**ADED 7646**

**Workforce Education**

**Fall 2016**

**Department of EFLT**

College of Education

Dr. Leslie Cordie

Work: 334-844-3089

Fax: 334-844-3072

E-Mail: [lesliecordie@auburn.edu](mailto:lesliecordie@auburn.edu)

Office Hours:

Tuesdays 12:00-2:00

And by appointment

Course Room: Virtual on Canvas



**Workforce Education**

**ADED 7646**

**Auburn University**

**Department of Educational Foundations, Leadership, and Technology**

**College of Education**

**Fall 2016**

Class Time: Weekly – Mondays to Sunday

Location: Virtual

Professor: Dr. Leslie Cordie

Office – Haley Center 3066

Email: [lesliecordie@auburn.edu](mailto:lesliecordie@auburn.edu)

Office Tel: (334) 844-3089Cell Tel: (334) 707-8984

Office Hours: Tuesdays 12 – 2 PM or Scheduled by Appointment

1. **Course Number**: ADED 7646

**Course Title:** Workforce Education

**Credit Hours:** 3 semester hours

**Pre/Corequisites:** None

1. **Required Text: NONE**

**Recommended Text:**

The Textbook is **recommended** only - Workforce Development: Strategies and Practices - Short and Harris (Eds) (2014). Publisher – Springer.

If you wish to purchase it (not required), it is available as an eBook. Information is available at:

<http://www.springer.com/us/book/9789812870674> or check the AU Bookstore for hard copies.

**Other Required Readings** will be posted online or made available through eReserves and the Library.

3. **Course Description:**

Identification and evaluation of basic skills and training issues in the workplace. Strategies for addressing workplace education needs related to adult learners.

4. **Course Objectives:**

Upon completion of this course, students will be able to:

1. Assess organizational support for addressing employees' basic skills or training problems.
2. Distinguish between employee performance problems stemming from basic skills deficiencies and problems stemming from other causes in the workplace.
3. Consider various performance improvement strategies to address employees' basic skills problems and determine the feasibility of workplace training as a performance improvement strategy.
4. Describe potential policies, purpose, goals, and objectives of a workplace basic skills training program.
5. Select appropriate learning methods for adult skills training in the workplace
6. Select, modify, or prepare training materials for the workplace.
7. Identify a basic skills training program and evaluate workplace basic skills training experiences individually and collectively.
8. Assess short-term basic skills training needs within the framework of long-term instructional plans for the workplace.
9. Develop long-term instructional plans (curricula) for a workplace basic skills training program.

**Course Philosophy:**

There are approximately 15 sessions with a variety of topics related to workplace education and development. There will be recorded guest speakers, online lectures, and group activities. You are expected to read the assigned readings, participate and contribute to lecture presentations, collaborate in discussions, and submit assignments. A variety of media provided by the LMS (Canvas) are used for communication among class members and the instructor, along with additional resources.

This is a professional education course in adult education. All participants are considered adults and are expected to not only study but also practice **andragogy by taking responsibility for their learning**. Thus, the participant is expected to participate regularly, contribute to the class setting by participating in online discussions and activities, and to be collaborative and supportive of all members of the learning setting. Adult education is not a place for passive learning but a place to explore, take risks and grow.

Additional course materials are made available through the university’s learning management system (LMS). Interactivity is possible through the LMS, which allows for online discussions, email, web conferencing and chats with the instructor, along with testing and submission of assignments. **A student taking the online version of the course will need a reliable computer and will need to decide if online learning is a good option for them (for an assessment of the proper skills. If you have questions on this, please ask me the first week of class.**

Please see Academic Calendar for Important Dates <http://www.auburn.edu/main/auweb_calendar.html>

5. **Tentative** - **Course Content/Schedule: Online Weekly Sessions run from Mondays to Sundays.**

|  |  |  |
| --- | --- | --- |
| **Session** | **Date** | **Topic** |
| 1 | August 16 | Overview and Introduction |
| 2 | August 22 | Workforce Education Overview |
| 3 | August 29 | Adult Education Overview |
| 4 | September 5 | Employee and Workforce Education Policy |
| 5 | September 12 | Career Development and Planning – Guest Speaker |
| 6 | September 19 | Identifying, Development & Evaluating Workplace Education and Training Needs |
| 7 | September 26 | Government and Industry Workforce Initiatives – Guest Speaker |
| 8 | October 4 | Optional Program Field Experience – TBD |
| 9 | October 10 | International Workforce Education |
| 10 | October 17 | Open and Online Workforce Education |
| 11 | October 24 | Human Resource Development and Diversity |
| 12 | October 31 | Organizational Learning and Leadership Training |
|  |  |  |
|  |  |  |
| 13 | November 7 | RESEARCH WEEK |
| 14 | November 14 | Professional Development and the Future of Workforce Education |
| 15 | November 21 | **Holiday Break** |
| 16 | November 28 | Last Week of Classes – Wrap Up and Summary – Last Week for Assignments. No Assignments accepted after December 4th. |
| 17 | December 5 | Final Exam/Projects Week – No Classes Scheduled |

6. **Course Requirements/Evaluation** (General Information – more details provided in handouts on first night of class and in the Assignments area in Canvas):

1. **Program Model and Visitation Review.** Each participant (or team) will investigate an actual workplace training, skill development or education program. This will include visiting a workplace site, interviewing principals involved, and developing a descriptive and evaluative portfolio of the program. Instructions for developing the review will be distributed in class. Please be prepared to design and deliver an online recorded 20-25 minute presentation describing the workplace education program. Provide all class participants with an outline and any handouts or supplementary resources needed.

**OR**

1. **Presentation on specific chapter section/topic.** Participants (as a team) will present an online recorded seminar/lecture of 20-25 minutes on a workforce education topic from the textbookor recognized author/expert/research on the subject. Provide all class participants with an outline and any handouts or supplementary resources needed.

\* \*\*NOTE: The presentation (PowerPoint/Handouts/Agenda/Supporting Materials) is due to the ***instructor a minimum of one week prior*** to scheduled class delivery **for both the Chapter/Topic or Program Model Presentations**. See Late Assignments for more information.

**For both Option A and Option B, students will be provided a variety of options in terms of recording their presentations for the online class. This information will be discussed posted in the course. The resources to complete these presentations are available through the University’s LMS.**

The Program Model/Chapter Presentation assignments are conducted through peer teaching, laboratory/application experiences, and group discussion. The purpose of these assignments is to examine and clarify concepts, apply theoretical principles, and utilize critical thinking skills relevant to adult workplace education. The presentations and discussions are facilitated by the student teams, with guidance by the Instructor, as necessary.

1. **Book Review Assignment/Presentation.** Each participant will complete this assignment as an individual. Book reviews typically evaluate recently-written works. They offer a brief description of the text’s key points and often provide a short appraisal of the strengths and weaknesses of the work.

Readers sometimes confuse book reviews with book reports, but the two are not identical. Book reports commonly describe what happens in a work; their focus is primarily on giving an account of the major plot, characters, and/or main idea of the work. A book review gives readers a sneak peek at what a book is like, whether or not the reviewer enjoyed it, and details on purchasing the book. More information is available in Canvas.

Each student will be expected to present their book review in the online discussion area with a brief (5 minute) recording using the recorded media tool. More information is available in Canvas and will be covered in the assignment area. ***No duplicates are allowed. First come first serve for book choices.***

1. **Resource Sharing/Presentation.** Each participant will examine and present (posting in the discussion area) an appropriate workforce or professional development education resource (e.g., website, ASTD products; trainer’s manual; Training and Development Yearbooks; diagnostic or evaluation instrument). More information is available in Canvas. ***No duplicates are allowed. First come first serve for resource choices. Please check before you post.***
2. **Discussion Forum, including Group Moderation.** Participate in all class discussions and online activities. You will need to respond to a majority of weekly questions and discussions. As part of a group, you will lead one weekly ONLINE discussion with a question and summarize the group discussion at the end of the week. Overall, discussions will be graded based upon the quantity and quality of the discussions posted as determined by the instructor. A rubric will be provided to evaluate grading for both the online discussions and the Group Moderation. More information to follow in Canvas.
3. **ePortfolio**

Begin to design and develop an ePortfolio to help you apply what you learn in this course and what you are learning in the ADED program or other graduate program. The basic goal of an ePortfolio for the Adult Education program is to make learning visible to an external audience. The ADED ePortfolio provides you with the opportunity to consider some of the critical incidents, experiences and artifacts in your life and learning experiences and helps to apply that knowledge to practice. This assignment will involve Peer Review. More information to be provided in Canvas. You will be responsible for 4 main areas: (1) Welcome page; (2) About Me page; (3) Graduate Experience or Adult Education area; and (4) Contact Page.

**Evaluation of Assignments:**

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| **Program Model or Chapter Presentation**   1. **Presentation** 2. **Outline/Handouts/References** | **30 Total**   * **20** * **10** |
| **Group Moderation of Discussion** | **10** |
| **Book Review/Presentation** | **20** |
| **Resource Sharing/Presentation** | **10** |
| **ePortfolio (Peer Review - 2)** | **20** |
| **Participation (online discussions and activities)** | **10** |
|  |  |
| **Total Points** | **100** |

The following grading scale will be used:

90% - 100% / 90-100 points = A

80% - 89% / 80-89 points = B

70% - 79% / 70-79 points = C

60% - 69% / 60-69 points = D

Below 60% / Below 60 points = F

7. **Class Policy Statements:**

1. **Absences/Inactivity in Class** - You are expected to participate regularly in the weekly course discussions and readings, including an ad hoc exercises and requirements as scheduled. Login access is regularly monitored. It is your responsibility to contact me if assignment deadlines are not met and responsible for initiating arrangements for missed work. Attendance and participation in the online discussions will affect your grade as this is graduate learning course. Your participation is part of the course design and is directly correlated to academic success. **THIS IS NOT A SELF-PACED COURSE and requires participation weekly. If you cannot participate regularly, please consider another course.**

Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. **Students who wish to have an excused absence from this class for any other reason *must contact the instructor in advance of the absence* to request permission**. If feasible, the student must notify the instructor prior to the occurrence of any excused absences, but **in no case shall such notification occur more than one week after the absence.**

Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences.

1. **Late/Make-up Assignments:**

**Students may turn in assignments up to a week after the due date and not be penalized. After the one-week grace period, students will lose 10% points for each week the assignment is late. Some assignments may not be accepted late (online presentations, etc.).** A student who has an **excused absence or illness** will have the opportunity to earn credit for any missed assignments that are submitted late. Assignments turned in late due to a documented excused absence will be graded as initially assigned.

Late assignments due to **unexcused absence** may not be accepted or will lose 10 percent/per day the assignment is late. In some cases, there will be a make-up assignment required in addition to the regular assignment.

Again, appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences.

1. **Team Assignments**

Team assignments receive grades based on group and individual work. It is possible that unsatisfactory participation in team assignments will result in a lower participation grade or a lower grade on the team assignment itself. You may be called upon to evaluate your own or your team members' performance on group assignments.

1. **Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, [844-2096](tel:844-2096) (V/TT). Please visit their web site at: <http://accessibility.auburn.edu/>
2. The [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) rules and regulations pertaining to **Academic Honesty** will apply to this class. All coursework should be properly cited using APA format. Coursework from other classes cannot be used unless FIRST discussed with the professor and substantially revised or updated for the class.
3. **Professional Classroom Behavior:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

These behaviors are especially important in terms of our graduate classroom and online discussions.

8. **Justification for Graduate Credit:**

Participants in this class must have an advanced knowledge level of the clientele for workforce education as provided in the required prerequisites. Participants will be required to demonstrate their ability to evaluate the completeness and appropriateness of a workplace basic skills education program based upon application and synthesis of principles associated with this course.