

WED 592--Current Issues and Research

Fall, 2009

Marcia A. Anderson, Instructor

Orientation to the Course

The Ph.D. degree is the highest degree that the field of education can award. It should be conferred only upon those who demonstrate competence and professionalism and who hold promise of leadership and scholarship. During the period of graduate study, the student should evolve (or strengthen) a professional identity and become an inner-directed, self-sufficient learner.

Some of the goals of doctoral study are achieved via standard, content-based courses. This course represents evolving content in that issues and research are constantly changing. A primary purpose of this course is to assist students in identifying their professional system to stay abreast and remain current in the literature relating to the field.

Course Goals

1. To examine recent developments (primarily the last 3-5 years) and literature in professional education and the field of "workforce education" (i.e., career and technical education, career education, employment and training, human resources development).
2. To monitor educational, social, economic, and legislative events, issues, and policies as they evolve.
3. To aid students in planning and promoting their own professional development.
4. To strengthen the writing and information management skills of students.
5. To examine the nature of the academic marketplace and the workings of academic politics.
6. To provide a forum for discussion of student-initiated topics and issues.
7. To review and apply "classic" ideas and concepts as appropriate.

Resource Materials

A wide variety of articles, book excerpts, web sites, etc. is available as identified by the instructor. Other resources will be accumulated as the course evolves. This book is available in local bookstores or online:

National Center on Education and the Economy. (2008). *Tough choices or tough times: The report of the new Commission on the Skills of the American Workforce* (Revised and Expanded Edition). San Francisco: Jossey-Bass.

Topics and Activities

A portion of the course will be defined as it evolves (Goal 2) to take advantage of developments occurring during the session. Each class meeting will typically begin with a discussion of current events. Among the topics and activities presently planned are the following:

- The explosion of information and the need for information management skills.
- The secondary school reform movement, early 1990s to the present.
- Workforce education and school reform.
- Workplace skills—what is the fit?
- The changing workplace and worker demographics.
- Scientific or evidence-based research
- The education policies and programs at the Federal level under the current administration.
- New directions in education for work.
- Trends in human resource development.
- Professional ethics and responsibilities.

Categories of Student, Course, and Assignment Focus

- Broad Development Outside Profession
- Broad Field of Education
- Workforce Preparation
- Workforce Education
- Student's Special Field(s)
- Student's Subspecialty
- Student's Research Expertise

Assignments

Reading assignments and presentation schedules will be identified during the first class sessions. Students are expected to share recent research they have read or heard. Students will be expected to engage in a discussion of all readings as presented by the instructor. Students will also perform a variety of writing and information management projects including developing and implementing a professional reading plan and information management system. Activities designed to develop specific writing skills will be assigned. Knowledge and application of APA guidelines is a given.

Instructor Information

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Grading Policies

Points will be assigned based upon the following criteria:

Class attendance, preparation, and participation	100
Professional development plan	
• Professional reading plan	75
• Information management system	75
• Professional affiliation plan and current student membership	50
Presentation on assigned readings and related discussion questions	150
Weekly summary/reflection on assigned readings	100
Review of 10 refereed research articles	150
• one relating to broad education focus	
• one relating to workforce focus	
• 8 on student's broad research focus	
○ each must include a theoretical or conceptual framework	
• use structured abstract format	
• no more than two pages	
• APA 2010 perfect	
• Informal presentation on any one of the articles	
Midterm written project	150
Final written project	150
Total Points	1,000

A = 930 points

B = 870 points

Schedule

August 27 Purpose of and orientation to course
 General expectations of a doctoral student in Workforce Education and Development

- Explanation of Professional Development Plan—professional reading; professional affiliations plan; information management system
- Sept. 3 Relationship of activities to ongoing development of Research Identity Paper
Schedule presentations and research article reviews
Review expectations for course products; discuss structured abstract
Discuss readings distributed at first class meeting
- Sept. 10 Presentations on readings and discussion
Research article reviews
- Sept. 17 Presentations on readings and discussion
Research article reviews
- Sept. 24 Presentations on readings and discussion
Research article reviews
Submit at least two research article structured abstracts
- October 1 Presentations on readings and discussion
Research article reviews
- October 8 Presentations on readings and discussion
- October 15 Midterm written project
At least 5 research article structured abstracts must be submitted by now
- October 22 Draft of professional reading plan, professional affiliation plan, and information management system
Presentations on readings and discussion
Research article reviews
- October 29 Presentations on readings and discussion
Research article reviews
- November 5 Presentations on readings and discussion
Research article reviews
At least 8 research article structured abstracts must be submitted by now
- November 12 Presentations on readings and discussion
Research article reviews
- November 19 No Class—instructor at professional conference
- November 26 Thanksgiving Break
- December 3 Presentations on readings and discussion
Research article reviews
- December 10 Presentation and submission of professional reading plan, professional affiliation plan, and information management system
All 10 research article structured abstracts must be submitted
- December 17 Final written project