THE UNIVERSITY OF BRITISH COLUMBIA
Faculty *of* Education

Technological Practices in Education: Trades, Apprenticeship, and Workforce Development

Course Outline

GENERAL INFORMATION

Course Number	EDCP471A	Section #	301	Term	Fall	Year	2019

Course Pre-requisite(s)	N/A
Course Co-requisite(s)	N/A
Course Schedule	M-W 9-1030

COURSE LECTURER'S INFORMATION

Name	Dr. Lindsay Langill	Scarfe Building	
Email	redsealdean@gmail.com	Lecture Room 1106	
Telephone	604-379-9050	206-200-0237	
Office hours	Mondays 8:00 to 9:00 am	Other times as requested	

COURSE OVERVIEW

This course will introduce students to Trades, Apprenticeship, and Workforce Development. K-12 students enroll in applied courses for interest, career foundational building, or to complete their timetable for required graduation credits. These students enroll to gain foundational knowledge towards developing a career in Trades, Engineering or other applied technology focused disciplines.

This course will introduce students to Provincially recognized trades, Red Seal trades, Apprenticeship, Work Force Development and the various labor models that exist within the BC construction industry. Students in this course will gain vast knowledge and an understanding of the Skills, Knowledge, and Abilities needed to prepare K-12 students for successful careers in British Columbia where Trades and Apprenticeship certification is the requirement.

INSTRUCTIONAL METHOD

The instructional methodology of this course will follow the 3-Pillared approach.

1) **Lecture:** Dr. Langill will lecture on key topics framed around Trades and Apprentice, primarily in Canada
2) **Guest Lectures:** Key people who play leading roles with in the British Columbia Trades and Apprenticeship System will provide their insights through Guest Lectures
3) **Inquiry Based Learning:** Can be defined as a process of discovering new causal relations where the learner formulates hypotheses and tests them by conducting experiments and/or making observations (Pedaste, Mäeots, Leijen, & Sarapuu, 2012). Dr. Langill holds a belief that students learn best by not accepting the message of the lecture as being true without challenging the thought and reasoning behind the message of the lecture. The lecture should invoke discourse, provoking students to discover new knowledge through setting up the argument that will further establish possible ideas or innovation. Students will benefit from this course by coming to class prepared to question the lesson.

LEARNING OUTCOMES

As a result of this course students will be able to:

- Understand how Trades/Crafts evolved
- Understand the significance of Trades and Apprenticeship in our modern society
- Know the difference between Red Seal Trades and Provincial Trades
- Gain an understanding of the Ministry responsible for Trades Training in BC
- Understand the role of the Industry Training Authority in BC
- Gain an understanding of alternate assessment methodologies used in applied programs
- Understand the Labor Market that Trades operate under within British Columbia
- Gain an appreciation for the various Construction/Trade Associations in British Columbia and the important roles that each plays
- Understand the connection between Trades and Technology Education
- Understand the important role Technology Education plays within the K-12 system and the links to careers in the Trades, sub trades and trade supporting roles
- Knowledge of organizations such as Skills BC, and CAF
- Understand "Youth Apprenticeship" and "SSA" in the K-12 system
- Have an understanding of TAFE and Trades systems within International Education
- Have a general understanding of various methods of assessment
- Gain knowledge of academic pathways post-trades certification

REQUIRED COURSE MATERIAL

Provided as Needed

OPTIONAL COURSE MATERIAL

Bugg, J., & McDaniel, M. (2012). Selective benefits of question self-generation and answering for remembering expository text. *Journal of Educational Psychology, 104*(4), 922-931 DOI: 10.1037/a0028661

Langill, L. (2015). Dissertation – Youth Apprenticeship: What Impact Has This Program Had in British Columbia?

Langill, L. (2014). Single Technology in Classroom Innovation.
Langill, L. (2018). Whose Standards, Journal of Commerce.

Popham, J. (2013). Classroom Assessment: What Teachers Need to Know (7th Edition)

Taylor, A., Lehman, W., Raykov, M., & Hamm, Z. (2013). High school apprenticeship: Experiences and outcomes. Edmonton, AB: University of Alberta.

ASSIGNMENTS AND EVALUATIONS

Participation: Students will be evaluated on their participation during lectures, guest lectures and in/outside of class time. It is important that students have well thought out questions and be prepared to seek knowledge through using well-established questioning methods.

Mid-term: This presentation is intended to further the student's knowledge in an area of interest. Students should make use of the "research days" embedded in the course to interview a "tradesperson" who is working in the field. While a "set" of questions are provided, further questions can be of the students own intuition and be detailed or conceptual. Each

Assessment Item Name	Due Date	%
Participation	Ongoing	25
Midterm Presentation	6-Nov-19	25
Final Presentation	4-Dec-19	50

student will provide a 10-15 minute formal presentation to the class that will outline their findings.			
Final: The final assignment is based on a topic of self-interest that has arisen as a result of taking this course. The presentation will take off from a concept that has come as a result of a lecture, or from a thought that has impressed the student as a result of this course. The presentation must be based on the student's own findings/work; stem from an idea that has arisen from the course, and correlate to Technological Practices in the Field.

Note: It is advised that the student discuss their topic for Final Presentation with the Professor. | | | |

DETAILED COURSE CONTENT

Class/ Topic	Date	Content Description
1	4-Sep-19	Introduction to the course. Course outline, expectations and assignments
2	9-Sep-19	History of the Craft system and the evolution of Trades.
3	11-Sep-19	Trades and Apprenticeship: The BC, system. Ministry of Advanced Education, Ministry of Education, Trade Schools (Public and Private) Technical Safety BC, ITA, AIT HRSDC.
4	16-Sep-19	The Red Seal Process of Developing Trades Programs
Red Seal, Provincial, Occupations, Work Force Development, Onboarding, Safety Certifications.
5	18-Sep-19	Assessment Models in Trades Programs
1.Knowledge Based Assessment and Multiple Choice exams
2.Competency Based
6	23-Sep-19	Guest Lecture #1: Larry Richardson – Director of Training BC: CLAC-BC Progressive Union

7	25-Sep-19	Guest Lecture #2: Elaine Allan – Executive Director of Skills BC
8	30-Sep-19	Guest Lecture #3: Jeff Dickson – VP/Youth in Trades. Walnut Grove Secondary
9	2-Oct-19	Guest Lecture #4: Gord Stewart Former President of the Independent Contractor's and Businesses Association of British Columbia
10	7-Oct-19	Guest Lecture #5: Jeremy Lyndon – Principal, Aldergrove Secondary School
11	9-Oct-19	**Mid-term Presentations #1** 1)Meghan Ridley 2)Alana Meyer 3)Tyson Tambellini 4)Steven Balogh 5)Miles Mlieczko
12	14-Oct-19	Thanksgiving Holiday – NO CLASS
13	16-Oct-19	**Mid-term Presentations #2** 1)Jacob Hegeman 2)Patricia Lascelle 3)Tim Sorensen 4)Alex Caverly 5)Eric Patterson
14	21-Oct-19	Guest Lecture #6: Heather Hamilton – Manager of Industry and Contract Training: Women in Trades, Breaking down Barriers.
15	23-Oct-19	**Mid-term Presentations #3** 1)Shona Reeves 2)Murray Dennis 3)David Denman 4)Julian Gargiulo 5)David Nightingale
16	28-Oct-19	No Class - Practicum
17	30-Oct-19	No Class - Practicum
18	04-Nov-19	No Class - Practicum

19	06-Nov-19	No Class - Practicum
20	11-Nov-19	**Remembrance Day Holiday**
21	13-Nov-19	Research Day – No Class Scheduled
22	18-Nov-19	A Single Technology in the Modern Classroom- Discussions on the use Electronic Devices have in the Learning Environment.
23	20-Nov-19	Final Presentation #1 4 Student Presentations
24	25-Nov-19	Final Presentation #2 4 Student Presentations
25	27-Nov-19	Final Presentation #3 4 Student Presentations
26	03-Dec-19	Final Presentation #4 4 Student Presentations

Undergraduate Grading System

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D*
0-49	F (Fail)

* Although D is a passing grade, it will not permit entry into a subsequent course for which it is a prerequisite, nor will it be recognized if the course is a compulsory course in your program.

POLICIES

ACADEMIC INTEGRITY
UBC University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures.

EXAM SCHEDULE
Examination schedules are posted online approximately 6 weeks before the examination period begins

FINAL EXAM CONFLICTS AND DEFERRALS
An exam **conflict** is defined ONLY as two or more exams scheduled on the same date at the same time OR a conflict created by religious constraints. Details about conflict procedures can be found on the *Final Examination Conflict* form.

EMAIL POLICY
E-mail is one of the official means of communication between UBC and its students. As with all official University communications, it is the student's responsibility to ensure that time-critical e-mail is assessed, read, and acted upon in a timely fashion. If a student chooses to forward University e-mail to another e-mail mailbox, it is that student's responsibility to ensure that the alternate account is viable. Please note that to protect the privacy of students, the University will only reply to students on their UBC e-mail account.

RESOURCES

STUDENTS WITH DISABILITIES
Students who have a documented disability and require academic accommodation must contact UBC's Office for Students with Disabilities (OSD).

COMPUTER LABS
Free access to computer labs is available at various locations on campus.

> **The official version of this course outline is the version posted on myCourses or the printed version distributed by the instructor at the beginning of the term.**
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> **"In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.**

University & Faculty Policies, Statements, and Resources

- ❑ **Academic Honesty and Standards, and Academic Freedom:** *UBC Calendar* http://www.students.ubc.ca/calendar
- ❑ **Academic Accommodation for Students with Disabilities:** Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay (see UBC Policy #73 https://universitycounsel.ubc.ca/files/2019/02/policy73.pdf).
- ❑ **Statement of Respect and Inclusion:** The Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an educational and employment environment that supports our community members' full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors with disabilities, members of racialized communities, Indigenous people, trans, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno-linguistic, nationality and citizenship status.
  - o Faculty of Education courses occur in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Students, instructors, visitors and readings/media in Education courses may raise controversial issues. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education online discussions and course assignments. Please feel welcome to email to your instructor your name and pronoun and how you would like these to be used.
- ❑ **Policies and Resources to Support Student Success:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here https://senate.ubc.ca/policies-resources-support-student-success. UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here https://senate.ubc.ca/policies-resources-support-student-success