



UNIVERSITY
OF LATVIA

Education
and
Employers



Efficient opportunities to engage employers within the curriculum: an example of the practice of the University of Latvia

Dr.habil paed. Irina Maslo, University of Latvia
irina.maslo@lu.lv

6th International Conference on Employer Engagement:
Preparing Young People for the Future, 2021, 1st July



<https://www.forthem-alliance.eu/alliance/members/latvijas-universitate-latvia/>



https://youtu.be/OcQ_SY1WuXs

<https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcT9DWSBWcsgMo4WjzBiqO1CgpA2BpFGXEsk2Q&usqp=CAU>



**Logo of the program. Registered Patent.
Patent's owner: Samuel Gento Palacios**

CONTENT

- Introduction
- Problem
- Demand
- Curriculum:
- Workplace learning opportunities
- Conclusion: bringing meaningful learning in life and work

Education
and
Employers



UNIVERSITY
OF LATVIA

Irina Maslo, University of Latvia

INTRODUCTION

What?

Buchanan, J., Wheelahan, L., & Yu, S. (2018). Increasing young people's adaptability and mobility: From competency approach and twenty-first century skills to capabilities and vocational streams. *Skills and the future of work: Strategies for inclusive growth in Asia and the Pacific*.



UNIVERSITY
OF LATVIA

Education
and Employers



In recent years John Buchanan & et al (2018) research has examined how to overcome problems in competency based systems of vocational education by moving to more coherent, 'capabilities' approaches to defining expertise. This research involves, inter alia, using modern methods of data science to achieve this objective: **"from competency approach and twenty-first-century skills to capabilities and vocational streams"**.

Irina Maslo, University of Latvia

E-learning as a socio-cultural ecological system (2014)

1: Using systemic-constructivist approach for transforming challenges into new learning opportunities that facilitate acquisition of generic, basic, transversal and specific competences in diversity contexts.

2: Integration of adults' and adult trainers' informal knowledge of ICT (social networks, Google, blogs, etc) in e-learning process

3: Intrapreneurship for entrepreneurship should be developed in e-communication.

4: The quality of pedagogical leadership has to be secured.

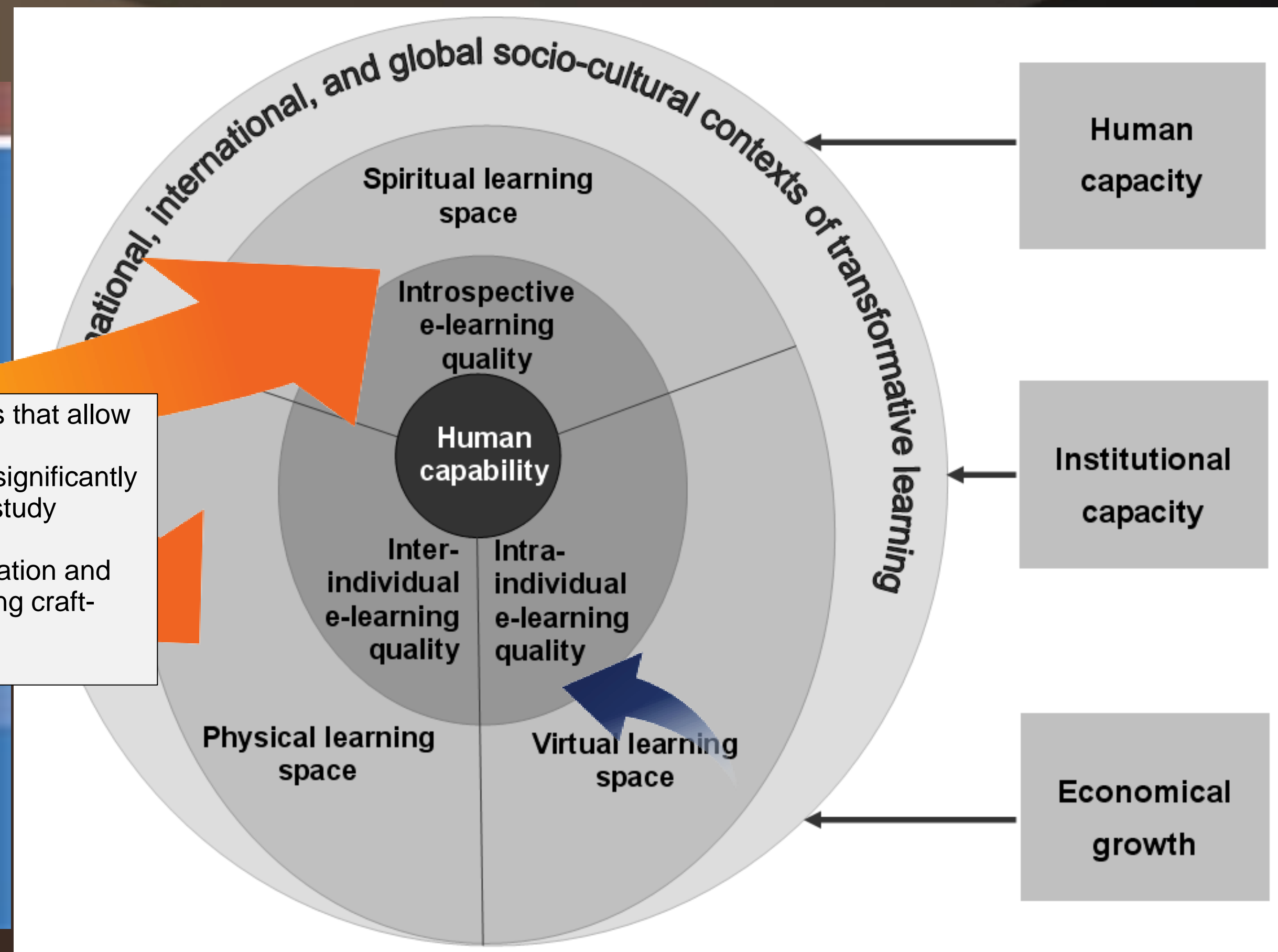
5: Pedagogical leadership has to be implemented in tandems.

6: Student competencies also internal evaluation.

1: It is important to be personally involved in activities that allow overcoming challenges and give satisfaction

2: Setting aims clearly in a supportive social climate significantly widen the range of experiences acquired during the study process.

3: The effort to overcome challenges, personal motivation and interest in the life and /or working area, and performing craft-related tasks promote student' competencies



PROBLEM

How?

Fettes, T., Evans, K., & Kashefpakdel, E. (2020). Putting skills to work: it's not so much the what, or even the why, but how.... *Journal of Education and Work*, 33(2), 184-196.

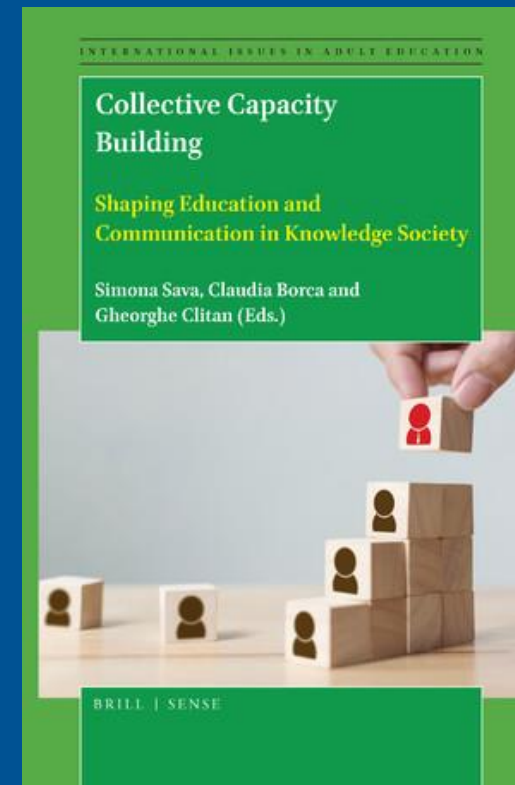


UNIVERSITY
OF LATVIA

As Trisha Fettes & Karen Evans et al (2020) state the problem faces the education is not in "lack of skills" but in lack of opportunities in which to demonstrate and develop such skills" (Fettes et al, 2020, p.3).



UNIVERSITY
OF LATVIA



Maslo, I., & Cronhjort, M. (2020). Capacity Building in Initial Teacher Education (ITE): Collaboration for Collective Capacity Building. In *Collective Capacity Building* (pp. 137-151). Brill Sense.

Curriculum: competences (B>G> T> E) - opportunities to develop these - opportunities to demonstrate these competences by using the provided or self-created opportunities, and by self-evaluation of demonstrated competences in provided activities (links to some modules)

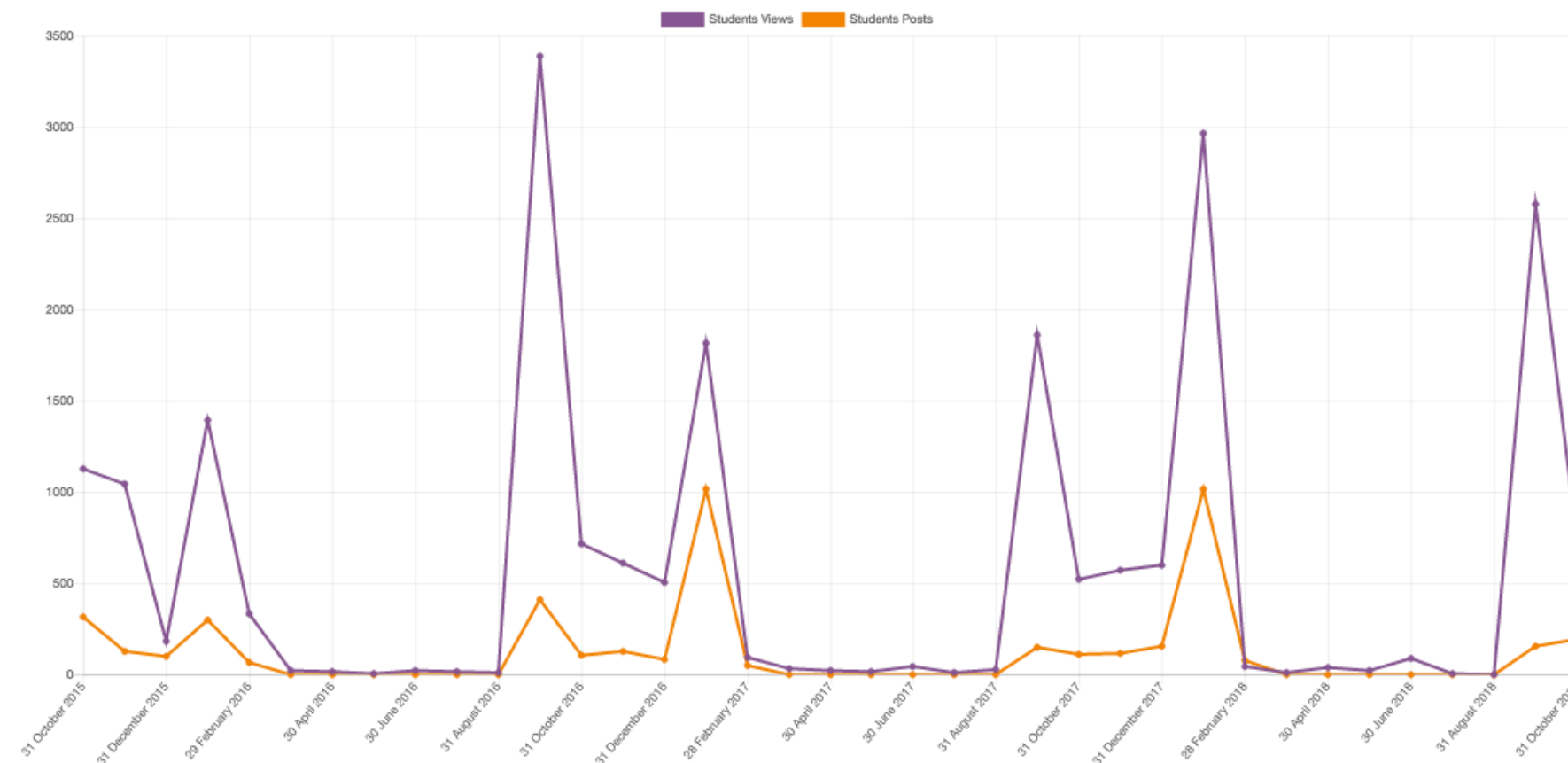


Figure 1 : Students active participation in personalised collaborative activities (data 2015 -2016)

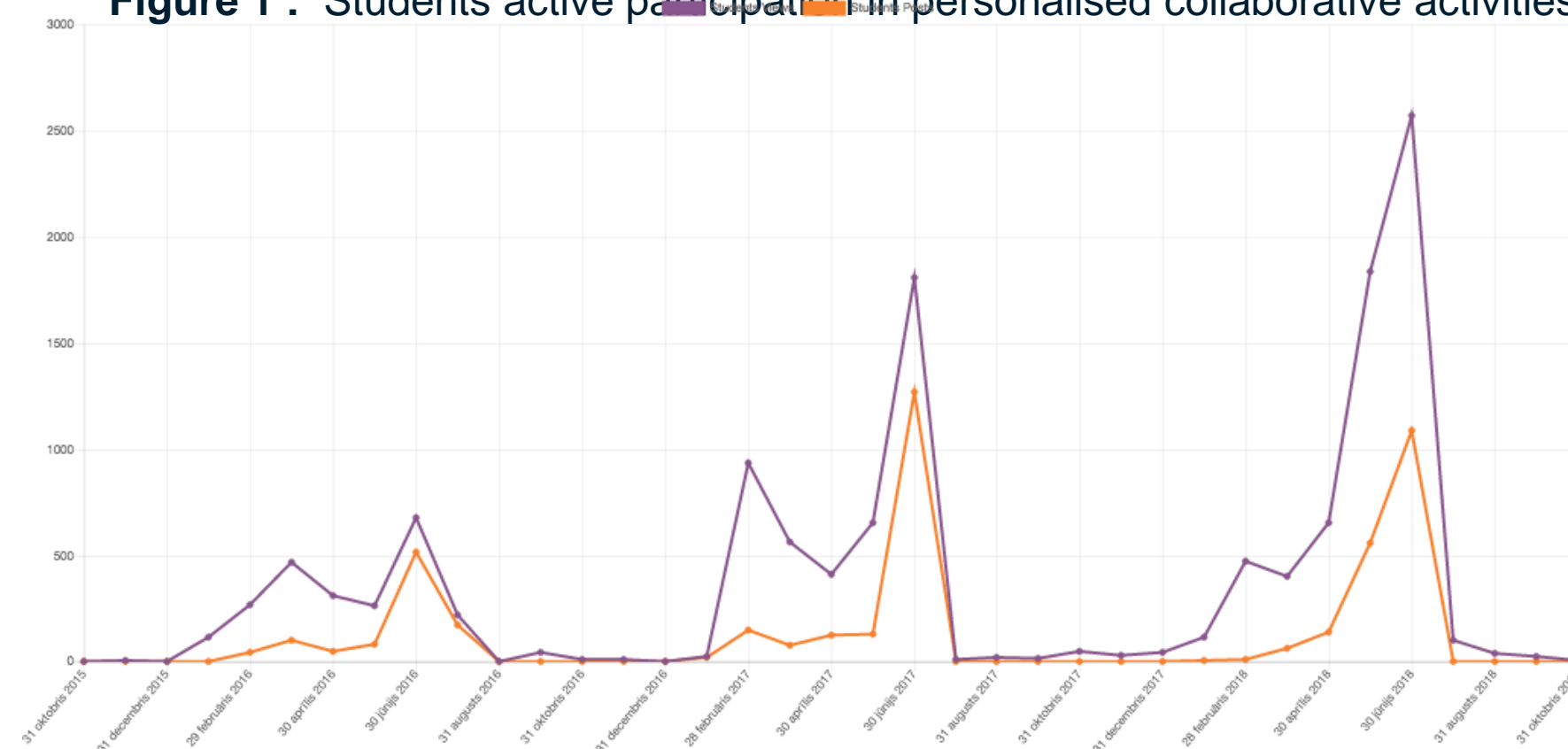


Figure 2 : Students active participation in personalised collaborative activities (data 2017 -2018)

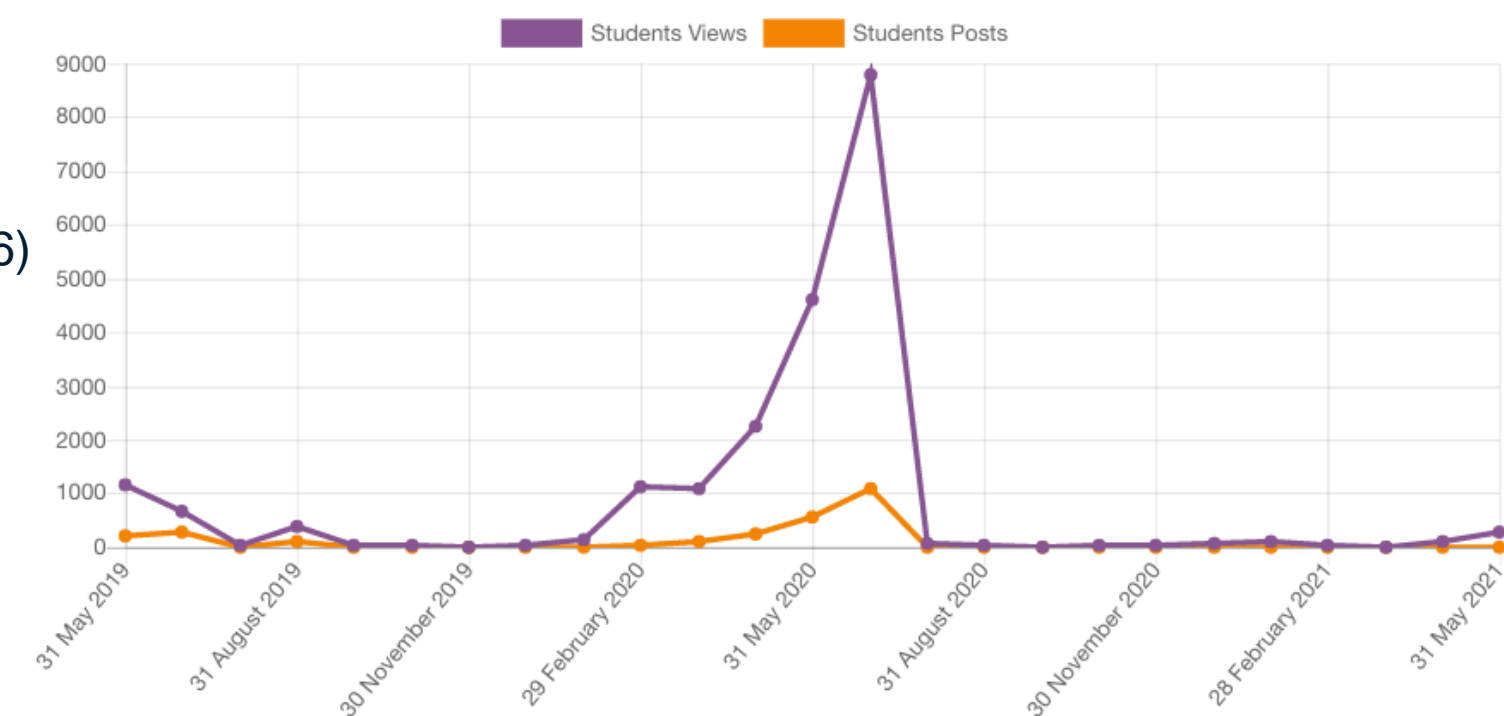


Figure3 : Students active participation in personalised collaborative activities (data 2019 -2020)

DEMAND

What for? /Way?



UNIVERSITY
OF LATVIA

Education
and
Employers



Driving from demand for further research on the causality of diverse conditional variables in workplace learning training (Brown, 2017; Ehlert, 2020), the original pedagogical concept sets up the social-ecological approach of human ecology theory (Bronfenbrenner, 1977) to develop an understanding of the complexity of conditions that impact directly or indirectly on workplace learning training where every person contributing or influenced is part of a social-ecological system through a set of interdependencies (Evans, 2019).

Irina Maslo, University of Latvia

A set of interdependencies on workplace training opportunities (sequented from Knowles 1975, 2015; Sava, 2012) were identified empirically used learning analytics 2015-2018 and compute supported deep hermeneutic analysis of employers/and employees stories (narrative interviews) 2019-2020:

Balance

Cognitive abilities	A* /a
Fulfilment	B* /b
Personal autonomy	C* /c
Reasoning	D* /d
Responsibility	E* /e
Self-direction	F* /f
Vital and social development needs	G* /g
	H* /h

The interview texts were coded (Saldaña, 2016), particular codes analysed, meta-codes created and added to interview texts, meta-codes analysis table created and implicants determined for minimisation the data (Rihoux et al, 2009) used AQUAD 7 Qualitative Comparative Analyses (QCA) options (Huber & Gürtler, 2012) to inspect the properties of sufficient and necessary conditions in a data frame, most notably, of minimally sufficient and necessary conditions that appear in cases (Rihoux and Ragin, 2008, 63-68; Baumgartner, M., & Thiem, A. (2015)., p.6).

Workplace learning opportunities



UNIVERSITY
OF LATVIA

Education
and
Employers



Prototype 1: The reasoning training need combined with responsibility and self-direction training lead to vital and social needs recognising ability of life and work ecologies.

Prototype 2: The responsibility training need combined with balance training, personal autonomy and self-direction training lead to vital and social needs recognising ability life and work ecologies..

Prototype 3: The adult need on vital and social development training is interrelated with the notable significant needs on balancing and self-direction in life and work ecologies.

Prototype 4: The vital and social development training combined with balance training, reasoning, responsibility and self-direction training lead to new vital and social needs recognising ability life and work ecologies.

Irina Maslo, University of Latvia

Conclusion: Bringing meaningful learning to life and work



UNIVERSITY
OF LATVIA

Adult learner 1

Through the stages of higher education that I have experienced I have been approaching and slowly starting to embrace the concept of meaningful, focused and self-directed studies. As all empirical experience that has been previously gained builds and helps develop the overall **self-evaluation** and cognitive dimension, it is **exactly these studies**, through which I have reached the most controversial conclusions.

Adult learner 2

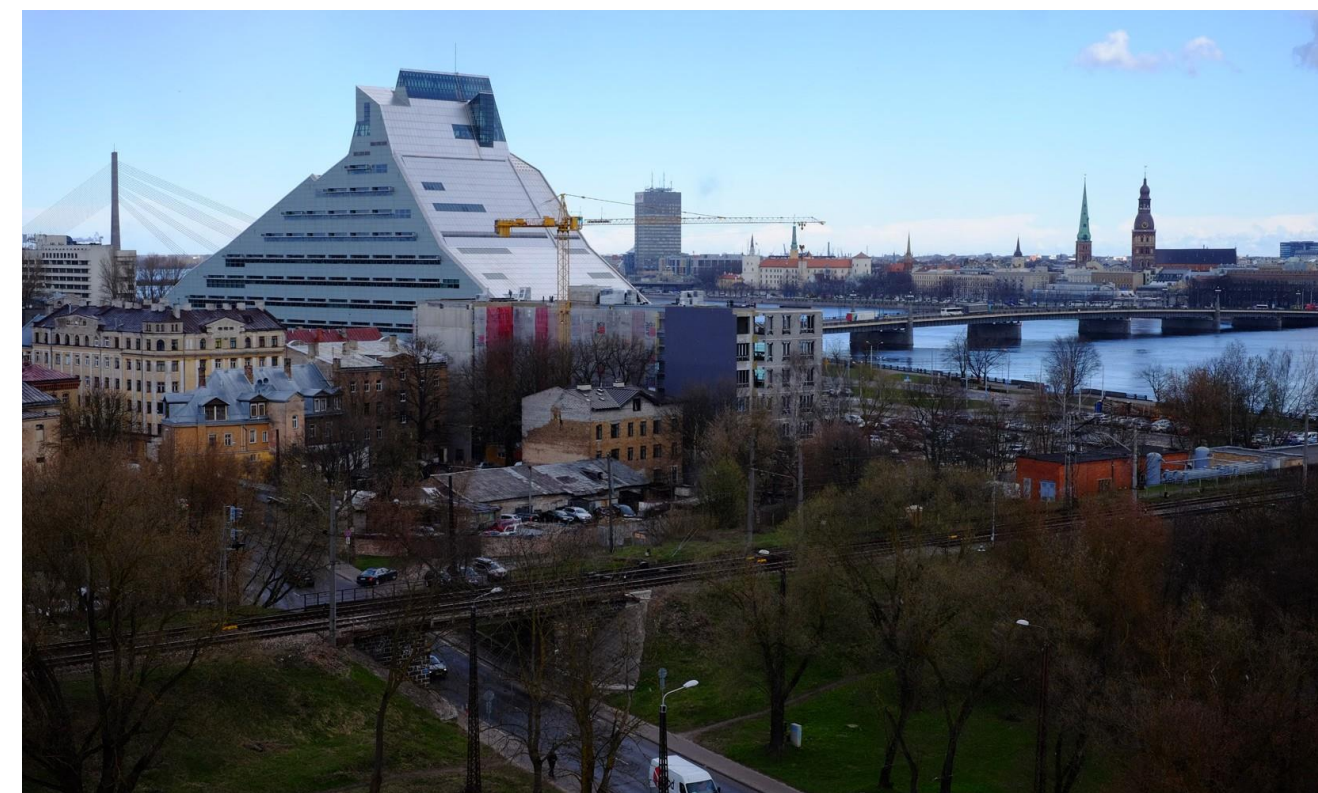
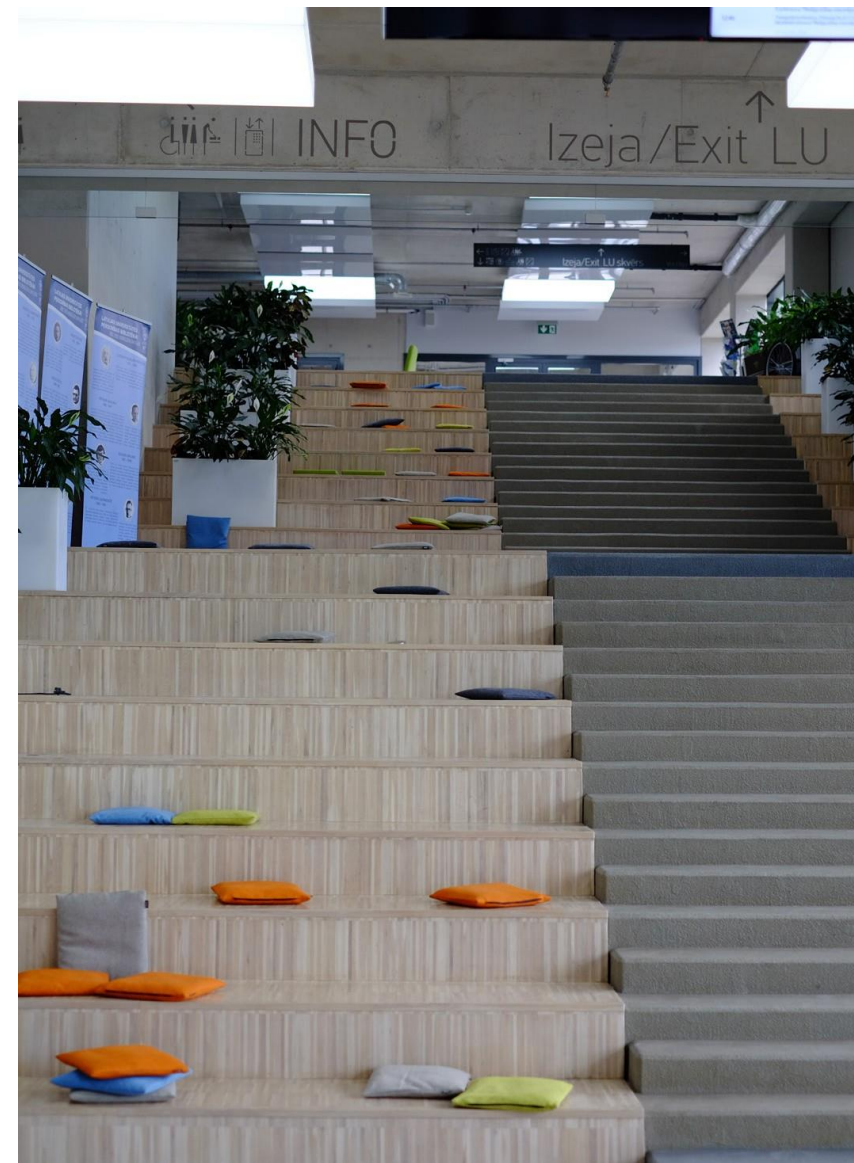
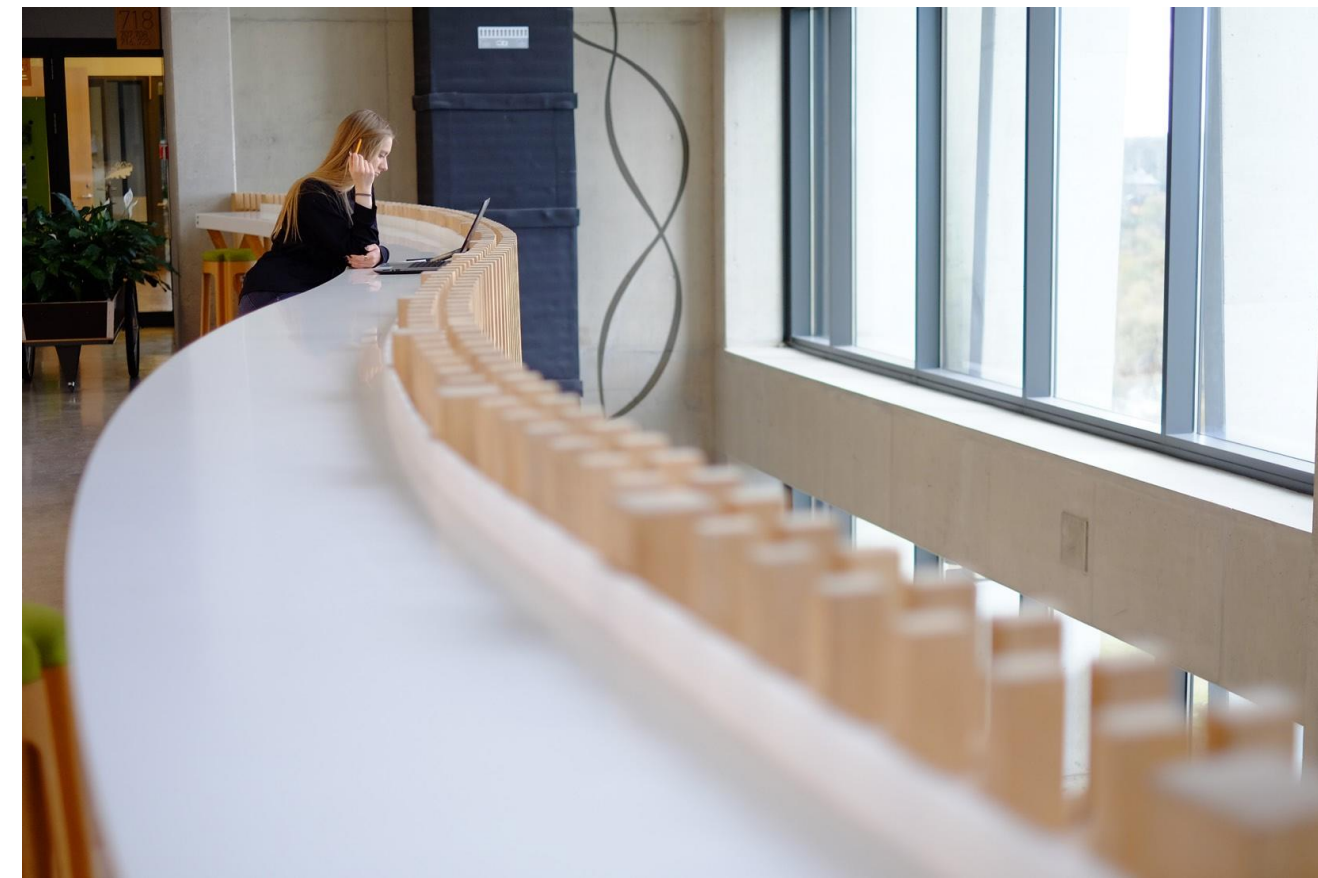
I would like to stress - **critical approach to processes and studies themselves is a value** (and state of mind, to be honest) that characterizes my understanding of **adult learning** the most.

Adult learner 3

Before starting this study programme I did not have in depth understanding of vocational training and employment for people with disabilities. But after analysis of political and social action, objectives, competencies needed and support professionals in relation to it, **I have opened my eyes and see where improvements could be made in my own workplace. Lifelong learning will certainly not loose its topicality in closest decades!**

Adult learner 4

I trust, I don't have another tool, a mirror to reflect in, to understand what am I doing right and where I have to work on) but that is a work in progress. **In self-evaluation I tend to have a black-and-white view, ether I think my work is excellent or poorly executed, and that can change from the first to the second really fast. To sum up - learning is a lifelong experience as well as learning to learn.**



Thank you
for
questions
and
discussion
!

Irina Maslo, University of Latvia



UNIVERSITY
OF LATVIA