**Workforce Education**

**ADED 7640 Syllabus – v1**

**Auburn University**

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

**Fall 2021**

**Class Time:** **Wednesdays – 5 to 8 PM**

**Location: HC 2467**

**Professor:** Dr. Leslie Cordie

Associate Professor, Adult Education  
Affiliate Faculty – University Writing

**Office:** Haley Center 3066

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

**Office Tel:** (334) 844-3089

**Office Hours:** Wednesday – 10 AM to 4 PM and by appointment

**Course Number:** ADED 7640

**Course Title:** Workforce Education

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

**Pre/Corequisites:** None

**Required Texts:**

Bonvillian, W. B., & Sarma, S. E. (2021). *Workforce education: A new roadmap*. The MIT Press. (available through Canvas ALL Access).

Additional readings may come from 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> (free pdf download and online links)
* Short, T., & Harris, R. (Eds.). (2014). *Workforce development: Strategies and practices.* Singapore: Springer. ( 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, continuing professional development, human resources, workforce systems, 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 and workforce 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 workforce employability skills
* Explore the structures and types of continuing professional development and lifelong learning in the workplace

**Course Content and Philosophy:**

**There are approximately 15 sessions** during the semester that include with a variety of topics related to workplace education and development. This course is a blended format that will include face-to-face sessions, Zoom meetings, online lectures, open access resources, 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 discussions and activities, and to be collaborative and supportive of all members in the learning setting. Group work may be required and expected as it is necessary in the workplace.

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 videoconferencing, online discussions, email, web conferencing, along with testing and submission of assignments.

**A student taking this course will need a reliable computer, a webcam, Internet access, and must understand how to operate a variety of software programs.** 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 (42 points total)**

* Set up Flipgrid Account - 2
* Introduction Discussion – 3
* Discussion Participation (6) @ 3 pts ea - 18
* Choose a Discussion Lead Topic – 2
* Discussion Leader Reflection - 3
* Guest Speaker Reflections – Flipgrid 4 @ 3 points each – 12
* Attendance - Final Grade Implications

***Discussion Posts:***

* There will be approximately **six (6) collaborative discussions** facilitated by groups during the semester that will be hosted during the class timeframes
* Each discussion question will be based on an assigned topic/foundational area
* Students will be assigned/selected as **Discussion Leaders for at least one (1) Discussion** on a specific topic related to workforce education
* **Additionally, students will also be required to share their assignments for both the ePortfolio, the Final Presentation, and the Job Analysis on the Discussion Board (see those assignments for more information)**
* If there is a need, additional discussions may be added to the course; participation in all discussions may affect the Final Grade.

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

* Attendance is required for all the face-to-face sessions (and Zoom) which are scheduled during normal class meeting times
* All students are expected to view any videos, complete the readings, and review any of the resources posted in Canvas listed for each week
* The student access information can be reviewed by the instructor in terms of login analytics provided in Canvas and may be counted toward the Final Grade
* Make sure you are spending the time necessary reading and reviewing the information posted to help develop competency related to the content; for every 3 hours of classroom time, an additional 6 to 9 hours of study, reflection, and application time are the minimum for a graduate level course

***Peer Reviews – Eli Review***

* Several assignments require you to provide your classmates with suggestions /improvements/corrections
* These assignments include, but are not limited to the following – ePortfolio, Presentation, and Job Analysus
* 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.

***Reflection Summaries – Guest Speakers***

* You will be asked to set up a Flipgrid Account; instructions are provided in Canvas
* For each of the guest speakers, you will be required to reflect on what was learned during the session and how it relates to workforce education

1. **Workforce Education Recorded Presentation (53 points total)**

* Set up Eli Account – 3 (also for other assignments)
* Select a Workforce Topic - 5
* Presentation Outline - 10
* Peer Reviews of Outline - 5
* Final Presentation Recorded Session - 15
* Peer Reviews of Final Presentation - 10

Share Presentation on Discussion Board - 5

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 focused on an area related to workforce education/development. An suggested structure for any 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
    - Explain how the topic 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)** 
    - Share the purpose for the presentation
    - Include 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** should be used 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)
  + **References –** support your presentation with 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; thus, try to include reflective questions, animations, discussions, quizzing, polling, and other modes of engaging the audience in the materials

1. **ePortfolio (30 points total)**

ePortfolio Draft 15

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.

1. **Job Analysis Project (25 points total)**

* Job Analysis Project 10 pts
* Peer Reviews of Job Analysis 10 pts
* Discussion Post for Job Analysis 5 pts

Job analysis is the process of studying a job to determine which activities and responsibilities it includes, its relative importance to other jobs, the qualifications necessary for the performance of the job and the conditions under which the work is performed. An important concept in job analysis is that the job, not the person doing the job, is assessed.

This assignment will involve completing a job analysis using O\*Net, The Occupational Information Network.

There are 3 parts to this assignment (see Canvas for more information)

* Job Analysis - Research and complete a job analysis using the template provided
* Peer Reviews of the Job Analysis Report
* Sharing the information on the Discussion Boardl.

**Evaluation/Grading of Assignments:**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | |
| **Presentation Components and Points**   * Set up Eli Account - 3 * Select a Workforce Topic - 5 * Presentation Outline - 10 * Peer Reviews of Outline - 5 * Final Presentation Recorded Session - 15 * Peer Reviews of Final Presentation - 10 * Share Presentation on Discussion Board - 5 | **53** |
|  |  |
| **ePortfolio**   * Draft ePortfolio - 15 * Peer Review of ePortfolios - 10 * Share ePortfolio on Discussion Board - 5 | **30** |
|  |  |
| **Implicit Bias Reflection** | **10** |
|  |  |
| **Discussions / Participation**   * Set up Flipgrid Account - 2 * Introduction Discussion – 3 * Discussion Participation (6) @ 3 pts ea - 18 * Choose a Discussion Lead Topic – 2 * Discussion Leader Reflection - 3 * Guest Speaker Reflections – Flipgrid   4 @ 3 points each - 12 | **42** |
| **Job Analysis Project**   * Develop Profile - 10 * Peer Reviews - 10 * Share on Discussion Board - 5 | **25** |
|  |  |
| **Attendance** | **Final Grade** |
|  |  |
| **Total Points** | **160** |

The following grading scale will be used:

|  |  |  |
| --- | --- | --- |
| **Grade** | **Percentage** | **Points** |
| A | 90-100 | 144-160 |
| B | 80-89 | 128-143.9 |
| C | 70-79 | 112-127.9 |
| D | 60-69 | 96-111.9 |
| F | Below 60 | Below 96 |

**Course Policies**

* **Face Coverings**
  + Face coverings/masks are required in all buildings, classrooms and instructional laboratories.
  + All students enrolled in this course are required to properly wear a face covering that covers the nose and mouth while inside the classroom.
  + **Failure to comply with this requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation.**
  + Please consult the Classroom Behavior Policy in the Student Handbook for additional details. <http://graduate.auburn.edu/handbook/>
* **Course Specifics**
  + Zoom Policies
    - In general, we offer Zoom for a very specific and limited set of circumstances; for example, an extension agent not working the Auburn area
    - Webcam - If you are using Zoom, you MUST have your webcam on for the majority of the classroom time and respect the classroom enviroment
    - Microphone – mute your microphone when not speaking and limit the background noise; consider using headphones with a microphone
    - Space – ensure that you hare in a quiet area that allows you to participate in class and limit noise
    - Focus – this is a profession, graduate level class and multi-tasking is not acceptable; ensure that driving, children and pets are not part of the classroom environment
    - See <https://www.shrm.org/resourcesandtools/tools-and-samples/exreq/pages/details.aspx?erid=1640>
  + Absences from Class
    - **Lack of attendance may affect your Final Grade**
    - See the [Student Handbook](http://www.auburn.edu/student_info/student_policies/) for excused absences based on Auburn University policy
    - ***If you plan to miss more than 3 sessions, please consider dropping the course***
  + Technology
    - A student taking this course will need a **reliable computer (NOT a tablet or a smartphone), must understand how to operate a variety of software programs, a webcam, and access to reliable Internet**
    - **Besides a reliable computer and webcam, the student will need access to reliable Internet**
  + Communication
    - All course communications and interactivity are possible through the LMS (learning management system), which allows for videoconferencing, discussions, email, web conferencing and chats with the instructor, along with testing and submission of assignments.
    - **REGULARY check Canvas**: 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.
  + **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)
  + A**cademic 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**
  + This course is being recorded, thus you can review the recordings at your own pace, and re-review them as needed to help provide comprehension and understanding
  + If there are video materials posted from outside , they usually have closed captioning (CC) that allows you to take notes, if needed
  + In addition, many of the videos have transcripts provided as additional resources that you can use for note-taking also.
  + 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Topic(s)** | **Assignments/Activities/Readings** |
|  | Thursday |  |  |
| 1 | Aug 18 | Welcome / Introduction – Course Overview and Syllabus | * **DUE – Eli Review Account Set Up** * **DUE – Choose Week/Topic Discussion Leader** * **DUE – Introduction Discussion in Canvas** * **REVIEW Course Syllabus / Canvas web site materials** * VIEW any videos or lectures posted in Module 1   + Discussion Board Etiquette   + The Work Ahead – Foreign Relations Council * REVIEW Readings or Resources Assigned in Module 1   + Discussion Etiquette Handout   + Textbook – Chapter 1 - Introduction * REVIEW Course Homepage for Assignments Updates or additional Comments * REVIEW Optional Resources for additional course materials * POST any course questions in the FAQ Discussion Board |
|  |  |  |  |
| 2 | Aug 25 | History and Philosophical Foundations of Workforce Education  **Topics:**   * **Workforce Education Overview** * **ePortfolio** | * **DUE – Select Presentation Topic** * **DUE – Set up Flipgrid Account** * VIEW any videos or lectures posted in Module 2   + TD, Andragogy, ADDIE – Gregg Learning   + **ePortfolio Materials** * REVIEW Readings or Resources Assigned in Module 2   + Textbook - Chapter 2 - The American Working Class   + Textbook – Chapter 3 – Breakdown in Workforce ED * REVIEW Course Homepage for Assignments Updates or additional Comments * REVIEW Optional Resources for additional course materials * POST any course questions in the FAQ Discussion Board |
|  |  |  |  |
| 3 | Sept 1 | Economics and Labor Market Foundations | * VIEW any videos or lectures posted in Module 3   + Workforce Planning – Gregg Learning * REVIEW Readings or Resources Assigned in Module 3   + Textbook - Chapter 6 - The Broken Labor Market   + Outlook Occupational Handbook * REVIEW Course Homepage for Assignments Updates or additional Comments * REVIEW Optional Resources for additional course materials |
|  |  |  |  |
| 4 | Sept 8  ONLINE | Public Policy Contexts | * **DUE –Submit Presentation Outline – Eli Review** * **ONLINE – Working Week!** * VIEW any videos or lectures posted in Module 4   + Employment Law – Gregg Learning * REVIEW Readings or Resources Assigned in Module 4   + Textbook - Chapter 4 – Technology vs Jobs   + Textbook - Chapter 5 – The Three Sectors   + Summary of Laws - DOL * REVIEW Course Homepage for Assignments Updates or additional Comments * REVIEW Optional Resources for additional course materials |
|  |  |  |  |
| 5 | Sept 15 | Sociological Foundations | * **DUE – Implicit Bias Reflection** * VIEW any videos or lectures posted in Module 5   + Managing Diversity – Gregg Learning   + Implicit Bias – Lesson 5 - UCLA * REVIEW Readings or Resources Assigned in Module 5   + SHRM Advancing Equity   + Civil Rights Act of 1964   + Implicit Association Test - Details / FAQs * REVIEW Course Homepage for Assignments Updates or additional Comments * REVIEW Optional Resources for additional course materials |
|  |  |  |  |
| 6 | Sept 22 | Employability Skills | * **DUE – Peer Reviews of Presentation Outlines** * VIEW any videos or lectures posted in Module 6 * REVIEW Readings or Resources Assigned in Module 6   + Textbook - Chapter 9 - The Educational Content   + Employability Framework - PERN web site * REVIEW Course Homepage for Assignments Updates or additional Comments * REVIEW Optional Resources for additional course materials |
|  |  |  |  |
| 7 | Sept 29 | Partnerships | * **DUE – ePortfolios – Submit to Eli Review** * VIEW any videos or lectures posted in Module 7   + Workforce Development Partnerships   + Living Classroom Partnerships   + Economic and Community Development * REVIEW Readings or Resources Assigned in Module 7   + Textbook - Chapter 7 - The University Role in Workforce Education * REVIEW Course Homepage for Assignments Updates or additional Comments * REVIEW Optional Resources for additional course materials |
|  |  |  |  |
| 8 | Oct 6  Oct 5 –  Mid-Semester  ONLINE | Professional Development | * **ONLINE – Working Week!** * VIEW any videos or lectures posted in Module 8   + Creating a Mentoring Program   + CPD – Continuing Professional Development   + Coursera * REVIEW Readings or Resources Assigned in Module 8   + Textbook – Chapter 8 – New Educational Technologies   + Textbook – Chapter 11 – New Content Delivery Models   + Vol 3 XH 58 – Mapping the Field * REVIEW Course Homepage for Assignments Updates or additional Comments * REVIEW Optional Resources for additional course materials |
|  |  |  |  |
| 9 | Oct 13 | ePortfolio Reviews | * **DUE – Peer Review of ePortfolios** * REVIEW Course Homepage for Assignments Updates or additional Comments * REVIEW Optional Resources for additional course materials * Course Materials TBA |
|  |  |  |  |
| 10 | Oct 20 | Discussions 1 Public Policy  Discussion 2 Labor Markets | * **DUE – Job Analysis Project – Submit to Eli Review** * **DUE - Discussions 1 Public Policy** * **DUE - Discussion 2 Labor Markets** * **DUE – Guest Speaker Reflection 1** * **GUEST SPEAKER – Part 1 (TB)** * **Discussions – Part 2** * REVIEW Course Homepage for Assignments Updates or additional Comments * REVIEW Optional Resources for additional course materials |
|  |  |  |  |
| 11 | Oct 27 | Discussions 3 Employability Skills  Discussion 4 Sociological Foundations | * **DUE - Share your ePortfolios** * **DUE – Guest Speaker Reflection 2** * **DUE - Discussions 3 Employability Skills** * **DUE - Discussion 4 Sociological Foundations** * **GUEST SPEAKER – Part 1 (LC)** * **Discussions – Part 2** * REVIEW Course Homepage for Assignments Updates or additional Comments * REVIEW Optional Resources for additional course materials |
|  |  |  |  |
| 12 | Nov 3 | Discussions 5 Professional Development  Discussion 6 Partnerships | * **DUE – Job Analysis Project – Peer Reviews** * **DUE – Guest Speaker Reflection 3** * **DUE – Final Student Presentations –Submit to Eli Review** * **DUE - Discussions 5 Professional Development** * **DUE - Discussion 6 Partnerships** * **GUEST SPEAKER- Part 1 (MS)** * **Discussions – Part 2** * REVIEW Course Homepage for Assignments Updates or additional Comments * REVIEW Optional Resources for additional course materials |
|  |  |  |  |
| 13 | Nov 10 | Job Analysis Trends | * **DUE – Guest Speaker Reflection 1** * **DUE – Discussion Leader Reflections** * **GUEST SPEAKER – Part 1 (JK)** * **Discussions – Part 2** * REVIEW Course Homepage for Assignments Updates or additional Comments * REVIEW Optional Resources for additional course materials |
|  |  |  |  |
| 14 | Nov 17  Last Day to Withdraw Nov 19 | The Future of Work | * **DUE – Job Analysis Project – Discussion Reflection** * **DUE – Peer Review of Presentations** * REVIEW Readings or Resources Assigned in Module 15   + Textbook – Chapter 10 – The Apprenticeship Model   + Textbook – Chapter 12 – New Roadmap for Workforce Systems * REVIEW Course Homepage for Assignments Updates or additional Comments * REVIEW Optional Resources for additional course materials |
|  |  |  |  |
|  |  | Thanksgiving Break  Nov 22-26 | NO COURSE MATERIALS |
|  |  |  |  |
| 15 | Dec 1 | Student Presentations | * **DUE - Share Final Presentation** |
|  |  |  |  |
| 16 | Dec 6-10 | Final Exam/Grading Period  **NO EXAM in this Course as Project / Application Based** | Final Grades to be Posted in Canvas and Banner by Dec 13  \*\*please notify me if you are graduating Fall 2020\*\* |