

Human Resource Applications in Work-Based Education
EMKT 4120-6120
CTL Report

Human Resource Applications in Work-Based Education is a split-level course offering students technical content and teaching strategies designed to enhance their capabilities in classroom and work-based settings. The course serves students majoring in marketing and business education, and health promotion and human performance.

This course integrates several of the major components of contextualized learning (CTL) including cooperative learning, inquiry-based learning, problem-based learning, project-based learning, and work-based learning.

Cooperative Learning:

Students participate in at least 4 industry tours during the semester. At the completion of tours students work in groups of 3 to discuss experiences and answer a set of directed questions about tours. In these groups students explore how other students viewed industries visited. Guided discussions provide for shared learning among group members. Assimilated group generated responses to guided questions become part of students' final course portfolios.

Inquiry-Based Learning:

Students are required to complete Internet exercises and article critiques. The goal of these activities is not to discover how much information students can memorize but to encourage students to embrace inquiry-based learning. Students must immerse themselves into human resource concepts taught in the course and participate in a variety of exploration type experiences. Internet exercises are provided in the text and article critiques are completed on student-selected articles. These activities become part of students' final course portfolios.

Problem-Based Learning:

Students are required to complete case problems during the semester that connect real-world issues with course content. Case problems are taken from the text and students are directed to find solutions to the problems presented. Students spend time during class sessions discussing applied answers. Completed case problems become part of students' final course portfolios.

Project-Based Learning:

Students taking EMKT 4110/6110 are required to develop a comprehensive portfolio that assimilates all of the activities completed during the course. Portfolios give students an organized notebook that can easily be applied to their teaching once they begin their careers. Students must submit an organized notebook containing all described materials for evaluation.

Work-Based Learning:

Students participate in at least 4 industry tours during the semester. These tours take place at local industries and are conducted by industry personnel. Students get opportunities to view work-based environments and activities. After the tours, students participate in small group discussions focused on industry-based experiences.

THE UNIVERSITY OF GEORGIA
MARKETING EDUCATION
EMKT 4120/6120

COURSE: Human Resource Applications in Work-Based Education

INSTRUCTOR: Dr. Elaine Adams Work phone (706) 542-4204
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OFFICE HOURS: Available most days between 10:00 am and 12:00 noon.
Additional hours are always available by appointment!

DESCRIPTION: Human relations, communications, management, and career development in work-based education programs, with emphasis on instructional strategies.

TEXT: Human Relations: Principles and Practices
By: Barry L. Reece and Rhonda Brandt, ©2000

OBJECTIVES: Upon completion of this course, you will be able to:

1. Describe the nature, purpose, and importance of human relations.
2. Investigate the forces influencing behavior at work.
3. Trace the development of human relations from the industrial revolution to the 1990s.
4. Evaluate and effectively use interpersonal, organizational, and global communications.
5. Assess the power and influences of high self-esteem.
6. Illustrate how to build self-esteem.
7. Examine how personal values influence ethical choices.
8. Define attitude and describe those attitudes valued by employers.
9. Develop a professional presence that exudes a positive impression.
10. Value diversity personally, professionally, and globally.
11. Identify and describe methods for resolving conflict and achieving emotional control.
12. Appraise the importance of workforce teams, creative problem-solving, and decision making.
13. Encourage productivity, quality, and participative management.
14. Judge your own human relations abilities and skills.
15. Conduct human relations activities appropriate for the classroom and other organizations.
16. Apply human relations concepts to your own work experiences.
17. Use critical-thinking skills to evaluate human relations situations.
18. Participate and contribute to the development of human relations.
19. Explore the dynamics of a variety of businesses, industries, and organizations.
20. Develop a life plan for effective human relations.

EVALUATION: The final grade will be based on the factors as described below.

Portfolio – A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. A portfolio can be both a container of evidence of a student's skills and a portrait of a student's development through the course. It is a flexible and valuable tool that can be used for a variety of purposes. There can be as many types of portfolios as there are types of schools, classes, teachers, and students. You will be expected to compile a portfolio specifically about the issues discussed in this course. The portfolio is worth a total of 250 points – 50 points will be assessed for each of the five sections. Everything in your portfolio MUST be labeled! Your portfolio will be due on Monday, April 16, 2001. The portfolio you will develop for this class should include the following sections.

Section 1 – Internet Exercises: Each chapter contains Internet exercises. Your portfolio should include exercises from each of the nine chapters. Internet activities will ask you to look up a variety of information related to topics discussed and perform an assortment of activities. These activities are designed to provide you with information and insight. You should keep a detailed description of what you do when completing the Internet exercises as well as a collection of located information, documents, assessments, etc.

Section 2 – Case Problems: Each chapter contains a case problem that needs to be solved using improved human relations skills. Your portfolio should include case problems from each of the nine chapters. Case problems will require you to think critically and bridge the gap between human relations concepts and the real world. These problems will develop your abilities to think critically, and assess and provide solutions to real-world situations.

Section 3 – Article Critiques/Extra Credit: You should select at least 5 articles on human relations issues to critique. The format provided by the professor should be followed. Copies of the articles and your critiques should be included in your portfolio. Article critiques also may be conducted for extra credit – you may include an additional 5 critiques in your portfolio for extra credit. You can earn up to 5 points extra credit for each additional article critique—the total amount of extra credit that may be earned is 25 points total. EXTRA CREDIT critiques must be turned in on April 16 with the portfolio.

Section 4 – Miscellaneous Classroom Activities: Throughout the semester we will be completing numerous activities in class. These will include group assignments, self-assessments, evaluations and many other types of human relations activities. Miscellaneous class activities should be included as a section in your portfolio.

Section 5 -- Industry Tours: As a class students will participate in at least 4 industry-based tours. Tours will be scheduled by the professor and will be conducted during class time. Students will work in groups of 3 to discuss and summarize learning experiences obtained through tour participation. The questions identified below on the Industry Tour Worksheet should be used to guide group discussions and answers should be included in students' final portfolios.

Attendance/Participation – It is essential that you attend class and participate in class discussions on a regular basis. There are NO excused absences! Each class session will be worth a total of 10 points each for a total of 150 points. You may complete extra credit article critiques to make up for missed classes up to 25 points. However, please remember that these critiques must be turned in with your portfolio on April 16, 2001.

GRADING:

Portfolio	250 points		
Attendance/Participation	150 points		
A	100% - 90%	D	69% - 60%
B	89% - 80%	F	Below 60 %
C	79% - 70%		

GRADUATE STUDENTS

All graduate students must read and prepare a book review on a book about human relations. Please refer to the list books presented on page xxii in your text (The Search for Wisdom). This book review will be worth 100 points.

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Session 1 - January 8	Class Introduction Human Relations Activities
January 15	NO CLASS!!! Martin Luther King Holiday
Session 2 – January 22	Chapter 1: Introduction to Human Relations
Session 3 – January 29	Chapter 2: Improving Interpersonal Communication
Session 4 – February 5	Chapter 3 – Building High Self-Esteem
Session 5 – February 12	Chapter 4 – Personal Values Influence Ethical Choices
Session 6 – February 19	Industry Tour # 1
Session 7 – February 26	Industry Tour # 2
March 5	NOCLASS!!! Spring Break
Session 8 – March 12	Chapter 5 – Attitudes Can Shape Your Life
Session 9 – March 19	Chapter 6 – Developing a Professional Presence
Session 10 – March 26	Chapter 7 – Valuing Work Force Diversity
Session 11 – April 2	Chapter 8 – Strategies for Resolving Conflict and Achieving Emotional Control
Session 12 – April 9	Chapter 9 – A Life Plan for Effective Human Relations
Session 13 – April 16	Industry Tour # 3
Session 14 – April 23	Industry Tour # 4 DUE: Graduate Book Reviews
Session 15 – April 30	Final Portfolios Due

GOOD LUCK FOR A SUCCESSFUL SUMMER

***This schedule is subject to change at the discretion of the instructor

NAME: _____ STUDENT #: _____

Human Resource Applications in Work-Based Education
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Grading Sheet

Session 1 _____	Session 9 _____
Session 2 _____	Session 10 _____
Session 3 _____	Session 11 _____
Session 4 _____	Session 12 _____
Session 5 _____	Session 13 _____
Session 6 _____	Session 14 _____
Session 7 _____	Session 15 _____
Session 8 _____	TOTAL _____

PORTFOLIO _____

GRADUATE BOOK REVIEW _____

EXTRA CREDIT _____

TOTAL POINTS EARNED _____

TOTAL POINTS POSSIBLE _____

GRADE _____

Human Resource Foundations in Work-Based Education
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Article Critique

Article #:

Title of Article:

Author:

Publication Information:

Article Summary:

Personal Critique of Article:

What did I learn that I did not know before reading the article?

How can I use the information provided in the article?

HUMAN RESOURCE APPLICATIONS IN MARKETING EDUCATION
EMKT 4120/6120
Industry Tour Journal
Professional Development Activity

Please complete the following.

1. What did you learn from today's industry tour that you did not know before?
2. What were the best things about today's industry tour?
3. What were the worst things about today's industry tour?
4. How did your observations and experiences on the tour compare to what you expected to see and do?
5. What specific application to your discipline or teaching content area did you observe during the visit and discussion today?
6. How do you see yourself using information from this tour in the courses you teach (or will teach) and/or in other areas of your career?
7. What applications can you see for the preparation of tomorrow's workers?
8. Was the industry tour valuable? Why or why not?