



**PRESENTATION GUIDES**

WED 584 - Curriculum Foundations for  
Work Education

Summer 2009



## Table of Contents

A. Orientation .....	1
B. Objective #1 - Workplace Education Curriculum .....	3
C. Objective #2 - HPI Program Development Process .....	10
D. Objective #3 - HPI Program Development .....	13
<u>En route Objectives</u>	
#1 - Organizational/Occupational Analysis .....	13
#2 - Convert Organizational/Occupational Data to Curriculum .....	15
#3 - Program Administration/HPI Learning Materials .....	17
E. Objective #3 - DACUM .....	19
F. Objective #4 - Product-based Curriculum .....	20
G. Closure .....	22

# Presentation Guide

## Orientation

### Visuals

**0**

- A. Name and title of course
  
- B. Administrative Considerations
  - 1. Roll
  - 2. Location of class meetings
  - 3. Days of meetings/holidays
  - 4. Timekeeper
  - 5. Student information cards
  - 6. Preliminary examinations
  - 7. Homepage
    - a. Syllabus
    - b. Presentations Guides
    - c. Visuals Index
    - d. Visuals Record
    - e. Test Index - Midterm Exam
    - f. Test Index - Final Exam
    - g. Multiple Choice Test Items
  
- C. Class Introductions
  
- D. Learner's and Instructor's Guide
  - 1. Syllabus

## 2. Assignment Sheets

### a. Schedules

- 1) Semester (p 8 )
- 2) Four Week (p 9)

### b. Dates

### c. Reading assignments completed **before** coming to class

### d. Discussion topics parallel objectives

## 3. Organization

### a. Introduction (p. 26)

### b. RPO/LOLA (p. 29-30)

### c. Developmental worksheets (optional)

## E. Miscellaneous

1. “Try” doesn’t count
2. “Monkey business”
3. Starkweather
4. Retention curve
5. Award that which is earned
6. 90% don’t come by
7. It is a business

## **Presentation Guide**

### Unit One - Philosophical and Theoretical Development

#### **Visuals**

**Objective #1** - Discuss the Organization and Development of Workplace Education Curriculum

- |  |          |
|--|----------|
| A. Organization of Curriculum  | <b>1</b> |
| 1. Discussion  |          |
| a. Definitions   |          |
| b. Curricular/Extracurricular  |          |
| B. Liberal Arts (discussion)   | <b>2</b> |
| 1. Ideas, subject matter, eternal truths,<br>Great Books, Idealistic, virtues/values,<br>theological influence | <b>3</b> |
| 2. Trivium   |          |
| a. Middle Ages   |          |
| b. Lower division of the seven<br>liberal arts   |          |
| c. Grammar, logic, rhetoric  |          |
| d. Letters, words  |          |
| 3. Quadrivium  |          |
| a. Middle Ages   |          |
| b. Higher division of the seven<br>liberal arts  |          |

- c. Arithmetic, geometry, astronomy,  
music
    - d. Numbers
  - 4. Axiology - What is “good?” Morals, ethics,  
virtues/values
  - 5. Ontology - What is “real?” reality, being
  - 6. Epistemology - What is “knowledge?”
  - 7. Market?
  
- C. General Education (discussion) **4**
  - 1. Issues/topics/problems of **5**  
contemporary society
  - 2. Pragmatic
  - 3. Values/virtues
  - 4. Market?
  
- D. Specialized Curriculum **6**
  - 1. Types **7**
    - a. Employment Preparation (HPI)
    - b. Adult Education
    - c. Workplace Education
      - 1) Awareness
      - 2) Exploration
      - 3) Orientation
      - 4) HPI

- d. Other
- e. Markets?

## E. Saber-Tooth Curriculum 8

- 1. New-Fist-Hammer-Maker
  - a. Societal needs: food, clothing, shelter
  - b. Concept of school
  - c. Concept of curriculum
    - 1) Definition
    - 2) New-Fist's curriculum
      - a) Fish grabbing
      - b) Woolly-horse clubbing
      - c) Sabertooth~tiger scaring
    - 3) Challenge by those of the "Great Mystery"
  - d. Environmental changes
    - 1) Glacier, dirty water
    - 2) Woolly horses moved
    - 3) Saber-toothed tigers died
  - e. Proposed changes
    - 1) Fishnet-making
    - 2) Antelope snaring
    - 3) Bear catching
  - f. The "conflict"

F. Workplace Education	<b>9, 10</b>
1. Interesting Statistics	<b>11</b>
2. Definition of Terms	<b>12</b>
3. 24 hour clock	<b>13</b>
4. Definition of Workplace Education	<b>14</b>
5. Purpose	<b>15</b>
6. Characteristics of Workplace Education	<b>16-18</b>
7. Workplace Education Curriculum Model	
a. 3-D Curriculum Model	<b>19</b>
b. Multiple Axes	<b>20</b>
c. Occupational Categories	<b>21-23</b>
d. Coordination of Phases by Grade Level	<b>24</b>
e. Developmental Modules	<b>25</b>
f. Behavioral Emphasis	<b>26</b>
g. Workplace Education/Schoolday	<b>27</b>
8. Developmental Modules	
a. Awareness	
1) Grades 1-7	<b>28</b>
a) “As perceived through the eyes of . . .”	
(1) Realism	
b. Exploration	

1) Grade 8	<b>29</b>
a) Experimentalism, Pragmatism	
b) <i>Employee-based</i> learning enterprise	
2) Grade 9	<b>30</b>
a) <i>Employer-based</i> learning enterprise	
c. Orientation	
1) Grade 10	<b>31</b>
a) Cooperative education minus HPI	
d. HPI	
1) Grade 11 and beyond	<b>32</b>
a) HPI	
e. Auxiliary Modules	<b>33</b>
1) Guidance Information Module	
2) Academic Subject Matter Nodes	
 G. Progression Through The Curriculum	
1. Awareness: Grades 1-7	<b>34</b>
2. Exploration: Grades 8-9	
a. <i>Employee</i> Module: Grade 8	<b>35</b>
b. <i>Employer</i> Module: Grade 9	<b>36</b>

1) General Question	<b>37</b>
3. Orientation: Grade 10	<b>38</b>
a. Specific Question	<b>39</b>
4. HPI: Grade 11 and Beyond	<b>40</b>
a. Characteristics of the Workplace~ Learningplace Spiral	<b>41-42</b>
<b>H. Developmental Goals</b>	
1. Concept of “empty spheres”	
2. Parameters/Boundaries	
3. Developmental Modules	
a. Workplace <i>Awareness</i> Module	<b>p 23</b>
b. Workplace <i>Exploration</i> Module	
1) Employee Module	<b>p 24</b>
2) Employer Module	<b>p 26</b>
c. Workplace <i>Orientation</i> Module	<b>p 27</b>
d. HPI Module	
1) Long-range Employment Preparation Option	<b>p 29</b>
2) Extended Exploration Option	<b>p 31</b>
3) JITHPI Option	<b>p 33</b>
4. Auxiliary Modules	
a. Guidance Information Module	<b>p 35</b>
b. Academic Subject Matter Nodes	<b>p 36</b>
<b>I. Implications For Teacher Education</b>	<b>24</b>

1. Awareness Module
2. Exploration Modules
  - a. Employee Module
  - b. Employer Module
3. Orientation Module
4. HPI Module
  - a. Vocational education (grades 11-12)
  - b. Technical education (grades 13-14)
  - c. Professional education (grades 15 and beyond)

**Presentation Guide**  
 Unit Two - HPI Program  
 Development

Visuals

Objective #2 - Review the HPI Program  
 Development Process

A. Review LOLA

**Guide**

B. “Blackbox” Curriculum Theory

**Drwng**

1. Behavioral View of Curriculum

2. Market?

3. Components

a. “Blackbox” (central component)

1) Other Names

a) “Treatment”

b) “Change Agent”

(1) David Williams

c) “Behavior Modification  
 Unit”

d) “Performance Improvement  
 Element”

e) The curriculum in its  
 various forms

f) “Means”

g) Learningplace

b. “Entrance”~“Exit”

- c. “Student”
  - 1) Adult learner
  - 2) “KSH” formula
- d. Prerequisites
- e. “Graduate”
  - 1) “KSH +”
  - 2) “Psycho-motor”
  - 3) “+” / “ends”/HPI
- f. ROI/“Performance Transfer”

### C. HPI Program Development Process

#### 1. Workplace-Learningplace Concept

**Circles**

#### 2. General Model

##### a. Three Phases

**43**

##### 1) Analysis

- a) Workplace words
- b) Organizational structure?
- c) Worker do?
- d) Worker need to know?
- e) “Establish the basis for . . .”

##### 2) Conversion

- a) Word transition
- b) Structure transition
- c) Activity transition
- d) Knowledge transition

- 3) Implementation/Development
  - a) Administrative Materials
  - b) HPI Learning Materials
    - (1) Knowledge-related learning materials
    - (2) Performance-related learning materials

### 3. Proposed Model

**Pp19-20**

- a. Recipe
- b. Purpose: To guide the development of an *articulated, modularized, competency-based* HPI program with *instructor-led, individualized* or *hybrid* learning materials.
- c. Focus
  - 1) Learningplace
    - a) Instructor-led
    - b) Individualized
    - c) Hybrid
- d. Phases
  - 1) Analysis
  - 2) Conversion
  - 3) Implementation/Development
- e. Worksheets

**Presentation Guide**  
 Unit Two - HPI Program  
 Development

**Visuals**

**Objective #3** - Discuss the Development of an Articulated, Modularized, Competency-based HPI Program

A. **En route Objective #1** - Conduct an Organizational and Occupational Analysis

B. Review RPO/LOLA

C. Purpose: To gather data regarding the *organizational structure, work activities* and *informational content* of an occupation.

D. *First phase* of the HPI Program Development Process

**44**

E. “Two Circles” (review)

F. Focus

1. Location ~ Workplace
2. Worker/SME

G. “*Establishes the basis for. . .*”

H. Three Questions

1. Organization/structure?
2. Worker “do?”
3. Worker “need to know”

I. Everything identified during the *analysis phase* of the HPI program development process will eventually manifest itself, in some form, in the learningplace: *organizational structure* will become *curricular structure*; *work activities* and *informational content* will become the curricular content of a *performance improvement curriculum*.

**Presentation Guide**  
Unit Two - HPI Program  
Development

**Visuals**

Objective #3 - Discuss the Development of an Articulated, Modularized, Competency-based HPI Program (cont'd)

- A. En route Objective #2 - Convert Organizational and Occupational Data to Curricular Data
  
- B. Review RPO/LOLA
  
- C. Purpose: To convert the *organizational structure, work activities and informational content* of an occupation identified during the analysis phase of the HPI program development process to *curricular structure and content* of a *performance improvement* curriculum.
  
- D. *Second phase* of the HPI Program Development Process
  
- E. “Two Circles” (review)

F. Transition from the Workplace to the Learningplace

1. Occupational *structure* to curricular *structure*
2. Work-based *activities* to curricular *activities* of an HPI program
3. Work-based *informational content* to the *informational content* of an HPI curriculum

**Presentation Guide**  
 Unit Two - HPI Program  
 Development

**Visuals**

Objective #3 - Discuss the Development of an Articulated, Modularized, Competency-based HPI Program (cont'd)

- A. En route Objective #3 - Prepare HPI Program Administration and Learning Materials
- B. Review RPO/LOLA
- C. Purpose: To prepare HPI program administration and learning materials
- D. *Third phase* of the HPI Program Development Process **45**
- E. “Two Circles” (review)
- F. Examples
  1. *Occupational* structure to *curricular* structure
  2. Tasks/learning objectives

### 3. Work activities and informational content to knowledge- and performance-related learning activities

**Presentation Guide**  
Unit Three - Application

Visuals

Objective #4 - Review the DACUM  
Program Development Process

A. Review LOLA

B.

C. Purpose:

**Presentation Guide**  
Unit Three - Application

**Visuals**

**Objective #5** - Review the Development of Product-based Curricula

A. Review LOLA

**Guide**

B. Purpose - To understand the logic, organization, content and development of product-based curricula

C. Logic

1. Closed system
2. “Begin with the end”
3. Develop components
  - a. Learning objectives - common thread among components

D. Components

1. Introduction
  - a. Purpose
  - b. Goals

2. Planning
  - a. Course Description
  - b. “Pre-defined” Process
  - c. “Pre-defined” Table of Contents
  - d. Table of Contents to Process - Add verbs
3. Implementation
  - a. Syllabus
  - b. Assignment Sheets
  - c. Reference Point Outline
  - d. Learning Objective~Learning Activities
  - e. Presentation-discussion Guide
4. Instructional Support
  - a. Visuals Index
  - b. Visuals Record
  - c. Home Page
5. Assessment
  - a. Course Product
  - b. Course Product Assessment Form
  - c. Course Examination
  - d. Test Index
6. Reporting
  - a. Resume
  - b. Academic/Professional Portfolio

## Presentation Guide

Closure  
WED 584

### Visuals

A.	Review for Examination	
	1. Organization of Curricula	<b>1</b>
	2. Workplace Education (Definition)	<b>14</b>
	3. Characteristics of Workplace Education	<b>16-18</b>
	4. Coordination of Phases by Grade Level	<b>24</b>
	5. HPI: grade 11 and beyond	<b>32</b>
	6. Characteristics of the Workplace~ Learningplace Spiral	<b>41-42</b>
	7. Three Phases	<b>43</b>
B.	Instructor-Course Evaluation	