“Institutional Higher Education Practices in Portugal for training student workers: how they are understood and applied by teachers and students”

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Introduction

Access to new audiences has increased in Higher Education, which changes from an essentially young and student audience to a more diverse audience that also includes workers who study. The path taken by this student worker is not always the traditional path, because on many occasions, work is a condition for him to start and continue his studies. Given this current reality, this study aims to investigate the institutional practices adopted by Higher Education Institutions in Portugal, for access, maintenance and training of student workers. If, on the one hand, the number of student workers accessing Higher Education is significant, on the other hand the number of dropouts is also a reality. Thus, through qualitative research, the interest consists in understanding how higher education teachers understand and apply these practices, to meet the needs of this new audience, and in the view of the student worker, how these practices are perceived and how they impact from access to completion of your course. To collect the data, semi-structured interviews will be used with Higher Education teachers and with students who work and study simultaneously. To analyze the results, a content analysis with a theoretical framework in Adult Education will be carried out.

Santiago, Rosa e Amaral (2002 [1]) present a diagnosis elaborated and presented during the ‘Higher Education Open to New Publics’ Conference, which establishes 20 action proposals aimed at European governments, organized into four major thematic categories, among them: accreditation and recognition of skills and knowledge; new learning standards to support new audiences; alternative paths of progression and differentiated financing policies and incentives to promote broad access. In view of the 20 proposals established, the authors highlight four fundamentals for attracting and maintaining new audiences for higher education. They are: to establish a more flexible and comprehensive System, with regard to the recognition of non-formal qualifications and competencies; use quality methodologies that support new audiences, maintain and develop relevant short courses with certification according to their needs; offer financial support and incentives targeted to different new audiences.

Goals

Goal 1 ➢ To know and reflect on the institutional practices and educational structures adopted by Higher Education Institutions in Portugal for workers who study.

Goal 2 ➢ Understand and analyze the educational structures adopted for the course of the training of student workers from the perspective of the teacher.

Goal 3 ➢ Understand and analyze the educational structures adopted for the course of student worker training under the eyes of the student.

Methodology

Through qualitative research, the interest consists in understanding, on the one hand, how higher education teachers understand and apply these practices, to meet the needs of this new audience. On the other hand, in the view of the worker-student, how these practices are perceived and how they impact from access to the conclusion of their course.

Expected results

• Collection of data that shows the institutional practices and educational structures used by Higher Education Institutions in Portugal.

• Collection of data that portrays the perception of Higher Education teachers and the perception of students, in view of the practices used to assist the worker-student in his academic career.

References