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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 98 pages. Original publisher: Washington, D. C.: School to Work Opportunities, U. S. Dept. of Education: U. S. Dept. of Labor, 1997 OCLC Number: (OCoLC)36944427 Subject: Apprentices -- New York (State). Excerpt: . . . Getting Started To foster the acquisition of technical and safety (see Appendix, p. 84). competence, designers of workbased Modules are like building blocks. learning programs use the same They can be put together in different approach as the designers of classroom combinations. For each occupational instruction; they develop a area, we grouped modules containing curriculum. A work-based learning the fundamental techniques and curriculum identifies and sequences concepts that all youth had to master learning objectives and specifies the and named them the core unit. tasks, projects, and activities that Elective units contained modules enable youth to achieve them. related to subdisciplines and to procedures that might be specific to one or a few firms. Firms selected Tasks elective units to teach technical skills To begin building a work-based related to their industry and future learning curriculum, managers list workforce needs. Each occupational work tasks that youth will perform area had both a core unit and elective and the necessary technical skills, units. including computer skills and Core modules functioned as principles related to understanding the components of skill standards for the procedures (see Appendix, p. 83). occupational areas in which youth Initially in the demonstration project, worked. The framework of modules each department listed technical skills in core and elective units gave choices specific to its own area, without to employers and youth and also coordination among departments. achieved some standardization. Evaluation notebooks contained units Building Blocks and modules for technical competence As new firms joined the...

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