



# Workforce Development

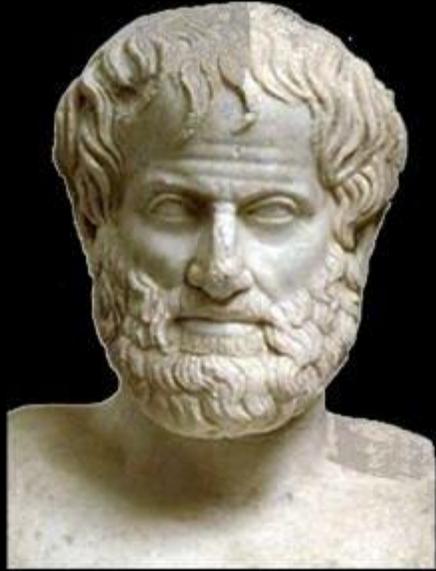
*Apprenticeships and other forms of experiential learning.*

*HRDC Brunswick, Georgia*

October 22, 2018

**GEORGIA'S RURAL CENTER**

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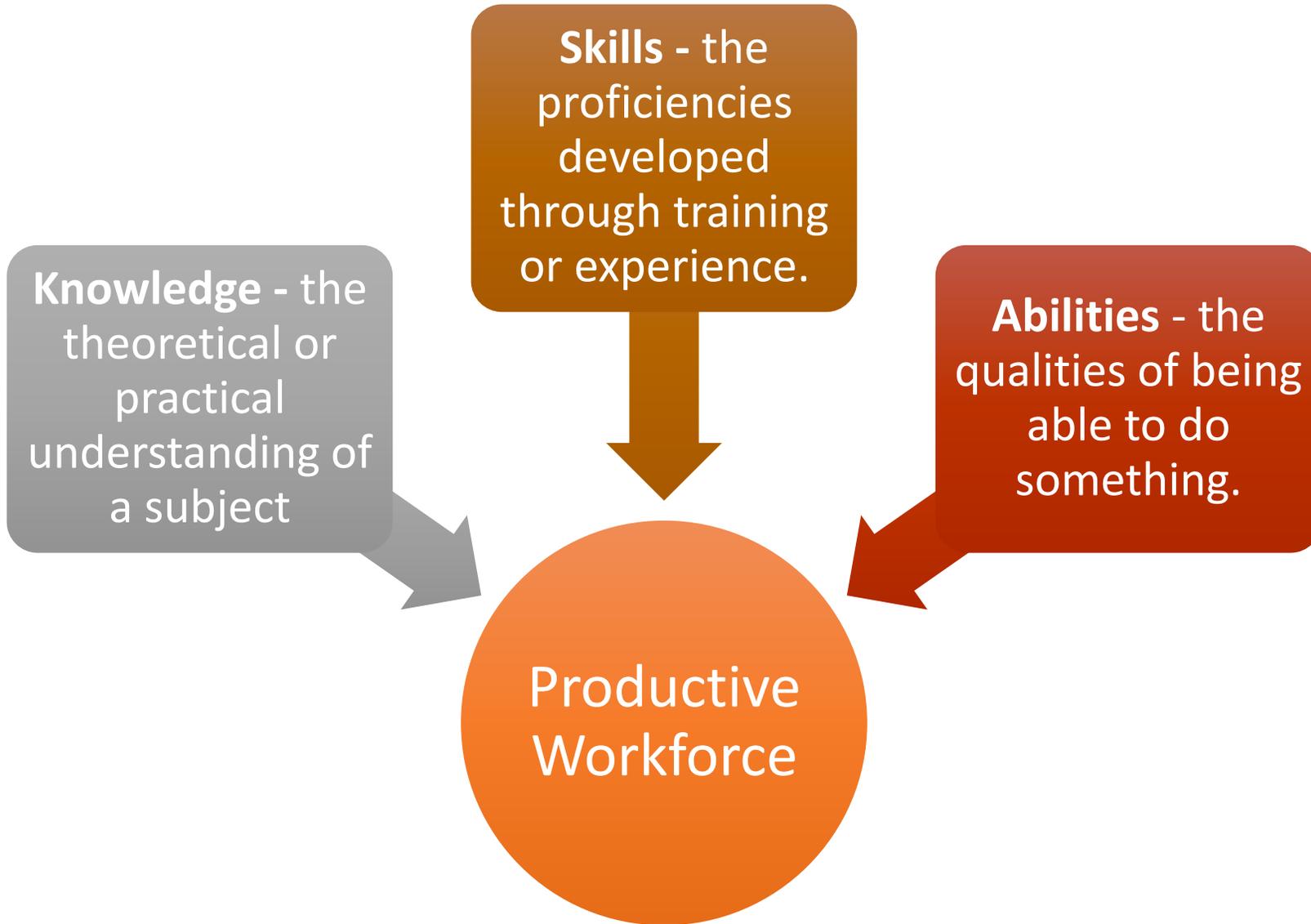


*ARISTOTLE, THE NICOMACHEAN ETHICS*

**Aristotle** believed that education was central – the fulfilled person was an educated person.

He believed in both education through reason and education through habit.

By the latter he meant **learning** by doing – “Anything that we have to **learn** to do we **learn** by the actual doing of it...”





Vs.

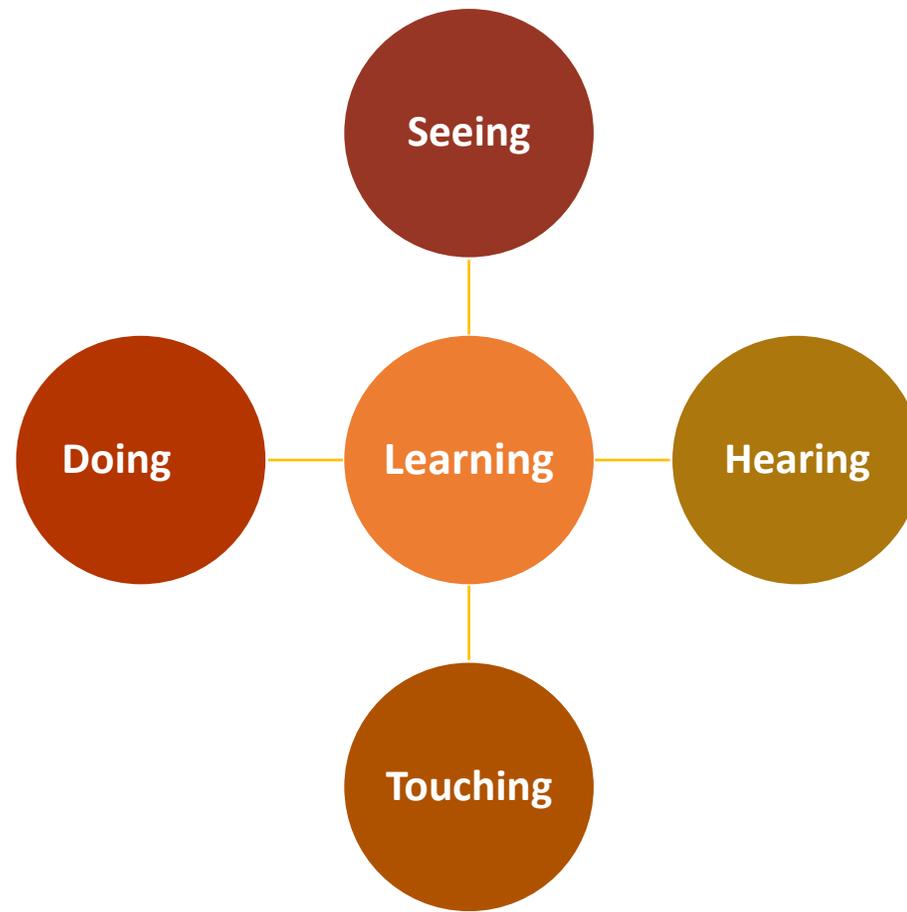


**Quantum Physicist**

**General Surgeon**

**Forester**

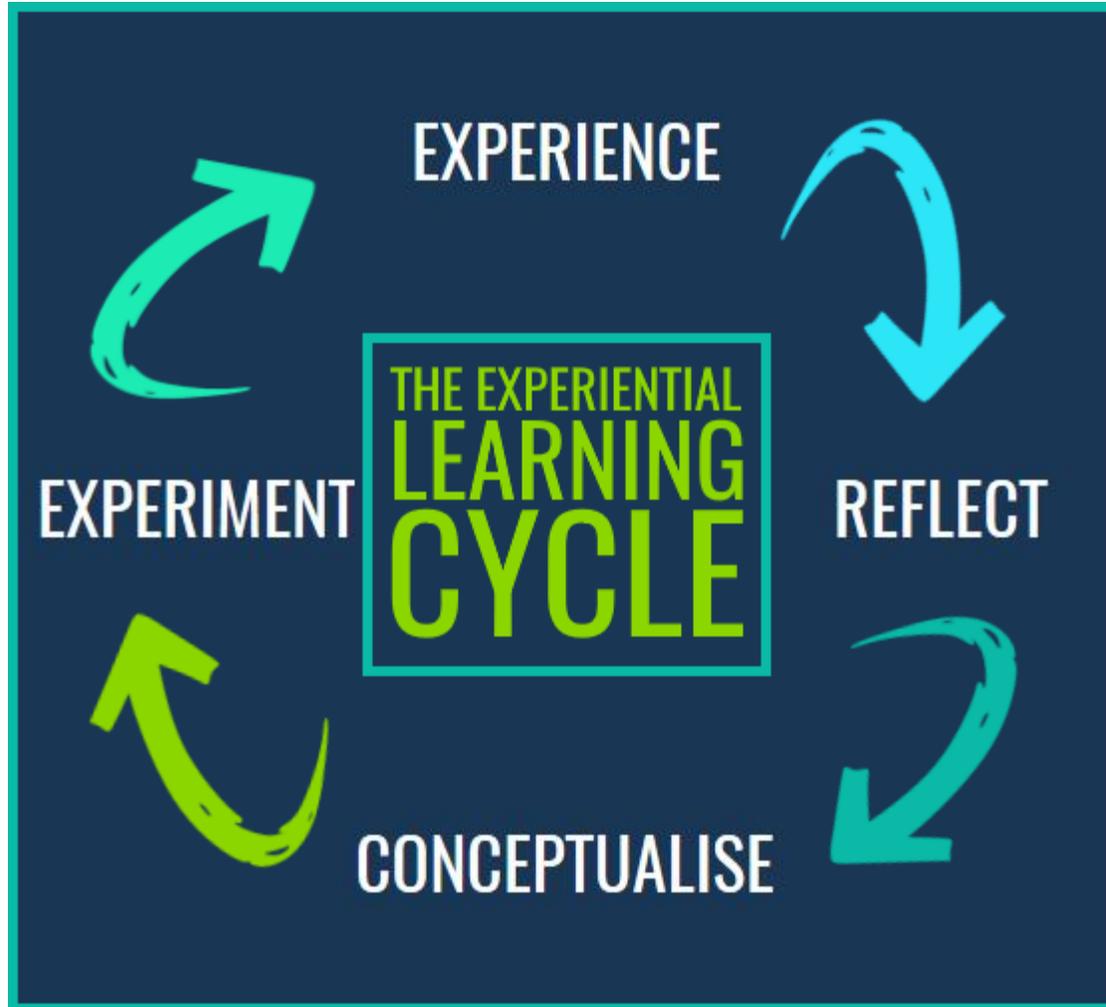
**TIG Welder**



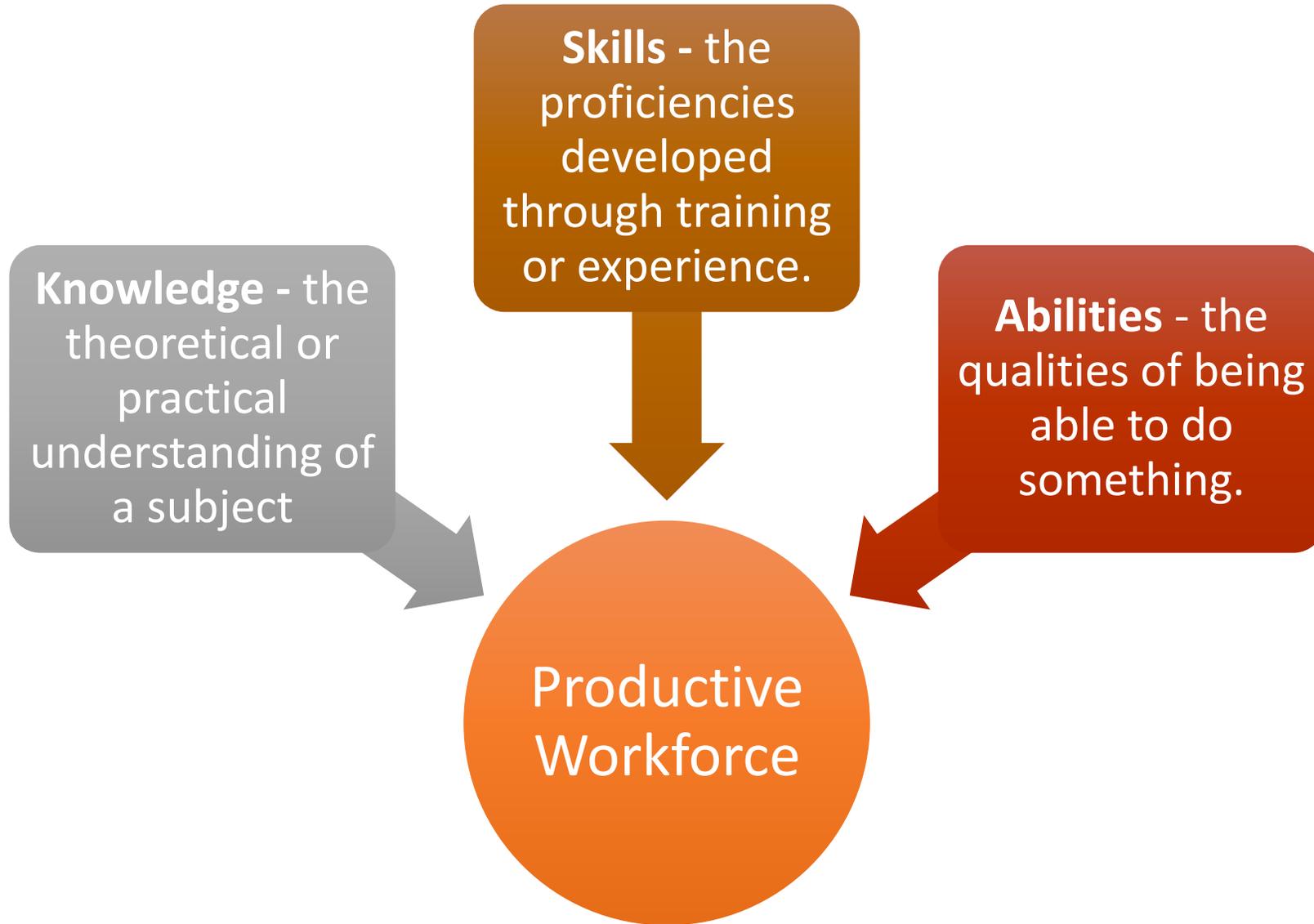
Learning Modalities!

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# Kolb's Experiential Learning Cycle



1. Experience – new or revisited.
2. Reflect – does one understand based on previous experience.
3. Conceptualize – reconcile with previous experiences and current understanding. May require reconceptualization.
4. Experiment – application, problem solving, demonstrate ability to resolve or solve new challenges.



# **Experiential Learning**

- **Laboratories**
- **Clinicals**
- **Mentored research**
- **Design projects/capstone experiences**
- **Residencies**
- **Fellowships**
- **Teaching**
- **Internships**
- **Cooperative education**
- **Apprenticeships**

APPRENTICESHIPS

WORK

Apprenticeship, *n*

*“an arrangement in which someone learns  
an art, trade, or job under another”*

APPRENTICESHIPS

WORK

### Traditional framework:

- Master < Journeyman < Apprentice.
- Indenture, or other forms of obligation.
- Often restricted to “trades”.
- Sometimes devoid of worker rights.
- Often narrowly focused and lacking knowledge or general education component .

### Contemporary framework:

- More flexible – varying considerably in time and intensity.
- Often pay-based rather than obligation or indenture based.
- Provides for worker rights.
- Inclusive of knowledge or general education.
- Not restricted to the “trades”. Can be integrated into a traditional “college” education.

APPRENTICESHIPS

WORK

Applicability:

- Highly towards the skills end of the continuum.
- Stand alone for certain highly skilled trades.
- Can be a part of a broad-based educational program when a broader knowledge base is required.

Possible advantages (compared to contemporary technical education)

- Combines training with employment.
- Ascertains willingness to work.
- Can be very focused and skill specific.
- Contextual – on site; with specialized equipment; sensitive to the employer culture.
- Site specific.
- Effective and efficient – proven over centuries.
- Ongoing, real time assessment.
- Reduces requirement for state burden
  - Bricks and mortar
  - Equipment
  - Personnel
  - Benefits

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**For more information...**

**Contact:**

**Scott Blount**

**Associate Director, CRPI  
Baldwin Agricultural College**

**[sblount@abac.edu](mailto:sblount@abac.edu)**

**229-391-5050**

**David C. Bridges**

**President, Abraham**

**[dbridges@abac.edu](mailto:dbridges@abac.edu)**

**229-391-5050**

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