WED 511
INSTRUCTIONAL TRENDS IN WORKFORCE EDUCATION PROGRAMS
Spring 2016

COURSE DESCRIPTION

Examination of research relating to instructional emphases and strategies unique to career and technical training programs, corporate training programs, and adult education.

COURSE OBJECTIVES

Students will:

1. explore research relating to effective teaching methods for cross-disciplinary environments, including all career and technical education content areas.

2. conduct a systematic study of innovative teaching methods in order to make informed decisions to develop and enhance secondary and postsecondary teaching in each of these content areas: (a) agricultural education, (b) business, marketing, and computer education, (c) family and consumer sciences, (d) health careers, and (e) technology education.

3. investigate new and emerging instructional strategies employed in adult programs and business/technical training divisions.

4. observe and interact with master instructors regarding their experiences with various instructional strategies and provide feedback as colleagues develop instruction.

TEXTBOOK


INSTRUCTOR INFORMATION

Dr. Barbara Hagler
Office: Pulliam 210 Phone: 618-453-1969 Email: bhatler@siu.edu
Office Hours: 1:00-3:00 Tuesdays; 1:00-5:00 Wednesdays; or by appointment
COURSE PRODUCTS

- Research Article Reviews 600 points
  - 12 articles (One-page summaries)
- Final Project and Presentation 100 points
- Class Attendance and Participation 100 points
- Teaching Method Presentation 200 points

GRADING SCALE

A = 900 to 1000 points
B = 800 to 899 points
C = 700 to 799 points
D = 600 to 699 points
F = Below 600 points

ATTENDANCE AND MAKE-UP POLICY

Interaction with your instructor and students is an integral part of the learning process. Therefore, your attendance in class is required. Failure to attend will result in a reduction of class attendance and participation points. If it is absolutely necessary to be absent, it is important that you notify your instructor prior to the class meeting. Any missed tests, presentations, or assignments may be made up at a later date if the student has been given advance approval by the instructor. Students failing to officially withdraw before the official drop date will receive a failing grade "F" for the course.

LATE WORK POLICY

All assignments are required to be submitted to the instructor by the posted due date. Any assignments that are turned in after the due date, without prior approval from the instructor, will be reduced by five points for every day late.

TENTATIVE SCHEDULE

January 20   Introduction
January 27   Collaborative Learning Article Review
February 3   Contextual Learning Article Review
February 10  Problem-Based/Project-Based Learning Article Review
February 17  Service Learning Article Review
February 24  Learning Styles Article Review
March 2    Multiple Intelligences Article Review
March 9    No Class
March 16   Break
March 23   No Class
March 30   Motivation Article Review
           Homework Article Review
April 6    Memory Article Review
April 13   Authentic Assessments Article Review
April 20   Higher-Level Thinking Article Review
April 27   No Class
May 4      Workplace/Soft Skills Article Review
May 11     Final Project and Presentation Due

WED 511 RESEARCH ARTICLE REVIEWS AND FINAL PROJECT

RESEARCH ARTICLE REVIEWS

You will find and summarize 12 research articles with publication dates from 2010-2016. You will write a one-page summary of each article following APA guidelines. Use 1” side margins and double-spacing for the summaries.

Each review will start with the source in APA reference format at the top of the page. Then, in a few succinct paragraphs you will provide a thorough summary of the article. Answer questions such as these: What is the article about? What are the main points that should be remembered?
These reviews will be submitted throughout the semester according to the dates provided in your syllabus. You must submit a copy of the article with each review.

FINAL PROJECT AND PRESENTATION

In three to four pages, you should discuss the most important things you have learned from the articles and teaching method presentations this semester. Indicate how you will put this information to use in the future. Each student will have five minutes to share the five most important things learned in WED 511.

TEACHING METHOD PRESENTATION

Each student will select a teaching method on this list (or another with teacher permission). In about 20 minutes you will provide a demonstration of how this method could be used in your present or future classroom.

Then, in about five minutes present some advantages and disadvantages of the use of this teaching method. Also, provide suggestions of how and when the method might best be used.

Prepare a one-page handout with information about the teaching method for each student in the class. Think of the handout as a summary of all the information you read as you prepared for the presentation.

The rest of the class will be students for this activity. Each student will have a different teaching method and will be assigned a date for presentation.

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