The Work Education Connection
Friday 9:50-12:50

Preliminary - Subject to Change

Instructor
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Catalogue Description

What do workers need to know to be prepared for the jobs being generated by the global economy? How do the American secondary and higher education systems prepare workers for changing jobs?

Learning Outcomes and Course Objectives: by the end of the course, the student will be able to:

School of Management and Labor Relations:
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance. (Goal VI)

Labor Studies and Employment Relations Department:
- Apply employment relations concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2).

Course specific:
- Reflect critically on the US education system and its connection to workforce preparation from multiple theoretical perspectives and in a global context
- Articulate the tensions faced by different types of educational institutions and stakeholders in addressing workforce issues
- Identify organizational and policy issues involved in current reform efforts in the US education system for workforce preparation that seek to respond to the changing workforce
- Critically examine current public discourse on the education-work link
Assignments and Basis of Grades:

Regular class participation, including one class presentation on a current popular article (20 points)

Each week all students are expected to have completed all the reading and come to class prepared to engage in reflection and discussion of the class materials. Active engagement with the materials is essential to success in the class.

Once during the semester, each student will select and read a popular article related to the reading for the day. Suggested readings are included for each class, but interested students may suggest other articles from the current media as they are relevant to class material. Presentations should include a summary of the key issue in the article and a critical assessment of the article.

Two 2-page essays on class readings (after class 2 and 8) (10 points each)

Midterm (20 points)

Policy reform plan (Editorial/position paper: 10 points, Group poster presentation: 10 points)

The class will be divided into small groups over the second half of the course to examine the education and work connection in the state of NJ, and make recommendations to the new Governor. Within each group, each student will be assigned the perspectives of a different stakeholder and will be responsible for developing a plan to address specific issues and recommend reforms to education – work connection in NJ. Stakeholder groups include: parents, small employers, large employers, K12-urban, K12-suburban, industry-sector groups, students, county colleges, vocational schools, private colleges, state universities, open-access four-year colleges. Students will first meet in stakeholder groups to come up with position statements for their stakeholder. Students will each write an editorial or a position statement to their legislator. They will then divide into cross-stakeholder groups to build consensus on a reform approach. Each person will write a statement from their stakeholder group and then will work together with the group to develop an overall policy reform statement in the form of a poster presentation. We will devote time in classes 8, 9, 10 and 11 to allow for group meetings for work on the policy reform plan.

Final exam (20 points)

Academic Integrity

Plagiarism and any other violations of academic integrity will absolutely not be tolerated. Make sure you review the Rutgers University Academic Integrity Policy which can be found online at: http://academicintegrity.rutgers.edu/academic-integrity-policy/

Your written assignments will be checked to ensure all of the writing is yours and not taken from another source. Be careful in your writing to ensure you use proper citations for any material taken from another source.
**Required Readings**

Listed for each week in the class schedule – posted on Sakai

**Class Schedule**

1. **Introduction** - 9/8/17
   - Review of syllabus, goals of the class
   - In class readings/video
   - Reflection on educational experiences and connection to work, personal introductions

2. **Purpose of Schooling** - 9/15/17
   What is the purpose of education? Tension between public and private value, general versus specific education
   - Labaree, David, 1997, How to Succeed in School Without Really Learning Anything, Chapter 1, Public Schools for Private Advantage

3. **School-to-Work Policies & Systems** - 9/22/17
   How do schools prepare people for work? Is there a system? How this is done in other countries? Where are there tensions in that system?
   - Forgotten Half Revisited
   SHORT ESSAY—2 page reaction to class 2 readings on the purpose of schooling

4. **Vocational Education** - 9/29/17
   What is the role of education in preparing people for specific occupations?
   - Rosenbaum, Stephan & Rosenbaum, 2010, Beyond One-Size-Fits-All College Dreams, *American Educator*
   - Hartman, et. al., 2009, Towards Permeability between Vocational and Academic Education: Experiences and Analyses from Current Initiatives in Germany, *European Journal of Education*
   - Brint & Karabel, 1989, The Diverted Dream: Community Colleges and the Promise of Educational Opportunity in America 1900-1985, Chapter 1
   Popular articles:
   - Stephen J. Handel, 2013, 2-Year Students Have Long Had 4-Year Dreams
   - Sarah Carr, 2013, College-for-all vs. career education? Moving beyond a false debate
   - Scott Carlson, 2016, When Vocational Education Spurs Students to Strive for College

PRESENTATIONS ON POPULAR ARTICLES
5- The Role of Higher Education - 10/6/17
What is the purpose of higher education? Is it worth the cost?
- Roth, 2014, Beyond the University: Why Liberal Education Matters, Chapter 1
- Arum and Roska, 2011, Academically Adrift, Chapter 1

Popular articles:
- Marvin Krislov and Steven Volk, 2014, College Is Still for Creating Citizens, Chronicle
- Jeffrey Williams, 2016, College and the New Class Divide, Inside Higher Education
- Blumenstyk, 2015, Just Half of Graduates Say Their College Education Was Worth the Cost, Goldie Chronicle

PRESENTATIONS ON POPULAR ARTICLES

6- Learning Skills for Work - 10/13/17
How do people develop skills for work?
- Parilla & Hesser, 1998, Internships and the Sociological Perspective
- National Academies of Science, 2012, Education for Life and Work, Chapter 2 & 3

Popular articles:
- TBD - Industry certification
- TBD – On-the-job training
- TBD - Life-long learning

PRESENTATIONS ON POPULAR ARTICLES

7- MIDTERM - 10/20/17

8- Student Decision Making about Education and Work - 10/27/17
How do individuals make sense of the education work link? How does this vary based on background? How can equity concerns be addressed?
- Goyette & Mullen, 2006, Who Studies the Arts and Sciences? Social Background and the Choice and Consequences of Undergraduate Field of Study

Popular articles:
- Justin Doubleday, 2013, Many Students’ Majors Don’t Match their Interests, Study Finds, Chronicle of Higher Education
- TBD
- TBD

PRESENTATIONS ON POPULAR ARTICLES

9- Employer Involvement in Education - 11/3/17
How and why do employers engage with the education system?
- Rosenbaum, James and Binder, Amy, 1997, Do employers really need more skilled workers? Sociology of Education

Popular articles:
- BHEF skills report
- Conference Board skills surveys
- TBD

PRESENTATIONS ON POPULAR ARTICLES
SHORT ESSAY DUE—2 page reaction to class 9 readings on student decision making

10- Is There a “Skills Gap”? - 11/10/17
Is there a Skills gap? How do we know what education is needed for work? Skills employers say they want vs. skills educations seeks to develop
- Kalleberg, 2008, The Mismatched Worker: When People Don’t Fit their Jobs

Popular articles:
- Rose, 2017, Mismatch: How many workers with a bachelor’s degree are overqualified for their jobs? Urban Institute
- TBD

POSTER PRESENTATIONS ON POPULAR ARTICLES
EDITORIAL/POLICY POSITION PAPER DUE

11- Implications of Changes in Work - 12/1/17
How does the changing nature of work impact education?
- TBD – Labor market projections
- TBD – Future of work, automation

Popular articles:
- TBD
- TBD
- TBD

PRESENTATIONS ON POPULAR ARTICLES
POLICY REFORM DISCUSSIONS/POSTER SESSION

12- FINAL EXAM - 12/8/17