Workforce Development

Apprenticeships and other forms of experiential learning.

HRDC Brunswick, Georgia
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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…”
Knowledge - the theoretical or practical understanding of a subject.

Skills - the proficiencies developed through training or experience.

Abilities - the qualities of being able to do something.

Productive Workforce
Quantum Physicist  vs.  General Surgeon  vs.  Forester  vs.  TIG Welder
Learning Modalities!

- Seeing
- Hearing
- Touching
- Doing
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.
Productive Workforce

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Experiential Learning

• Laboratories
• Clinicals
• Mentored research
• Design projects/capstone experiences
• Residencies
• Fellowships
• Teaching
• Internships
• Cooperative education
• Apprenticeships
Apprenticeship, *n*

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

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