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# ADED 7640

**Workforce Education Fall 2017**

**Department of EFLT**

College of Education

## Dr. Leslie Cordie Work: 334-844-3089

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Office Hours –

HC 3066;

Tuesdays 11 to 4; and by appointment

Course Room:

Haley Center 2435

**Workforce Education**

**ADED 7640**

**Auburn University**

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

**Fall 2017**

Class Time: Tuesdays, 5 PM to 7:50 PM

Location: HC 2435

Professor: Dr. Leslie Cordie

Office – Haley Center 3066 Email: lesliecordie@auburn.edu

Office Tel: (334) 844-3089

Office Hours: Tuesdays 11 to4; and 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 online. Make sure you know how to access the library remotely! Instructions are available in Canvas and from the Auburn University Library web site.

### Course Description:

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

### Course Objectives:

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

* 1. Describe potential policies, purpose, goals, and objectives of a workplace basic skills training program
	2. Distinguish between employee performance problems stemming from basic skills deficiencies and problems stemming from other causes in the workplace
	3. Assess organizational support for addressing employees' basic skills or training problems
	4. Consider various performance improvement strategies to address employees' basic skills problems and determine the feasibility of workplace training as a performance improvement strategy
	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

### Course Philosophy:

There are approximately 15 sessions with a variety of topics related to workplace education and development. There will be both face-to-face and online lectures, guest speakers, discussions, group activities, and other tasks to provide knowledge and skills related to adult education in the workplace. You are expected to read the assigned readings, participate and contribute to activities, 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 to provide a comprehensive learning environment.

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

Additional course materials are made available through Auburn University’s learning management system (LMS) which is Canvas. Additional course 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. **If you have questions on this, please ask me the first week of class. The best way to clarify any question is to meet with me or call me if at all possible. Sometimes email does not help in clarification of a relatively simple situation. Be proactive. Do not wait for me to contact you.**

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

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

### The FULL schedule is available in Canvas.

|  |  |  |
| --- | --- | --- |
| **Session** | **Date** | **Topic** |
| 1 | August 22 | Overview of Course and Introductions  |
| 2 | August 29 | Workforce Education Overview |
| 3 | September 5 | Adult Education Overview  |
| 4 | September 12 | The Circle – Online Discussion TBA; OPTIONAL On-Campus Sessions -Sunday, September 10 film screening and Tuesday, September 12th author/guest speaker at AU; we will NOT have class on this night |

|  |  |  |
| --- | --- | --- |
| 5 | September 19 | Employee and Workforce Education Policy |
| 6 | September 26 | Guest Speaker - Career Development and Planning  |
| 7 | October 3 | NO CLASS - KIA Motors OPTIONAL - scheduled Tuesday, October 3 @ 1 PM EST |
| 8 | October 10 | Guest Speaker – Auburn Training Center; **Student Presentations START** |
| 9 | October 17 | Identifying, Development & Evaluating Workplace Education; Student Presentations |
| 10 | October 24 | Human Resource Development and Diversity; Student Presentations |
| 11 | October 31 | Online Class ONLY; Organizational Learning; ePortfolio Week – no Student Presentations |
|  |  |  |
| 12 | November 7 | Government and Industry Workforce Initiatives; Student Presentations |
| 13 | November 14 | Open and Online Workforce Education; Student Presentations |
|  |  |  |
| 14 | November 21  | Thanksgiving Break – NO CLASSES |
|  |  |  |
| 15 | November 28 | Professional Development and the Future of Workforce; LAST Student Presentations  |
| 16 | December 5 | Last Week of Classes – Wrap Up and Summary |
| 17 | December 11 | Final Exams Week – No Classes Scheduled |

1. **Course Requirements/Evaluation** - General Information – more details provided in handouts/resources in the Assignments area in Canvas***; please make sure to review ALL areas in the assignments and read them carefully and print them out if you need to. Hard copies may or may not be provided in class***

**CHOOSE OPTION A OR B – NOT BOTH**

**Recorded Presentations should be no less than 30 minutes and no more than 45 minutes please. We will be able to hold approximately 2 (two) presentations per night starting in October – if requested, we can start earlier if the schedule will accommodate.**

1. **OPTION A - Program Model and Visitation Presentation.** This is a team project (I prefer teams of two – 2; I will allow exceptions on a case-by-case basis – for instance, individuals or teams of 3). Each team will investigate an actual workplace training, skill development practice or education program. This will include visiting a workplace site, interviewing the principal leaders or trainers who are involved, and developing a descriptive and evaluative portfolio of the program. Instructions for developing the review are available in Canvas. **You will design and deliver a 30 to 45 minute presentation describing the workplace education program.** Provide all class participants with an outline and any handouts or supplementary resources as 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.

### OR

1. **OPTION B - Presentation on specific chapter section/topic.** This is a team project (I prefer teams of two – 2; I will allow exceptions on a case-by-case basis – for instance, individuals or teams of 3). Participants (as a team) will present an online-recorded seminar/lecture of 30-45 minutes on a workforce education topic or chapter from the textbook or 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.

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.

You will also be required to grade your team members by creating a peer review assessment for the group project. More information is provided in the assignment area in Canvas.

Additionally, you will be required to review between the other student presentations as part of your Participation grade. A rubric grading sheet will be provided in Canvas.

**The components of this assignment (OPTION A or B) are as follows:**

* 1. **Seminar/lecture/workshop (30-45 minutes) – see rubric in Canvas – 30 points**
	2. **Handouts and references for classmates – 5 points**
	3. **Peer review assessment of team member on project – 5 points**
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.

Students sometimes confuse book reviews with book reports, but the two are not identical. Book reports commonly describe what happens in a work; the focus of the book report 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 (essentially a summary of the book), whether or not the reviewer enjoyed it, the strengths and weaknesses of the book, and details on purchasing the book. More information is available in Canvas on how to write and develop the Book Review.

Each student will be expected to present his or her book review in a presentation to the class with a brief (5 to 7 minutes) and provide a one-page (1) written report. A discussion posting summary is included as part of the participation grade. More information is available in Canvas and will be covered in the assignment area. ***No duplicates are allowed for book titles. First come first serve for book choices.***

1. **Resource Sharing.** Each participant will examine and present (post of the information summary in the discussion area) on an appropriate workforce or professional development education resource; occasionally, some Resource Sharings will be discussed in class as part of participation (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 the online discussions BEFORE you post.***

### ePortfolio

You will begin to design and develop an ePortfolio to help you apply what you learn in this course and what you are learning in the Adult Education (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, along with the grading rubric. You will be responsible for 4 main areas to be completed in the ePortfolio: (1) Welcome page; (2) About Me page; (3) Graduate Experience or Adult Education area; and (4) Contact Page. ***If you already have started an ePortfolio, you will be required to provide additional artifacts and revisions in relation to this course and workforce development. Please consult with me if you have already started an ePortfolio.***

**F. Participation**

This includes viewing of attendance and actively engaging in class activities, online lectures, participation in online discussions and activities; it also includes book review and resource sharing postings/presentations, peer reviews for student presentations and other interactive activities as assigned.

### Evaluation of Assignments:

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| **OPTIONS A/B. Program Model or Chapter Presentation**1. **Presentation**
2. **Outline/Handouts/References/Resources**
 | **40 Total**- **30**-  **5** |
| 1. **Peer Review of Team Members**
 | * **5**
 |
| **C. Book Review/Presentation**  | **20** |
| **D. Resource Sharing** | **10** |
| **E. ePortfolio (Peer Reviews – 2 total)** | **20** |
| **F. Participation (online discussions and activities, including book review and resource sharing, peer reviews of student presentations, etc.)** | **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

### Class Policy Statements:

1. **Absences/Inactivity in Class** - You are expected to participate and login **regularly** to the weekly course discussions and readings, including an ad hoc exercises and requirements as scheduled. **If you think you will miss more than 3 courses, please consider taking the online version of the class**. **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. So, i**f 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.

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

### Late/Make-up Assignments:

**Please check the guidelines for each of the assignments and due dates.**

* + - **Program Model/Chapter Presentation**
			* **A** Draft is due to the instructor one week BEFORE the due date assigned (chosen). If the assignment is provided on the due date, it will lose 10 percent or one letter grade
			* Sign up dates are selected the first two weeks of class.
			* If this assignment is provided late (after the first date of the week assigned), the assignment will lose 10 percent for each day late.
			* Online Discussions will be available will be available for a 2 week timeframe
			* Full credit will be given if the discussion meets the online guidelines (see Canvas) and posted within the first week
			* Partial credit will be given after the first week to encourage online discussion participation
		- Other Assignments
			* In general, there is a 2 week grace period
			* After the grace period, students will lose 10% points for each week after the assignment is late.
			* Some **assignments may not be accepted late.**

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

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.

### Team Assignments

Team assignments receive grades based on group and individual work, including the Program Models and Chapter Presentations. 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, including the Program Model/Chapter Presentation projects.

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 (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 online graduate classroom and discussions.

### 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.