The course will address two issues: (1) the changing nature of work and society and how this impacts the skills that will be needed in the twenty-first century, and (2) the design of education for teaching these skills.

In the first seven weeks of the class we will read important papers on changes in the economy and society, and how schools and businesses are responding to these changes. Topics include social and economic change, skills for the workplace, the role of schools, learning in workplaces, team learning, and learning communities. In this phase of the class, students will be expected to respond critically to the readings by writing weekly response papers, doing short presentations on the readings, and participating in class discussions. There will also be in-class guest speakers who will be invited to present perspectives and information on changing educational and workplace contexts.

In the second part of the course, students will work in groups to design interventions to address the needs raised in the first half of the course. Groups should design an intervention that addresses the specific features of the community in which the intervention will be implemented. The design process will include doing research, interviewing relevant community members, writing a proposal, submitting the proposal for preliminary review by fellow students, making a presentation to the class on your work, and submitting a final draft to the instructors.

Grades will be based 20% on class participation (on-time attendance and engagement), 20% on the quality of questions asked and comments, 20% on the final paper, 20% on participation in the project work and presentations, and 20% on the weekly written reactions to readings. Students in this course are expected to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". All papers submitted for credit in this course must be sent as email attachments as well as delivered in printed form. Your written work may be electronically tested for plagiarized content. For details regarding academic integrity at Northwestern, visit: http://www.northwestern.edu/uacc/. If you need a copy of the brochure visit the SESP Student Affairs Office.

**Course Schedule**

**Tues., March 30 – Orientation to the course**

**Thurs., April 1 – Changes in Economy and Society (1)**

Peter Drucker – The Age of Social Transformation (1994)  

**Tues., April 6 – Changes in Economy and Society (2)**


**Thurs., April 8 – Schools and the Workplace (1)**

Richard Murnane and Frank Levy - Teaching The New Basic Skills (1996) (Ch. 2)  
James Rosenbaum – What if Good Jobs Depended on Good Grades (1990)

**Tues., April 13 – No class**

**Thurs., April 15 – No class**
Tues., April 20 – Schools and the Workplace (2)
Lauren Resnick – Working, Thinking, and Assessment (2000)

*** April 20: Form groups for design projects. Arrange to meet with the instructor by May 3 to discuss the project topic and plans to carry out the work ***

Thurs., April 22 – Schools and the Workplace (3)
Hedrick Smith – Rethinking America (1995) (Chs. 4 & 5)

Tues., April 27 – Learning in the Workplace (1)
William Wigenhorn – Motorola U: When Training Becomes an Education (1990)
Robert Campbell & David Monson – Building a Goal-Based Scenario Learning Environment (1994)
Allan Collins – Commentary (1994)

Thurs., April 29 – Learning in the Workplace (2)

Tues., May 4 – Learning in the Workplace (3)

*** May 4: Two copies of your design project topic and brief description due. ***

Thurs., May 6 – Learning in the Workplace (4)
Ann Brooks – Power and Production of Knowledge: Collective Team Learning in Organizations (1994)

Tues., May 11 – Design Issues (1)

Thurs., May 13 – Design Issues (2)

Tues., May 18 – Design Issues (3)
K. Bielaczyc & A. Collins - Technology as Catalyst for Fostering Knowledge-Creating Communities (2004)

Thurs., May 20 – *** Initial Draft of Program Design Due ***

Turn in copies of your draft of a program design, to be reviewed by peers, and returned the following class session with feedback on how to improve the proposal. Class presentations by groups of their designs.

Tues., May 25 – *** Feedback on Program Designs Due ***

Each student will review about 3 proposals and give feedback to the groups as to how to improve their proposal. Turn in copies of your reviews to the teachers. Groups will discuss with the readers of their proposals how to improve their designs. Class presentations by groups of their designs.

Thurs., May 27 – *** Class presentations by groups of their designs. ***

Class presentations by groups of their designs.
Tues., June 1 – *** Class presentations by groups of their designs.***

Class presentations by groups of their designs.

Thurs., June 3 – *** Final Draft of Program Design Due ***

Two copies of your revised final draft of the proposal are due. Any class presentations not finished will be given. Each student will be expected to give the instructors verbal feedback on how to improve the course.

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---Weeks 1-7: Reading and discussion---

Class will start with a short commentary by Collins or a guest lecture to the whole class. For the last hour we will break into 2 groups, in which 3 student volunteers will give 5 minute responses to the readings, with discussion following each response. The responses should not be summaries, but should make an argument, proposing a solution to some problem raised in the readings. These should have a clear point that the student is trying to make and have evidence to support the argument. The argument should be coherent, understandable, persuasive, interesting, and memorable. For the first seven weeks (omitting week 1) each student will be asked to submit a short (1-2 pages) reaction paper on Thursday giving their reaction to the readings for the week, in the same style as their presentations. The reaction papers should follow the same guidelines as the responses described above.

---Weeks 6 - 10: Designing your own intervention---

The last five weeks of the course will be spent working in small groups on the final projects. Students will design an educational intervention that is driven by needs created by the changing economy. The design process will include doing research, interviewing relevant community members, writing a proposal, submitting the proposal for preliminary review by fellow students, making a presentation to the class on your work, and submitting a final draft to the instructors. These program designs could range from junior high curriculum re-design to apprenticeship programs to workplace training initiatives. Here are a few guidelines for the final project:

**Final Project Specifications:**

- **Groups:** Work in groups of 2 to 4 students.
- **Topics:** Identify an area of interest for designing an intervention: choose a type of project from the list below or a related topic. Topic choices should be discussed with the instructor by May 3, and brief written descriptions handed in on Thursday May 4.
- **Interviews:** Each group should interview at least 2 people with experience relevant to the focus of their project. These people might include school teachers, students, guidance counselors, recruiters for companies, employees, youth social workers, community activists, etc. These interviews should address specific questions that arise in the design of your own program.
- **Readings:** Each group will read different articles depending on their topic. The instructors can suggest readings related to their particular design. Groups should supplement these readings with other materials they find on their own.
- **Draft Paper:** Each group should turn in copies of their proposal draft to be read by students in other groups to provide feedback. The draft should contain all the sections specified below for the final draft. Students will be assigned papers to read and feedback will
be both written and oral. The feedback should specify how to improve the proposal so it is more clear, coherent, interesting, and persuasive.

**Examples of Types of Program Designs**

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<tr>
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<tr>
<td>Students spend school time working in job sites</td>
<td>Students learn the kinds of skills required for work in future</td>
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<tr>
<td>2. Employment Field Trip Program</td>
<td>10. Curriculum: Post-secondary</td>
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<tr>
<td>Students visit job sites to see what work is like in different jobs</td>
<td>Students learn the kinds of skills required for work in future</td>
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<tr>
<td>Design a computer-based program to teach job knowledge or skills</td>
<td>Design program to introduce new employees to a given corporation</td>
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<tr>
<td>4. Generic Skills Training Program</td>
<td>12. Professional Development Program to upgrade skills needed for advancement</td>
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<tr>
<td>Teaches the kinds of general work skills in SCANS report</td>
<td>13. Process Reengineering</td>
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<tr>
<td>5. School Jobs Center</td>
<td>Design program to introduce a new process into a corporation</td>
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<td>Prepares students for jobs and makes connections to employers</td>
<td>14. Work Redesign</td>
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<tr>
<td>6. Job Training Program</td>
<td>Redesign work procedures in a given workplace</td>
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<tr>
<td>Training in job sites like German apprenticeship program</td>
<td>15. LOC Redesign</td>
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<tr>
<td>7. Employment Prep Program</td>
<td>Redesign the entire LOC program</td>
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<tr>
<td>School-to-work programs in e.g. medicine, finance, computers</td>
<td>16. LOC Redesign</td>
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<tr>
<td>8. Office and Technical Training</td>
<td>Design online course(s) for LOC students</td>
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<tr>
<td>Program to teach people the skills needed for office/technical work</td>
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**Presentations:** Groups will make a joint presentation to the class on their project. The talk can be based on PowerPoint or overheads. There will be about 15 minutes for the presentation and another 15 minutes for questions. Timing the talk carefully is important, since it is very bad form in business to run over the allotted time. The talk should be as clear and interesting as possible, and other students are expected to ask the hard questions about the proposal.

**Final Paper:** Final papers (restricted to 15 pages) should detail your proposed project design, addressing the specific requirements listed below. The final paper should include a list of references used. Project designs should demonstrate clearly:
A. Executive Summary: the nature of the problem and the rationale for the solution.
B. Background to the problem, with references to literature
C. The group's approach to addressing the problem, and comparisons to similar programs
D. Detailed implementation plan (who would participate, when, etc.)
E. Expected results and outcomes.
F. Conclusion.