**Workforce Education**

**ADED 7646 (ONLINE) Syllabus – v1**

**Auburn University**

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

**Fall 2018**

Class Time: Weekly – Mondays to Sundays

Location: Virtual

Professor: Dr. Leslie Cordie, Assistant Professor, OUW Affiliate Faculty

Office – Haley Center 3066

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

Office Tel: (334) 844-3089

Office Hours: Tuesday/Thursday – 1 to 5 PM and by appointment

1. **Course Number**: ADED 7640/6

**Course Title:** Workforce Education

**Credit Hours:** 3 semester hours

### Pre/Corequisites: None

1. **Required Text:**

Short, T., & Harris, R. (Eds.). (2014). *Workforce development: Strategies and practices*. Singapore: Springer.

The text is available free, online at the AU Library as an eBook – at http://catalog.lib.auburn.edu/vufind/Record/4723154

**Other Required Readings, Resources, and Course Materials** will be posted online or made available through eReserves and the Library, the web, or as links.

### Course Description:

Identification and evaluation of basic skills 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, purposes, goals, and objectives of workplace skills and training programs
  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 in the workplace
  4. Consider various performance improvement strategies to address employees' basic skills problems
  5. Determine the feasibility of workplace training as a performance improvement strategy
  6. Select appropriate learning methods for adult skills training in the workplace
  7. Identify a basic skills training program and evaluate workplace basic skills training experiences individually and collectively
  8. Select, modify, or prepare training materials for the workplace

### Course Philosophy:

There are approximately 15 sessions with a variety of topics related to workplace education and development. There will be online lectures, recorded guest speakers, discussions, group activities, online 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 in an asynchronous format. **This course requires regular participation and logins – this is not a self-paced course**. 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. 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 Auburn University’s learning management system (LMS) which is Canvas. 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, must understand how to operate a variety of software programs, and will need to decide if online learning is a good option for them as an individual. Some items DO NOT work in the mobile environment. Please be proactive. If you have questions on this, please ask me the first week of class. The best way to clarify any question is to call me if at all possible. Sometimes email does not help in clarification of a relatively simple situation. Please do not wait for me to contact you with concerns.**

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

|  |  |  |
| --- | --- | --- |
| **Session** | **Date** | **Topic** |
| 1 | Aug 20 | Overview and Introductions |
| 2 | Aug 27 | Workforce Education Overview |
| 3 | Sept 3 | Adult Education and its Relation to the Economy |
| 4 | Sept 10 | Career Development and Planning/ePortfolio |
| 5 | Sept 17 | Employee and Workforce Education Policy |
| 6 | Sept 24 | Government and Industry Workforce Initiatives |
| 7 | Oct 1 | Identifying, Development & Evaluating Workplace Education  and Training Needs |
| 8 | Oct 8 | Fall Break |
| 9 | Oct 15 | Organizational Learning |
| 10 | Oct 22 | Open and Online Workforce Education |
| 11 | Oct 29 | Human Resource Development, Diversity and Inclusion |
| 12 | Nov 5 | Formal and Informal Mentoring |
| 13 | Nov 12 | Continuing Professional Education and Learning |
| 14 | Nov 19 | Thanksgiving Week – No Activities |
| 15 | Nov 26 | The Future of Workforce Education |
| 16 | Dec 3 | Course Summary/Wrap Up |
| 17 | Dec 10 | Final Exam Week (none in this course)/Final Grading |
|  |  | Final Grades Posted December 14 - 17 |

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

1. **Course Requirements/Evaluation/Assignments** - 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!!***

**Assignment 1 - CHOOSE OPTION A OR B – NOT BOTH (40 points total)**

**Recorded Presentations should be no less than 20 minutes and no more than 35 minutes please (prefer groups/teams of 2 as this is a workforce education course).**

1. **OPTION A - Program Model and Visitation Presentation.**  A team project (I will allow exceptions on a case-by-case basis; you must justify and support in writing why either you need an individual project or a team of 3). Each team will investigate an actual workplace training, skill development practice or education program. This will include perhaps visiting a workplace site, interviewing the principal leaders or trainers who are involved, and developing a descriptive and evaluative portfolio overview of the specific training program. Instructions for developing the review are available in Canvas. **You will design and deliver an online-recorded 20 minute presentation describing the workplace education program (25 points).** Provide all class participants with an outline and any handouts or supplementary resources as needed (5 points).

\* \*\*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 (5 points)

### OR

1. **OPTION B - Presentation on specific chapter section/topic.** A team project (I will allow exceptions on a case-by-case basis; you must justify and support in writing why either you need an individual project or a team of 3). Participants (as a team) will present an online-recorded seminar/lecture of 20 minutes on a workforce education topic or chapter from the textbook or recognized author/expert/research on the subject (25 points). Provide all class participants with an outline and any handouts or supplementary resources needed (5 points).

\* \*\*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 (5 points)

### 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 is discussed and posted in the course under this assignment and other areas in Canvas. 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.

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 (5 points).

Additionally, you will be required to review between 2 to 4 student presentations at a minimum 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 (40 points total):**

* 1. **Draft of lecture and recording due 1 week prior to scheduled date– see rubric in Canvas – 5 points**
  2. **Final Recorded lecture (20-35minutes)– 25 points**
  3. **Handouts and references for classmates (posted by instructor) – 5 points**
  4. **Peer review assessment of team member on project – 5 points**
  5. **Participation grade – 3 peer reviews of other student team presentations using Peer Review grading rubric in Canvas (submitted within one week of the presentation posting)**

**Assignment 2 - Professional Associations in Adult and Continuing Education (2 parts)**

* **Part 1 – Main Assignment (10 points)**
  + Each student (as an individual) will locate a professional association that is related to adult and continuing education; **do not use AAACE as your organization (American Association of Adult and Continuing Education)**
  + \*Develop an **executive summary** that includes at a minimum:
    - Name of the organization
    - Web site information
    - Social Media
    - Mission/Vision
    - Organizational Structure
    - Membership Eligibility
    - Membership Benefits
    - Number of members
    - Conference Information
    - Publications
    - Other as relevant to adult or workforce education
  + Depending on the organization and content, this summary may vary in page length; APA format is recommended but not required (see Canvas for additional information)
  + Try to find an organization that might be relevant for you to join; think globally
* **Part 2 - Discussion Posting (included in participation grade).**
  + Post a short summary (1 to 3) paragraphs of the information above to share with your classmates.
  + ***No duplicates are allowed. First come first serve for resource choices. Please check the online discussions BEFORE you post.***

*\*This information may be used in future publications. If so, the contribution will be acknowledged as appropriate.*

**Assignment 3 – ePortfolio (2 parts)**

### Part 1 – Peer Reviews (2) – 15 points total

### Part 2 – Self - Reflection – 5 points

**Part 1 – Develop an 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.

**Components of the ePortfolio:** 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. This is the minimum for this course. I encourage you to go beyond this and explore your resources provided by the Office of University Writing. ***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!!***

**Peer Review –** A minimum of 2 peer reviews are required for this assignment. The peer review rubric is provided in Canvas (15 points)

**Part 2 - Self – Reflection Assignment (5 points)**

A one page summary of the learning aspects of this experience should be discussed in the context of career development. The document should be in MS Word in 12 point Times New Roman font, 1 inch margins, double-spaced (APA format).

In an effort to increase students’ self-reflective skills and attitudes of life-long learning, please review the development of your ePortfolio and lessons learned. Self-reflection is a necessary skill for life-long development and requires you to look both backward on your growth and forward toward your development. Students should take the opportunity to reflect on their knowledge, skills, abilities, beliefs, biases, and emotions that may enhance or limit personal and professional growth from the development of the ePortfolio.

Suggested questions to consider before writing are the following:

* How have my experiences impacted my career?
* What could I do differently in the future? What are my areas of opportunity?
* What are some skills I still need to refine?
* How were you challenged by this assignment?

**Assignment 4 - Book Review – 10 points (2 options)**

**NO Duplicates - therefore first chosen, first pick; see Canvas for more information**

**Option 1 – Recorded Presentation**

* Create a 5 to 7 minute recorded presentation addressing the information for the review from the areas noted in the points to address below. You can record using the online media tool in the Discussion Board or you can create a voiceover ppt or another software program. An example may be provided, yet it would be the same as if giving this report to the class in a face-to-face environment.
* Create a one page (1) written summary of the book along with a brief description of the book's key points and often provide a short appraisal of the strengths and weaknesses of the work.
* Submit both of these under the assignment.

**Option 2 – Full Book Review**

* Develop a 3 to 5 page written summary of the book along with a full description of the book's key points; additionally, provide an analysis and appraisal of the strengths and weaknesses of the work.
* This report could be used as a publication and should be in APA format.
* Post a 1 page summary to the Discussion Board

**Assignment 5 - Participation – 10 points**

This includes viewing of online lectures, participation in online discussions and activities; it also includes resource sharing postings, peer reviews for student presentations (2), online quizzes, and other interactive activities as assigned. In general, the online discussions and tasks are listed in Canvas the first week of class. The tentative participation assignments include:

* At least 5 online discussions (50%)
* At least 3 Peer Reviews of other student presentations (15%)
* Selection of topic and date (5%)
* Testing of recording method (5%)
* Professional Association Posting (5%)
* Book Review Posting (5%)
* ePortfolio posting (5%)
* Quiz 1 Results (5%)
* Quiz 2 Results (5%)

**Assignment 6 - Quizzes – 10 points**

There will be 2 quizzes during the semester that will be on the content, discussions or other activities. Full credit if the quiz is taken (Pass/Fail). Multiple attempts may be allowed, if necessary.

**Evaluation/Grading of Assignments:**

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| **Program Model or Chapter Presentation**   1. **Draft Presentation (1 week prior)** 2. **Final Presentation** 3. **Outline/Handouts/References/Resources** 4. **Team Member Assessment** | **40 Total**  - **5**  **- 25**  **- 5**  **- 5** |
| **Professional Association Report** | **10** |
| **ePortfolio (Peer Reviews – 2 total)** | **15** |
| **ePortfolio Reflection** | **5** |
| **Book Review** | **10** |
| **Participation – includes multiple items** | **10** |
| **Quizzes (2) @ 5 points each** | **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. **Login access is regularly monitored, including viewing of lectures and time of logins and amount of time online**. **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 for any length of time 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.
      * Peer reviews of student presentations are due within one week of the presentations
    - Online Discussions
      * Discussions 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
      * Students will lose 10% points for each week after the assignment is late.
      * Some **assignments may not be accepted late.**

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.

### 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 graduate classroom and online 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.