**Workforce Education**

**ADED 7640 Syllabus – v1**

**Auburn University**

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

**Fall 2022**

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

**Location: Zoom – Synchronous (combined F2F /Distance)**

**Professor:** Dr. Leslie Cordie

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Affiliate Faculty – University Writing

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**Office Hours:** Tuesdays – 10 AM to 3 PM and by appointment

**Course Number:** ADED 7640 (combined F2F /Distance)

**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 synchronous 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/Reflections (55 points total)**

Introduction on Flipgrid 5

 Discussion Leader Reflection 5

 Discussions 6 @ 3 points each 18

 Choose Discussion Group 3

 Reflection Summaries on Flipgrid

– Guest Speakers 6 @ 4 points each 24

Attendance Final Grade Implications

***Discussion Posts:***

* There will be approximately **six (6) discussions** posted during the semester that will be hosted during the class timeframes
* Each discussion question will be based on an assigned topic/foundational area for the course
* 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 and the Final Presentation on the Discussion Board (see those assignments for more information)
* If there is a learning 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 Zoom sessions 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***

* Several assignments require you to provide your classmates with suggestions /improvements/corrections
* 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.
* Rubrics are provided to guide the feedback process in Canvas

***Reflection Summaries – Guest Speakers***

* Several assignments require you to reflect on our guest speakers and connect it to the course content and develop your critical thinking and communication skills
* This assignment will be a reflective video post in Flipgrid, a free, external tool that will expose the student to 21st century technologies used in the workplace
* Questions include:
	+ What aspects of the guest speaker presentation were interesting? Which were not? Be specific as to the WHY
	+ Explain how the experience or stories might inspire or motivate you in relation to workforce education and training
	+ What did you learn about the company and its employees; explain the relevance to workforce education and training.
	+ What knowledge and skills are important to the guest speaker’s company? For example, what KSAs are needed to be successful and WHY?
	+ Which course materials from the course support the guest speaker’s presentation?
1. **Workforce Education Recorded Presentation (40 points total)**

Select a Presentation Topic 5

Presentation Outline Draft & Peer Review 10

Final Recorded Presentation & Peer Review 20

Discussion Post for Presentation 5

The main goal of this course is to develop basic skills and knowledge related to workforce education and research. Thus, the Workforce Education Presentation assignment will be focused on an area related to workforce education/development. A 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 main 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 (25 points total)**

Resume or CV 5

Outline or Storyboard 5

ePortfolio Draft & Peer Review 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 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. The ePortfolio also establishes your professional identity.

**Components of the ePortfolio:**

You will be responsible for 4 main areas to be completed in the ePortfolio: (1) Welcome page; (2) About Me/Biography page; (3) Work or Graduate Experience 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 1-2 pages 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*** Select a Workforce Topic – 5
* Presentation Outline & Peer Review - 10
* Recorded Presentation & Peer Review - 20
* Share Presentation on Discussion Board - 5
 | **40** |
|  |  |
| **ePortfolio** * Resume or CV - 5
* Outline or Storyboard - 5
* ePortfolio Draft & Peer Review - 10
* Share ePortfolio on Discussion Board - 5
 | **25** |
|  |  |
| **Implicit Bias Reflection**  | **10** |
|  |  |
| **Discussions/Reflections/Participation*** Choose Discussion Group - 1
* Discussion Leader Reflection - 7
* Discussion Participation (6) @ 3 pts each

 = 18* Introduction Discussion – 5
* Guest Speaker Reflections – 6 @ 4 pts each = 24
 | **55** |
|  |  |
| **Attendance at Zoom Sessions - Mandatory** | **Final Grade** |
|  |  |
| **Total Points** | **130** |

The following grading scale will be used:

A = 90% - 100% / 117 - 130 points

B = 80% - 89% / 104 – 116.9 points

C = 70% - 79% / 91 – 103.9 points

Below 70% = Failing Grade

**Course Policies**

* **Course Specifics**
	+ Zoom Policies
		- Webcam - If you are using Zoom, you MUST have your webcam on for the majority of the classroom time
		- 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
	+ 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 and stable 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 notify me BEFORE the assignment is DUE; notification requires 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
	+ 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**
	+ Some parts of this course are being recorded; thus, you can review the recordings at your own pace, and re-review them as needed to help provide comprehension and understanding; in addition, rudimentary translation is available with Closed Captioning and transcripts
	+ 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 external video materials 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.