**Workforce Education**

**ADED 7646 (ONLINE) Syllabus – v1**

**Auburn University**

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

**Fall 2020**

**Class Time:** Weekly – Mondays to Sundays

**Location:** Virtual

**Professor:** Dr. Leslie Cordie

Associate Professor, Adult Education
Affiliate Faculty – University Writing

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**Virtual Office Hours:** Thursday – 1 to 5 PM and by appointment ***(videoconference or phone calls only until further notice)***

**Course Number:** ADED 7640/6

**Course Title:** Workforce Education

**Credit Hours:** 3 semester hours (graduate)

**Pre/Corequisites:** None

**Required Texts:**

All textbooks and readings will be available online through the AU Library or in the Canvas course. The two main text are the following:

* National Academies of Sciences, Engineering, and Medicine. 2017. Building America's skilled technical workforce. Washington, DC: The National Academies Press. <https://doi.org/10.17226/23472>
* Short, T., & Harris, R. (Eds.). (2014). Workforce development: Strategies and practices. Singapore: Springer.

The Short & Harris 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:

* Discuss the philosophical perspectives of adult education, human resource development and workforce education
* Explain the significance of economics and the labor market to workforce planning
* Analyze the different legislative and public policies that are relevant to workforce development and training
* Describe the sociological foundations of diversity, inclusion, and work-life effectiveness in terms of workplace training
* Determine self-awareness related to implicit bias and how it is related to the workforce
* Examine the US system in terms of the various workforce education and training options and opportunities
* Identify models and frameworks to develop employability skills
* Explore the structures and types of continuing professional development
* Create a basic training session related to needs in the workplace

**Course Content and Philosophy:**

There are approximately 14 sessions with a variety of topics related to workplace education and development. There will be online lectures, open access resources, recorded guest speakers, discussions, group activities and other tasks to provide knowledge and skills related to adult education in the workplace.

This is a graduate education course in workforce 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.

Additional course materials are made available through Auburn University’s learning management system (LMS) which is Canvas to support learning. 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 and functions DO NOT work in the mobile or tablet environment.

**Course Requirements/Assignments**

For all the assignments in this course, including the discussion board, grammar and spelling count toward your grade. Please use Grammarly or the University Writing Center for assistance, if necessary**.**

***Additional directions and materials for each assignment are posted in Canvas.***

1. **Participation/Discussions (25 points total)**

Discussions 1 – Introduction 3

 Discussion Leader Reflection 7

 Discussions (3) @ 4 points each 12

 Choose Discussion Leader 3

 ***Discussion Posts:***

* There will be approximately six (6) discussion questions posted during the semester.
* Each discussion question will be based on an assigned topic/foundational area for the course
* Each student will be required to participate in at least **three (3) Discussions**, and will respond to the question and will be required to respond to other students’ posts.
* In addition, students will be assigned as Discussion Leaders for at least one Discussion on a specific topic related to workforce education
* **Students will also be required to share their assignments for both the ePortfolio and the Final Presentation on the Discussion Board (see those assignments for more information)**

***Weekly Readings/Lectures/Resources***

* All students are expected to view any recordings, listen to podcasts, complete the readings, and review any of the resources posted in Canvas.
* This information can be accessed by the instructor in terms of login analytics provided in Canvas
* Make sure you are spending the time necessary reading and reviewing the information posted to help develop competency related to the content

***Peer Reviews***

* Several assignments require you to provide your classmates with suggestions /improvements/corrections
* You will need to **create an account in Eli Review** to participate in this process
* Your peers will review your work and give you feedback you can use to improve your work.
* You will also review other students’ work and give them feedback on their work as well.
1. **Workforce Education Recorded Presentation (40 points total)**

Select a Presentation Topic 5

Set up Account in Eli Review 2 (used also for ePortfolio)

Presentation Outline Draft 5

Peer Reviews of Presentation Outline 5

Final Recorded Presentation 10

Peer Reviews of Final Presentation 10

Discussion Post for Presentation 3

The main goal of this course is to develop basic skills and knowledge related to workforce education and research. Thus, the Presentation assignment will be created related to workforce education/development needs in the workplace. An ideal structure for a presentation includes the following main parts:

* a welcoming and informative introduction (overview)
* body - a coherent series of main points presented in a logical sequence
* a lucid and purposeful conclusion
* references from which the presentation was developed

**Presentation requirements:**

* **Recorded presentation** (mp4) – instructions related to technology are discussed in Canvas
* Approximately **20 minutes** in length (not including activities or Q & A)
* Main components:
	+ **Topic** - discuss how the topic is relevant to workforce education, training and development in the 21st century; how it fits into the major content of the course (philosophical, sociological, economic, partnerships, employability skills, public policy) – **see Canvas for more information on developing a topic**
	+ **Objective(s)** - purpose for the presentation; this should be at least one (1) measurable objective (what the audience will be able to do at the end of the presentation; develop a measurable objective using Bloom’s Taxonomy)
	+ **Presentation overview** (explain topics that will be covered and why)
	+ **Key points** - Develop a minimum of three key points on the topic in a logical order that support the content
	+ **Visuals, images and charts** to enhance the content should be included with appropriate copyright permissions
	+ **Summary** - this is a recap or conclusion for this presentation (related to the objective)
	+ **3 to 5 credible references in APA format**
	+ **Audience Engagement -**
		- Engaging the audience before, during and after the presentation, using a variety of adult learning strategies to enhance the content
		- The presentation is more than a lecture or speech; try to include reflective questions, animations, discussions, quizzing, polling, and other modes of engaging the audience in the materials
1. **ePortfolio (25 points total)**

ePortfolio Draft 10

Peer Reviews of ePortfolio 10

Discussion Post for ePortfolio 5

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:**

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.

* **Please consult with me if you have already started an ePortfolio!!**
1. **Implicit Bias Reflection (10 points total)**

Implicit bias is a concept based on an emerging body of cognitive and neural research. It identifies ways in which unconscious patterns people inevitably develop in their brains to organize information actually “affect individuals’ attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves.”

This assignment involves viewing a series of videos, completing an assessment, and writing a focused reflection, approximately 1 page in length.

Self-reflection is a necessary skill for lifelong 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.

**Evaluation/Grading of Assignments:**

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| **Presentation*** Set up an Account in Eli Review - 2
* Select a Workforce Topic – 5
* Presentation Outline - 5
* Peer Reviews of Outline - 5
* Final Presentation Recorded Session - 10
* Peer Reviews of Final Presentation - 10
* Share Presentation on Discussion Board - 3
 | **40** |
|  |  |
| **ePortfolio** * Draft ePortfolio - 10
* Peer Review of ePortfolios - 10
* Share ePortfolio on Discussion Board - 5
 | **25** |
|  |  |
| **Implicit Bias Reflection**  | **10** |
|  |  |
| **Discussions** * Choose Discussion Leader Topic - 2
* Discussion Leader Reflection - 7
* Discussion Participation (3) @ 3 pts ea - 9
* Discussion Leader Discussion – 3
* Introduction Discussion - 4
 | **25** |
|  |  |
|  |  |
| **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

**Course Policies**

* **Online Course Specifics**
	+ **As this course ends in a XXX6 (six), it is a completely online course and does not require any F2F (face-to-face) meetings.** Thus, in general, this course does not need a COVID policy and will operate under the normal academic policies and expectations.
	+ A student taking this online course will need a **reliable computer (NOT a tablet or a smartphone), 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.**
	+ All course communications and interactivity are possible through the LMS (learning management system), which allows for online discussions, email, web conferencing and chats with the instructor, along with testing and submission of assignments.
	+ Besides a reliable computer, the student will need access to reliable Internet, even if the University closes. Please be prepared for this contingency by ensuring that you have access to both a computer and Internet.
	+ **REGULARY check Canvas**: A recommended minimum of every 48-72 hours for announcements, assignments, lectures, etc.; login analytics will be monitored by the instructor; **in general, a 3-credit hour class involves a minimum of 6 to 9 hours of study time per week**
	+ **Reply to Student Email**: When contacting me via email, I will respond within 48 hours if possible; if it is an emergency, please call my office phone.
* **Emergency Contingency Plan:** This course is completely online and should be able to be conducted even if the University closes campus. If class activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
* **Make sure you have viewed the A Healthier U policy @** <http://ahealthieru.auburn.edu/?ref=hpslider>
* **Academic Regulations:** All due dates for assignments are posted in Canvas and the tentative Schedule (see below)
* **Late Assignments:** This pertains only to those with valid excuses according to the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/)
	+ Late assignments will be accepted if you provide written documentation for your missed assignment **within one week (7 days) after the due date and if your instructor determines that the missed due date is excused based on Auburn University policy.**
	+ The explanation must be on original letterhead, contain the original signature of the attesting official (physician, judge, social worker), and provide the name and phone number of a contact person (nurse, assistant, etc.); thus, a photocopy may not suffice
	+ Please refer to the Auburn University Student Policy eHandbook for guidelines on "Academic Regulations" [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies)
* **Academic Honesty**: All work is expected to be original and creative.
	+ Plagiarism and other forms of cheating will not be tolerated.
	+ The Department of Educational Foundations, Leadership, and Technology follows the guidelines for "Academic Regulations" as described in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) found at [Academic Regulations](http://www.auburn.edu/studentpolicies).
	+ You are responsible for knowing and adhering to the AU Guidelines.
	+ Papers, presentations, projects, or any other assignments previously submitted for credit in another course will not be accepted in this course. If previously submitted work is submitted, a grade of zero will be awarded to the assignment; **if you have a question about this, notify me and ASK.**
* **Group or 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.
* **Accommodations:**
	+ Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with me during the first week of classes.
	+ **You will not be able to use your accommodations until you meet with me, as noted in the AU Policies**
	+ As this is an online class, you have the flexibility of working at your own pace during the week.
		- This course provides videos that have closed captioning (CC) that allows you to take notes, if needed; thus note takers are redundant.
		- In addition, many of the videos should have transcripts provided as additional resources that you can use for note-taking also.
		- You can review the videos at your own pace, and re-review them as needed to help provide comprehension and understanding.
	+ If you have any questions about accommodations, please contact the Office of Accessibility [Accommodations](https://fp.auburn.edu/disability/), 1228 Haley Center, 334-844-2096 (voice/TDD).

**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.