



## Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG POSTED \_\_\_\_\_  
 WEB POSTED \_\_\_\_\_

<b>DEPARTMENT NAME:</b> EDUCATIONAL LEADERSHIP	<b>COLLEGE OF:</b> Education
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<b>RECOMMENDED COURSE IDENTIFICATION:</b> PREFIX <u>  </u> ADE <u>          </u> COURSE NUMBER 6 <u>          </u> LAB CODE (L or C) <u>      </u> <i>(TO OBTAIN A COURSE NUMBER, GO TO <a href="http://www.fau.edu/academic/registrar/UUPCinfo/">www.fau.edu/academic/registrar/UUPCinfo/</a>)</i> COMPLETE COURSE TITLE <b>WORKPLACE LEARNING AND DEVELOPMENT</b>	<b>EFFECTIVE DATE</b> <b>(first term course will be offered):</b>  SPRING 2008 <u>          </u>
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<b>CREDITS: 3</b>	<b>TEXTBOOK INFORMATION:</b> Rowden, R. (2007). <i>Workplace Learning: Principles and Practice</i> . Malabar, FL: Krieger. Gilley, Egglund & Gilley (2002). <i>Principles of Human Resource Development</i> (2 <sup>nd</sup> Ed.). NY: Perseus Publishing. ISBN: 0-7382-0604-0.
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**GRADING (SELECT ONLY ONE GRADING OPTION):** REGULAR  PASS/FAIL  SATISFACTORY/UNSATISFACTORY

**COURSE DESCRIPTION, NO MORE THAN 3 LINES:**  
 Introduces learners to theoretical foundations and practical applications of workplace learning and development in educational, governmental, community and private organizations. Formal learning and training, informal and self-directed learning, and career development will be considered from the individual, group, and organizational levels in a multidisciplinary perspective.

<b>PREREQUISITES:</b> GRADUATE STATUS	<b>COREQUISITES:</b>	<b>OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):</b> GRADUATE STATUS
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PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS

**MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:**  
**18 GRADUATE HOURS IN ADULT EDUCATION AND/OR HUMAN RESOURCE DEVELOPMENT**

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.  
 Dr. Peggy Golden, Chair, Management and International Business, College of Business

Dr. Lucy M. Guglielmino ([lguglie@fau.edu](mailto:lguglie@fau.edu)) 561-706-0394 and Dr. Valerie Bryan ([bryan@fau.edu](mailto:bryan@fau.edu)) 561-799-8639  
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 Faculty Contact, Email, Complete Phone Number

### SIGNATURES

### SUPPORTING MATERIALS

<b>Approved by:</b> Department Chair: _____ College Curriculum Chair: _____ College Dean: _____ UGPC Chair: _____ Dean, Graduate Studies: _____	<b>Date:</b> _____ _____ _____ _____	<b>Syllabus</b> —must include all details as shown in the UGPC Guidelines.  <b>Written Consent</b> —required from all departments affected.  Go to: <a href="http://www.fau.edu/graduate/gpc/index.php">www.fau.edu/graduate/gpc/index.php</a> to download this form and guidelines to fill out the form.
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Email this form and syllabus to [sfulks@fau.edu](mailto:sfulks@fau.edu) and [eqirjo@fau.edu](mailto:eqirjo@fau.edu) one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

# FLORIDA ATLANTIC UNIVERSITY

## Department of Educational Leadership

### College of Education

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**COURSE NUMBER:** ADE 6387

**COURSE TITLE;** Workplace Learning and Development

**COURSE INSTRUCTOR:**

**Email:**

**CATALOG DESCRIPTION:**

The three-credit hour course introduces learners to theoretical foundations and practical applications of workplace learning and development in educational, governmental, community and private organizations. Formal learning and training, informal and self-directed learning, and career development will be considered from the individual, group, and organizational levels in a multidisciplinary perspective.

**COURSE CONNECTION TO THE CONCEPTUAL FRAMEWORK:**

A broad examination of theory and practice in workplace learning which encompasses a wide diversity of organizations and individuals provides a sound foundation for meaningful reflection and ethical decision-making by educational leaders in organizations.

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

The following guidelines were used in developing the course.

- CPAE Guidelines for Graduate Programs in Adult Education, ASTD Competency List, Adult Educator Assessment among others; incorporated in Knowledge, Attitudes, and Skills for Adult Educators (KASAE).
- Florida Educational Leadership Examination Competencies
- Florida Principal Competencies
- NCATE Competencies

**COURSE OUTCOME STATEMENTS:** This course will allow learners to:

- Begin to think strategically and critically about workplace learning and development and learning interventions, considering effective designs for diverse organizations and populations.

- Define the core theoretical principles related to workplace learning and development.
- Identify and contrast core philosophical and theoretical principles related to workplace learning and development and HRD.
- Identify and contrast core concepts and methodologies in the primary processes of organization development and individual development (i.e., training and career development).
- Understand and analyze organizations from the individual, group, and organizational perspective.
- Articulate an emerging belief about workplace learning and development.
- Experience and analyze group dynamics through a team-based learning project, recognizing and valuing diversity.

#### **TEXTBOOKS:**

Gilley, Egglund & Gilley (2002). *Principles of Human Resource Development* (2<sup>nd</sup> Ed.). NY: Perseus Publishing.  
ISBN: 0-7382-0604-0.

Rowden, R. (2007). *Workplace Learning: Principles and Practice*.  
Malabar, Fl: Krieger.

#### **Active Learning and Creating A Learning Environment**

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*“Teaching only happens when learning does.  
Learning only takes place when you teach something to yourself.”  
~ Anthony De Mello*

Learning can only happen when you take an active role. It is important to place more emphasis - on developing your insights and skills than on transmitting information. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will be more likely to result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your own mind.

Although an active role can look different for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of those around you (facilitator and your colleagues). You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues. During

class we will strive to clarify, supplement, and analyze the things you are reading. Lecture and presentations will be minimal; class sessions will include small and large discussion groups based on readings and pertinent current topics, “stories,” simulations, experiential exercises, application activities, case studies, guest speakers, etc. We will become a learning community, learning more broadly and deeply about the content through each others’ opinions, knowledge, and experience.

**You are responsible for all assigned readings and all materials, whether presented or not presented in class.**

As a participant in this class, you are expected to:

1. Be committed to learning as much as possible.
2. Be ready to work hard to reach class and learning goals.
3. Take responsibility to direct your own learning and study. Motivate yourself to excel in this course!
4. Appraise assigned readings and others you contribute critically and reflectively. Bring your books and readings to every class.
5. Raise relevant and fresh questions and contribute your observations and opinions. Help to keep our inquiry rigorous and lively.
6. Take class and team responsibilities seriously.
7. Practice good and constructive group participation methods and behaviors.
8. Conduct yourself with a high level of professionalism.
9. Treat other class members with the same respect and courtesy you would like for yourself at all times.
10. Help create a safe learning community that strives for mutual exploration, discovery, and learning.
11. Treat information shared in class with respect, sensitivity, and confidentiality.
12. Attend every class. In the fast track, five week courses, you cannot miss a class.

**ASSIGNMENTS AND EVALUATION**

Content-Tentative Course Outline for Fast Track Course-Subject to change

<b>#</b>	<b>Class Date</b>	<b>Readings due</b> <i>all readings due on date listed</i>	<b>Assignments Due</b> <i>all assignments are due on the date listed</i>
Week 1		HRD: Chapter 1 and 2 WPL: Chapter 1 and 3	Welcome and Introduction Overview of the Course Creating a Learning Community Reading Dialogue Chapters 1 and 2  Worksheet: The Role of the WPL Facilitator/Manager
Week 2		HRD: Chapter 3; 4; 5 WPL: Chapter 2; 4; 5	Story Journal Review Project: <i>Building the Learning Organization</i> Field Trip: Delray Beach Library: Is it a learning organization? Worksheet: Step One: Formulate a Vision Worksheet: Step Two: Communicate the Vision
Week 3		HRD: Chapter 6;7;8 WPL: Chapter 6	Story Journal Research Project and Presentation Worksheet: Step Three: Clarify the Goals Worksheet: Step Four: Clarify the People
Week 4		HRD: Chapter 9;10;11;12 WPL: Chapter 7	Story Journal Review Project: (article will be assigned) Worksheet: Step Five: Action Plan and Alignment Worksheet: Step Six: Establish policy Palm Beach County Schools HRD The Motorola University
Week 5		HRD: Chapters 13; 14; 15	Team Field Project : Oral Report Team Field Project : Written Report Worksheet: Step 7: The work climate Worksheet Step 8: Follow-up Course Summary and Evaluation

## LEARNING AND APPLICATION PROJECTS

### **STORY JOURNALS** – *Topics in Action (Dates)*

Write a story journal entry telling a story in which you experienced, as a learner or worker, the reading topics and provide examples of the chapter topic in action. Choose four of the reading topics for week 2, week 3, and week 4 as part of your story journal that you write and present for each of those weeks. The purpose of this assignment is to help you make personal connections to the course readings. The story journal should be a minimum of three pages in total and your oral presentation to the class will be about 10-12 minutes in length.

*For example:* Week 2 reading from HRD Chapter 2 could be the topic of *Learning Partnerships* (p. 32). Your story would reflect your experience involved in this topic or as a facilitator in this type of project. In addition to describing your experience, you will include examples of what specifically was involved in the “learning partnerships.”

### **RESEARCH PROJECT (Dates)**

The purpose of this exercise is to familiarize the learner with the various publications and issues in the field of workplace learning and development, enhance his or her research skills, and allow the application of principles learned during the course. Each person will select a topic that is of interest from the topics being studied such as: **challenges to organizations and HRD professionals, learning organizations, values and ethics, career counseling, evaluation and assessment of workplace learning, trends in WPL, program planning, international aspects, or other pertinent topics**. He or she will then locate 5 or 6 articles in that area and prepare a composite research paper that will summarize the area. The research paper will be from 10 to 15 pages in length. The learner will prepare an oral presentation to the class on the research topic. The presentation will be about 8 to 10 minutes in length. Appropriate visual aids are expected. The articles must come from recognized scholarly sources such as:

*Adult Education Quarterly*  
*Adult Learning (formerly Lifelong Learning)*  
*Group Dynamics*  
*Human Resource Development International*  
*Human Resource Development Quarterly*  
*Improving Human Performance*  
*Innovative Higher Education*  
*International Journal of Human Resource Development and Management*  
*International Journal of Lifelong Learning*  
*International Journal of Self-Directed Learning*  
*Journal of Humanistic Psychology*  
*Journal of Occupational and Organizational Psychology*  
*Journal of Organizational Behavior*  
*Journal of Organization Development*  
*Journal of Workplace Learning*  
*Performance and Instruction*  
*Training and Development Journal*

If you are in doubt as to the acceptability of your source, check with the facilitator before starting. *Have a copy of the presentation ready to turn in at the beginning of the presentation.*  
**Attach copies of your articles to the paper.**

### **REVIEW PROJECTS: (Dates)**

At two dates within the course, the learners will be given a variety of projects relevant to the current assignment. The projects will cover concepts contained in the reading assignments from the book, assigned articles, and other handouts. The projects may consist of case study analysis, essay questions, book chapters, or personal reflection. The written paper length of each project will vary as appropriate to the assignment. The oral presentation of the findings from the review will be 8-10 minutes.

In your review of the reading assignment for this review project, focus on:

- What is the purpose or focus of the article (reading assignment)?
- What are the main points?
- What are the key findings? If the reading is a research article, do the methodology and conclusions appear to be sound?
- What might you add to the knowledge base identified in the reading?

### **TEAM FIELD PROJECT: Comparative Analysis of Workplace Learning and Development in Two Organizations** **Three Part Project (Dates)**

The purpose of this assignment (will be accomplished as a team of two members) is to provide an applied experience to explore Workplace Learning & Development initiatives across two organizations. This project has been designed in increments to afford multiple opportunities for learning and assessment. You will operate as “consultants” and this project will consist of:

- Identifying two distinct organizations to explore (one may possibly be your own). Interviewing members of the WPL&D staff (and potentially their supervisors and clients) to determine what the organization now does in the area of training and workplace learning, career development, and organization development. The nature of the interviews is exploratory and informational. You will, in effect, be taking inventory of the learning infrastructure of the organization and chronicling their WPL&D activities. This should involve at least one site visit by the team to each organization.
- Summarizing your observations, insights, and findings and preparing a comparative analysis of WPL&D in terms of what it does and does not do in each of these three areas in the organization. Use the following questions to guide, but not limit, your assessment:
  - ✓ Training and Workplace Learning. Is there a catalog of courses? Structured on-the-job training? What needs were identified in the interviews? Who provides the training? What programs are offered? What mechanisms are in place to promote informal and incidental learning? Are training programs integrated with the organization’s vision and mission? Are rewards congruent with the goals of the WPL&D programs? How is training tracked? How is equal access to training and continuity of development over time ensured? How is the program evaluated

and by whom? How is the WPL&D department structured? Who controls this function? Is WPL&D integrated or are training and organization development separate entities? How is learning promoted? How are managers held accountable for learning? What are the impacts on individual, group, and organization levels? And so forth—

- ✓ Career Development. What type of career development support is provided? Does the organization provide orientation, outplacement, retirement, transitioning, sequenced curricula for managers, career development assessment and/or training of high potential staff, or succession planning. And so forth—
- ✓ Organization Development. How is OD organized? Is it a separate function? Who does it? Does it include a total quality management (TQM) component, or process reengineering? What about team building? Is there monitoring of the corporate culture, or organizational climate surveys? And so forth—

To support the work as “consultants,” there will be ongoing class opportunities for information synthesis, problem solving, and dialogue about the projects. The project will be evaluated in three ways: oral report, written report, and team evaluation. The following are the components of the major field project, including evaluation. Specifics will be detailed in the class.

*Let the fun begin. . .*

### **1A. TEAM FIELD PROJECT: Oral Comparative Report**

Based on the field research, class readings, interviews with organization members, and class discussions, you will be expected to present a comparative analysis of the WPL&D practices and policies in the two organizations. There should be a brief profile of each organization, followed by, a number of comparisons regarding the organizations’ practices and policies in each of the areas (training and workplace learning, career development, and organization development). The presentation must reflect insights from the readings. Both the oral and final report will therefore have these sections:

- ✓ Context: Describe the organization, its purpose, size, location, current status, tenure, location, structure, and size of the HRD function.
- ✓ Findings: Training and Workplace Learning, Career Development, and Organization Development. What is the organization currently doing in each of these areas?
- ✓ Comparison and Contrast of WPL&D Practices and Policies: What are the similarities and differences between the organizations with respect to Training and Workplace Learning, Career Development, and Organization Development? What are the pros and cons of the WPL&D efforts in each of these organizations? What should be added, enhanced, or eliminated?

Findings from the study will be presented to the class. You are encouraged to invite your sponsor from the organization studied to hear your report. The oral presentation will be 20 minutes per team followed by 10 minutes of questions and answers from the class. This should be treated as an opportunity to practice the tenets of effective training. Find a way to involve the rest of the class and engage them in working with your findings. Consider bringing a video tape/CD of the organization, or developing a skit to give voice to the interviews. This is an opportunity to be creative! This would provide a good opportunity to bring a video camera to



class to record the presentation. Plan a time after the session to review the tape together to use it to improve the final written report.

### **1B. TEAM FIELD PROJECT: Written Report**

Based on field research, class readings, and interviews and observations with organization members, the group will prepare a written comparative analysis of the WPL&D practices and policies in the two organizations. The paper should provide a brief profile of each organization and make a number of comparisons regarding the organizations' practices and policies in each of the areas (Training and Workplace Learning, Career Development, and Organization Development). The paper must reflect insights from the readings and incorporate the feedback received from the class presentation. The recommendations should describe how the organization can either enhance, augment, or alter its current practices.

The final document—essentially a 15-20 page report with the comparative analysis must reflect insights from the readings and incorporate the feedback received from the class presentation. Both the oral and final report will therefore have these sections:

- ✓ Context: Describe the organization, its purpose, size, location, current status, tenure, location, structure, and size of the HR function.
- ✓ Findings: Training and Workplace Learning, Career Development, and Organization Development. What is the organization currently doing in each of these areas?
- ✓ Comparison and Contrast of HRD Practices and Policies: What are the similarities and differences between the organizations with respect to Training and Workplace Learning, Career Development, and Organization Development? What are the pros and cons of the HRD efforts in each of these organizations? What should be added, enhanced, altered, or eliminated?

### **1C. TEAM FIELD PROJECT: Teamwork**

The Team Field Project is an opportunity to practice action learning and team facilitation skills. Therefore, there will be some class time to work on the project and build a team. It is expected that the final oral and written products from this experience not be an individual compilation, but rather an integrated synthesis of the work of the team. This grade will be derived from both peer and instructor ratings. The group assessment will be conducted at the end of the class.

### **MECHANICS**

All papers must be done on word processor-type equipment (typewritten). All work will be double-spaced. Each paper should contain the project name, student name, course name and number, and date. **APA STYLE OF REFERENCING MUST BE USED.** {see <http://depts.washington.edu/psywc/handouts/pdf/aparef.html>; <http://www.liu.edu/cwis/cwp/library/wprkshop/citapa.htm>; [http://webstercommnet.edu/apa/apa\\_index.htm](http://webstercommnet.edu/apa/apa_index.htm) for example}. **Do not place the papers in a binder, merely staple at the top, left-hand corner.** Page count is for text only, not including graphics.

## PRESENTATIONS

Presentations are a great opportunity for learners to share their learning with other learners on selected topics of interest. This is an opportunity to have fun, share learning in a creative way, and practice your presentation skills. A successful presentation is one from which learning has been acquired and clearly communicated to the audience.

## EVALUATION

### CRITERIA

Attendance and class participation	10%
Research Project	25%
Review Projects (2)	10%
Story Journals (3)	15%
Team Field Project	40%
TOTAL	100%

**NOTE: Late assignments will always be accepted at any time, but will be subject to a grade reduction.**

### GRADING STRUCTURE

A = 95-100 (4.00); A- = 92-94 (3.67)

An "A" signifies an exceptional clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student has actively participated in class activities and has completed all material in a neat and timely manner. The material indicates that the student spent extra time, personal energy, and critical reflection in an effort to demonstrate exceptional work.

B+ = 89-91 (3.33); B = 85-88 (3.00); B- = 82-84 (2.67)

A "B" signifies a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student's effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner.

C+ = 79-81 (2.33); C = 75-78 (2.00); C- = 72-74 (1.67)

A "C" signifies a satisfactory understanding and application of the concepts of the course as well as minimal participation in class activities. It also indicates that the student completed the appropriate assignments that satisfied the basic course requirements.

D+ = 68-71 (1.33); D = 65-67 (1.00); D- = 62-64 (0.67)

A "D" signifies a below average demonstration and application of the concepts of the course and/or inadequate preparation in class activities. It may also indicate that assignments were not completed in a satisfactory or timely manner.

F = 61 & below (0.00)

An "F" signifies that the student has not demonstrated adequate understanding or application of the course material. It may also indicate that the student has not met the attendance or assignment requirements.

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### **Additional Information**

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#### **Special Needs:**

It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. If you are a person with a disability and desire accommodations to complete course requirements, please arrange to meet with the facilitator at your earliest convenience to discuss your request.

#### **Religious Holidays:**

In accordance with the rules of the Board of Regents and Florida law, students have the right to reasonable accommodations to observe religious practices and beliefs with regard to class attendance and the scheduling of examinations and work assignments. Please notify me in advance of your intention to participate in religious observation and request an absence.

#### **Academic Misconduct:**

Acts of dishonesty in any work constitute academic misconduct. The academic misconduct disciplinary policy will be followed in the event of academic misconduct. Please note the policy on academic misconduct in the University catalog.

#### **Library Information:**

All students are expected to have online access to the University Library. You will also need to set up your browser to connect to the proxy server; this enables you to access full-text articles from over 300 journals. You can access the FAU Libraries Proxy Server information through the FAU Libraries home page, or connect directly to <http://www.library.fau.edu/ecollect/proxy.htm>.

#### **Incomplete Grade Policy:**

Incomplete grades can be given only under extraordinary circumstances. If you will need to take an incomplete, you must obtain the appropriate form from the department secretary and have it signed by your professor. If the work has not been completed within the time specified on the form (no longer than one year), the grade automatically becomes an F (University policy). It is your responsibility to note the date and complete the work on time.

### **BIBLIOGRAPHY for Workplace Learning:**

#### **A. Books**

- Baumgartner, L., & Merriam, S. B. (2000). *Adult learning and development: Multicultural stories*. Melbourne, Florida: Krieger Publishing Company.
- Billett, S. (2001). *Learning in the workplace: Strategies for effective practice*. Crows Nest, NSW: Allen & Unwin.

- Brockett, R. G., & Hiemstra, R. (2004). *Toward ethical practice*. Melbourne, Florida: Krieger Publishing Company.
- Boyet, J. H., & Conn, H.P. (1991). *Workforce 2000: The revolution reshaping American business*. New York: Dutton.
- Brookfield, S. D. (1986). *Understanding and facilitating adult learning*. San Francisco: Jossey-Bass.
- Brookfield, S. D. (1989). *Developing critical thinkers*. San Francisco: Jossey-Bass.
- Caffarella, R. (1992). *Psychosocial development of women: Linkage to leadership in adult education*.
- Caine, G., & Caine, R. N. (1994). *Making connections: Teaching and the human brain*. Menlo Park, CA; Addison-Wesley.
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- Campbell, P., & Burnaby, B. (2001). *Participatory practices in adult education*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Cantrell, G.G. (2003). *Teachers teaching teachers: Wit, wisdom, and whimsey for troubled times*. NY: Peter Lang.
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- De Bono, E. (1992). *Serious creativity*. San Francisco: Jossey-Bass.
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- Edwards, R., Gallacher, J., & Whittaker, S. (2006). *Learning outside the academy: International research perspectives on lifelong learning*. New York: Routledge.
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- Galbraith, M. (2004). *Adult learning methods: A guide for effective instruction*. Melbourne, FL: Krieger.
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- Garrison, D. R., & Shale, D. (Eds.). (1990). *Education at a distance: From issues to practice*.
- Guglielmino, L. M. (1991). *Adult ESL instruction: A sourcebook*. Glenview, IL: Scott-Foresman.
- Hiemstra, R.(Ed.).(1991). *Creating environments for effective adult learning. New Dimensions for Adult and Continuing Education*, No. 64. San Francisco: Jossey-Bass.
- Hiemstra, R., & Brockett, R. (Eds.). (1994). *Overcoming resistance to self-direction in learning. New Dimensions for Adult and Continuing Education*, No. 64. San Francisco: Jossey-Bass.
- Houle, C.O. (1961). *The inquiring mind*. Madison: University of Wisconsin Press.
- Knowles, M. S. (1984). *Andragogy in action*. San Francisco: Jossey-Bass.
- Knowles, M. S. (1980). *The modern practice of adult education*. Chicago: Follett.

- Malone, S.A. (2005). *A practical guide to learning in the workplace*. Dublin, Ireland: Liffey Press.
- Marquardt, M., Gerger, N., & Loan, P. (2004). *HRD in the age of globalization: A practical guide to workplace learning in the third millennium*. New York: Basic Books.
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- Merriam, S. B., Caffarella, R., & Baumgartner, L. (2007). *Learning in adulthood*. San Francisco: Jossey-Bass.
- Mezirow, J., & Associates (1990). *Fostering critical reflection in adulthood*. San Francisco: Jossey-Bass.
- Moran, J. J. (2001). *Assessing adult learning: A guide for practitioners*. Melbourne, Florida: Krieger Publishing Company.
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- Senge, P. (2006). *The fifth discipline: The art and practice of the learning organization*. New York: .
- \*Senge, P. (1999). *The dance of change: The challenges to sustaining momentum in learning organizations*.
- \*Senge, P. (2000). *Schools that learn*.
- Senge, P., Kleiner, A., Roberts, C., Ross, R., Smith, B. (1994). *The fifth discipline fieldbook*. New York: Doubleday.
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- Weisbord, M.R. (2004). *Productive workplaces revisited: Dignity, meaning, and community in the 21<sup>st</sup> century*. San Francisco: Jossey-Bass.
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- Wilson, A.L., & Hayes, E.R. (Eds.). (2000). *Handbook of adult and continuing education*. San Francisco: Jossey-Bass.

## **B. Journals**

*Adult Education Quarterly*  
*Adult Learning* (formerly *Lifelong Learning*)  
*Adult Literacy and Basic Education*  
*Community Education Journal*  
*Community Education Research Digest*  
*Convergence*

*HRD Quarterly*  
*HRD International*  
*Improving Human Performance*  
*International Journal of Lifelong Learning*  
*International Journal of Lifelong Education*  
*International Journal of Self-Directed Learning*  
*Innovative Higher Education*  
*Journal of Career Development*  
*Journal of Research and Development in Education*  
*Journal of Humanistic Psychology*  
*Journal of Staff Development (NSDC)*  
*Journal of Workplace Learning*  
*Media and Methods*  
*Performance and Instruction*  
*Training and Development Journal*  
*Training*  
*Workplace Learning*

### **C. Internet Sites**

#### **1. Search Engines**

Nanyang Technological University Library  
<http://www.ntu.edu.sg/library/search/tools.htm>  
 Google <http://www.google.com>  
 Yahoo <http://www.yahoo.com>  
 Alta Vista <http://www.altavista.digital.com>  
 Ask Jeeves <http://www.ask.com>  
 Excite <http://www.excite.com>  
 HotBot <http://www.hotbot.com>  
 Lycos <http://lycos.com>  
 WiseNut <http://wisnut.com>

#### **2. Organizations**

Academy of Human Resource Development	<a href="http://www.ahrd.org">www.ahrd.org</a>
Adult and Community Educators of Florida	student to find
American Association for Adult and Continuing Education	student to find
American Society for Training And Development	<a href="http://www.astd.org">www.astd.org</a>
Commission of Professors of Adult Education	student to find
Florida Department of Education	student to find
National Community Education Association	student to find
New Horizons for Learning	<a href="http://www.newhorizons.org">www.newhorizons.org</a>
International Society for Organizational Learning	
International Society for Self-Directed Learning	<a href="http://www.sdlglobal.com">www.sdlglobal.com</a>

### 3. Reports, Standards, etc.

APA Style web sites

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

<http://www.english.uiuc.edu/cws/wworkshop/bibliography/apa/apamenu.htm>

<http://www.apastyle.org/fifthchanges.html>

### 4. Resources (Materials, Activities, etc.)

Philosophy <http://home.twcny.rr.com/hiemstra/philchap.html>

Learning Contract <http://home.twcny.rr.com/hiemstra/contract.html>

Learning Theories <http://www.funderstanding.com/theories.cfm>

Learning Styles <http://www.virtualschool.edu/mon/Academia/KierseyLearningStyles.html>

<http://fairway.ecn.purdue.edu/asee/fie95/4a2/4a21/4a21.htm>

<http://fairway.ecn.purdue.edu/asee/fie95/4a2/4a22/4a22.htm>

Brain Research <http://www.nationalforum.com/TOTHaer10e3.html>

Adult Development [http://www.newhorizons.org/article\\_hermansn.html](http://www.newhorizons.org/article_hermansn.html)

Self-Directed Learning and Critical Reflection

<http://home.twcny.rr.com/hiemstra/selfdiagnose.html>

<http://home.twcny.rr.com/hiemstra/sdlskills.html>

Instructional Tips

<http://hometwcny.rr.com/hiemstra/ndacrog.html>

[http://www.newhorizons.org/article\\_billington1.html](http://www.newhorizons.org/article_billington1.html)

[http://www.newhorizons.org/lm\\_dunning.htm](http://www.newhorizons.org/lm_dunning.htm)

<http://www.nytimes.com/learning/general/navigator/index.html>

<http://www.utexas.edu/world/lecture/>

Addresses for Uniform Resource Locators (URLs) change from time to time. Addresses become outdated rapidly. Use the search engines to find new addresses.

## SCORING RUBRICS

<b>Rubric for “<u>Review Project</u>” (Analyzing/critiquing articles)</b>				
Performance Levels	Below Master level 1	Good work 2	Excellent Work 3	Score
Overall content	The reviews lack meaningful content	The reviews present the content well	The reviews excel in content presentation	
Requirements	The reviews are missing requirements of the assignment	The reviews address almost all of the requirements of the assignment	The reviews address all of the requirements of the assignment completely	
Level of Understanding	The reviews lack breadth and depth of understanding	The reviews show some breadth and depth of understanding	The reviews show clear breadth and depth of understanding	
Critical Thinking	The reviews show only the ideas of others and do not demonstrate critical thinking skills	The reviews show few original ideas and critical thinking skills	The reviews show original ideas and critical thinking skills	
Integration of Theory Discussed in Class	The reviews do not integrate theory discussed in class	The reviews integrate theory discussed in class somewhat	The reviews integrate theory discussed in class well	
Overall Writing	The reviews are not well written	The reviews are well written	The reviews are extremely well written	
English Usage	The spelling, grammar, punctuation, and language skills are not correct (many errors)	The spelling, grammar, punctuation, and language skills are mostly correct (some errors)	The spelling, grammar, punctuation, and language skills are correctly presented	
Sentence Construction	Sentences and paragraphs are poorly constructed	Sentences and paragraphs are constructed well but with some errors	Sentences and paragraphs are effectively constructed	
Organization and Use of Headings	Headings are not used appropriately and clearly and the paper is not well organized	headings are used inconsistently but the paper is fairly well-organized	Headings are used appropriately and clearly and the paper is well organized throughout	
Focused Writing	The writing is not concise and focused	The writing is mostly concise and focused	The writing is concise and focused	



### WRITTEN ASSIGNMENT EVALUATION FORM

<b>CONTENT</b>	<b>1*</b>	<b>2*</b>	<b>3*</b>	<b>4*</b>	<b>5*</b>	
<b>Appropriateness</b> (meets objectives of assignment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<b>Thoroughness</b> (addresses and deals with the issues involved at an adequate breadth and depth)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<b>Organization</b> (understandable; possesses logical sequence, separation and flow of ideas; smooth transitions to next idea)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<b>Integration</b> (compares and illustrates learned concepts with examples from own personal work situations; uses outside research when appropriate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<b>Understanding</b> (demonstrates understanding of theory or concepts in assignment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<b>Critical Thinking</b> (discussion, recommendations and conclusions based on objective analysis of issue)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<b>WRITTEN PRESENTATION</b>	<b>1*</b>	<b>2*</b>	<b>3*</b>	<b>4*</b>	<b>5*</b>	
<b>Writing Skills</b> (spelling, grammar, punctuation, language skills, paragraph and sentence construction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<b>Format</b> (use of headings, conformity to approved guidelines, readability, general appearance, length)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<b>Creativity</b> (originality, interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<b>Timeliness</b> (submitted on or before assigned deadlines)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:

\* 1= unacceptable/F    2=not satisfactory/D    3=satisfactory/C    4=good/B    5=excellent/A

### ORAL PRESENTATION EVALUATION FORM

<b>CONTENT</b>	<b>1*</b>	<b>2*</b>	<b>3*</b>	<b>4*</b>	<b>5*</b>	
<i>Introduction/Overview of issue</i> (sets a map; stirs interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<i>Accuracy/completeness of diagnosis</i> (identifies and correctly deals with all issues; utilizes appropriate research; completeness)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<i>Organization</i> (understandable; possesses logical sequence, separation and flow of ideas; smooth transitions to next idea)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<i>Understanding</i> (demonstrates understanding of concepts in assignment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<i>Integration</i> (compares and illustrates learned concepts with examples from own personal work situations; uses outside research)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<i>Critical Thinking</i> (discussion demonstrates understanding of learned theory or concepts in assignment and recommendations based on objective analysis of issue)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<b>PRESENTATION</b>	<b>1*</b>	<b>2*</b>	<b>3*</b>	<b>4*</b>	<b>5*</b>	
<i>Presentation Skills</i> (demonstrates preparation and rehearsal; vocabulary, grammar, vocal variety, gestures, eye contact, body language, enunciation, avoids "filler words", trite or colloquial phrases)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<i>Presentation Dynamics</i> (pace, humor, confidence, creativity, innovation, interest value, enjoyment for learners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<i>Visual Aids</i> (use of, readability, appropriateness)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
<i>Timeliness</i> (stays within the allotted time frame)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:

\* 1= unacceptable/F 2=not satisfactory/D 3=satisfactory/C 4=good/B 5=excellent/A

### Team Assessment Form

Each person on the team will complete this form to provide an evaluation of each person's contribution (including your own) to the final product. Please indicate the level of contribution in terms of:

- 1) Quantity of work – how much time did this person put into making this a successful project?
- 2) Quality of work – to what level did this person contribute value to making this a successful project?

Scale – 5= very high, 4 = high, 3 = satisfactory, 2= low, 1 = very low

Your Group/Project Name (if applicable)

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<b>Quantity of Work</b>					
Names of group members (include yourself)	1	2	3	4	5

COMMENTS:

<b>Quality of Work</b>					
Names of group members (include yourself)	1	2	3	4	5

COMMENTS: