

Connecting Classroom and Laboratory Instruction through Structured on-the-Job Training: A Proposal for Post-Secondary Schools in China

**China Education Association for
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Workforce Development and Education

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- Generate knowledge useful for workforce development
- Develop workforce development programs
- Develop workforce development leaders
- Provide technical assistance

CETE is also the home of the UNEVOC – U.S. Center.

This presentation proposes a partnership to help instructors in post-secondary technical schools better connect their group-based classroom instruction and small-group laboratory instruction.

Connecting the learning of concepts and skills forms the basis of effective technical instruction, given that readiness for employment is the ultimate goal.

However, classroom and laboratory learning represent distinctly different learning situations, and represent unique challenges for instructors. That is the reason that structured on-the-job training is introduced.

The presentation will present a proposed program to provide professional development opportunities for instructors and administrators, through the Center on Education and Training for Employment at the Ohio State University.

Classroom



Laboratory



Work



School



Employer

	Classroom	Laboratory	Employer
Context	Formal learning setting	Formal learning setting	<ul style="list-style-type: none"> • Work setting • Informal learning setting • Formal learning setting
Expectations	<ul style="list-style-type: none"> • Concepts • Principles • Applications 	<ul style="list-style-type: none"> • Applications • Skills • Problem solving 	<ul style="list-style-type: none"> • Job specific tasks • Mission, culture, norms • Job-related tasks
Source of content	<ul style="list-style-type: none"> • International standards • Occupational analysis • Job and task analysis 	<ul style="list-style-type: none"> • International standards • Occupational analysis • Job and task analysis • Employers 	<ul style="list-style-type: none"> • Customer requirements • Job and task analysis • Vendors
Method of Instruction	<ul style="list-style-type: none"> • Presentation • Discussion • Self-study 	<ul style="list-style-type: none"> • Demonstration • Practice • Feedback • Coaching 	<ul style="list-style-type: none"> • SOPs • Self-directed learning • Coaching • S-OJT • Group training sessions
Focus of Evaluation	Acquisition of knowledge	<ul style="list-style-type: none"> • Projects • Products • Assignments 	Job performance in terms of quality, quantity, productivity
Method of Evaluation	Cognitive Tests	Performance Rating Scales	Job Reviews

Challenges . . .

- Ensure that the appropriate learning objectives are being addressed in the classroom
- Ensure that the appropriate learning objectives are being addressed in the laboratory setting
- Ensure that the classroom is reconciled with the lab setting
- Ensure that the learning outcomes represent the employer's expectations for current and future work

Purpose

The purpose of the proposed project is to help instructors become more effective in connecting classroom and laboratory-based learning.

This is the reason that structured on-the-job training (S-OJT) is being introduced. S-OJT is the planned process of delivering training in an actual work context.

Process

1. Schools identify Lead Instructors for the project
2. OSU trains the Lead Instructors to develop modules that contain both classroom and lab-based learning objectives
3. OSU trains the Lead Instructors to deliver the modules using the S-OJT process
4. Lead Instructors train their colleagues in their institutions, with support from OSU
5. OSU conducts evaluation and research on the process and outcomes

Discussion and Next Steps

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