguments, and appropriate use of concepts and theories drawn from the course literature
- Linguistic accuracy: correctness at the orthographic, syntactic, and textual levels

Assessment Criteria for the Oral Exam

- Analytical depth: level of detail in analyzing and reflecting on one's learning process and conceptual change

- Logical coherence and consistency: quality of the reasoning used to evaluate the learning process and appropriate reference to concepts and theories from the course literature
- Linguistic and expressive clarity

Office hours

The professor is available for student office hours by appointment, in person or in his personal Webex room: <https://unimib.webex.com/meet/franco.passalacqua>

Programme validity

The exam programs are legally valid for two academic years, as are the exercises completed and evaluated.

It is strongly recommended to contact the professor if you wish to take the exam with an exam program from a previous academic year

Course tutors and assistants

They will eventually be announced during the academic year.

Sustainable Development Goals

QUALITY EDUCATION | INDUSTRY, INNOVATION AND INFRASTRUCTURE
