

**EDUC 675 - LEARNING TO WORK**

**Spring 2021 (February 21 -25)**

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**COURSE DESCRIPTION**

Learning to Work is a course designed to guide students in strategic reentry to their respective workplaces, professional fields and communities as leaders, scholars, researchers and education professionals with new identities, capacities and interests developed during their time at NUGSE.

The course will engage students in reflections on the learning experience, knowledge, skills and attitudes they have developed over the period of two years they have studied at NUGSE. Through such reflections students will consolidate their theoretical learning from different courses, their research experiences and their prior work expertise. The online learning format of the course will enable students to demonstrate in-depth understanding of all program concepts and theories and reflect systematically on those theories and concepts that have been significant to them personally and professionally. By doing so, students will identify areas of opportunity to grow professionally, to foster change, to develop their personal plan for re-entry to their workplace and for future contribution to the development of the quality of their workplace.

**COURSE AIMS**

This course aims to provide graduating students with an opportunity to reflect on and consolidate MSc Program learning and apply it in contextually relevant strategies for transition to professional life after GSE. The specific aims are to:

• plan for reentry into their respective educational institutions /workplaces, professional fields and communities, as scholars, researchers and professionals with new roles, capacities and interests developed during the M.Sc. Program at NUGSE;

• reflect on GSE program learning that has been significant and could have value for the future, both personally and professionally;

• identify areas of opportunity to foster change, within their work institutions, their professional fields and their communities; and

• develop Action Plans for reentry into their work institutions and longer-term career strategies.

**LEARNING OUTCOMES**

By the end of this course, students will be able to:

1. demonstrate in discussion and writing and/or other texts a reflection on the meaning and importance of key program learning to personal and professional development;

2. analyze and interpret the relevance of program learning across the M.Sc. curriculum to the student’s professional workplace or future professional pursuits;

3. articulate in discussion and writing the importance of program learning on personal and professional identity;

4. formally propose a possible future research project on issues of leadership relevant to the student’s workplace or future professional role, drawing explicitly on methodological and/or topical areas explored in the M.Sc. thesis research project;

5. develop an individual action plan for their reentry to their workplace and future career goals

**SYNCHRONIZED SESSIONS**

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| --- | --- |
| **Date** | **Topic** |
| **21 February**  **3-7pm** | Introduction, course overview, and Q&A |
| **24 February**  **3-7pm** | GSE alumni talk: career trajectory after GSE  A workshop *Developing online content for parents and using SMART goals assessment approach* |

**COURSE ASSESSMENT**

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| Assignments | Weight | Due Date |
| Learning reflection | 50% | February 21 (if in class) |
|  |  | February 28 (if as a writing assignment) |
| Re-entry Plan | 50% | March 07 |

\*As per NU Policy, 10% marks will be deducted if an assignment is submitted after the due date

**DESCRIPTION OF ASSIGNMENTS**

***Assignment 1:* Learning reflection (50% of your final grade): Grade assigned based on the class participation on February 21 (If a student has missed the class or class participation on February 21 was not satisfactory, a written assignment of 500-700 words is due on February 28, 2022)**

You are approaching the end of the two years MSc. of Educational Leadership programme. You are required to systematically do a reflection on your learning experience in this programme. This would entail reflecting on what you have learned in each course in terms of the knowledge (theories and concepts), skills and capabilities, and how they can be useful for your future. In addition, you are also expected to devote a section in the reflection to ponder on your thesis in terms of what you have learned so far in conducting this research, and how the knowledge, skills and capabilities developed from this research exercise can be useful in the future. (If you are writing a paper, the paper should be written in the framework of the Gibbs (1988) Reflective Learning Cycle.)

A presentation prepared in class will be assessed on February 21, upload on Moodle during the class. For students who will miss the class, this assignment is due on February 28 and should be uploaded on Moodle.

*Some references that may help to guide your reflection:*

Bekas, S. (2013). Critical reflection: a sound foundation for learning and practice in psychiatry. *Advances in Psychiatric Treatment*, 19(5), 320-328, DOI:10.1192/apt.bp.112.011064

Gibbs, G. (1988) *Learning by Doing: A guide to teaching and learning methods. Further Education Unit*. Oxford Polytechnic: Oxford

Helyer, R. (2015). Learning through reflection: the critical role of reflection in work-based learning (WBL). *Journal of Work-Applied Management*, 7(1), 15-27, DOI:10.1108/JWAM-10-2015-003

Hickson, H. (2011). Critical reflection: reflecting on learning to be reflective. *Reflective Practice,* 12(6), 829-839, DOI:10.1080/14623943.2011.616687

***Assignment 2:*** **Re-entry Plan (50% of your final grade): DueMarch 07, 2022 (500-700 words)**

For this assignment, you are asked to reflect on what your career prospects will look like within the next 5 to 10 years. You are required to write a 500-700 words reflection paper structured around the following themes and questions.

1. Describe (briefly) your past and current (if applicable) work experience.
2. What are your short (after graduation), medium (3-5 years) and long-term (10 years) career goal(s)? Where do you want to be in terms of employment with an organization and position? Specify the organization/institution where you want to work and the position in which you see yourself.
3. Detail the tasks of the envisioned job, educational qualification required, knowledge, skills and abilities required for the job.
4. Which of the required knowledge and employability skills for your targeted job have you obtained (or will obtain) at GSE?
5. What gap do you foresee in your current and prior knowledge and skills to achieve your career goal(s)? How are you planning to fill the gap in your knowledge and skills to achieve your career goal?

This assignment is due on March 07 and should be uploaded on Moodle.

**Appendix 1. Technical guidelines**

• **For this course, you will need the following:**

• A microphone

• Earphones

• Microsoft Office (PowerPoint, Word)

• A web camera

• **Expectations for participation:**

• Check email & Moodle regularly

• Attend all scheduled Big Blue Button/Zoom/Skype/Hangouts sessions

• All Moodle Forum/Flipgrid or other activities should be done on time

• If you are unable to attend a synchronous activity, notify the instructor immediately two Blocks in advance, communicate with your colleagues, and access the recorded session

• **If there is a problem:**

• Contact course instructor immediately

• Consult a peer for assistance

• Contact IT Helpdesk regarding the problem: helpdesk@nu.edu.kz

• Email GSE Learning Support (gselearningsupport@nu.edu.kz)

• **To be successful in this course, at a minimum, you should:**

• Download (and familiarize yourself with) all software in advance of scheduled use

• Be patient and resourceful if you encounter technology challenge

**Appendix 2: Rules for attending online sessions**

* The entrance to the room should be done at the specified time. It is best to come 5 minutes before the agreed time.
* You can leave the room only after the end of the session.
* Be always present and dressed in business casual.
* Sit at your table while the session is on.
* Have note-taking supplies at hand.
* The entrance to Zoom is carried out with only one gadget. Using a second gadget creates a lot of background noise, which is unacceptable. Use a laptop or desk computer.
* For classes, find a quiet place with no extraneous noise.
* The camera should be on at all times.
* It is forbidden to eat, talk on the phone, talk with strangers.

**Appendix 3. Netiquette guidelines[[1]](#footnote-1)**

Netiquette refers to a set of rules for proper online behavior and applies to tone in student-to-student and student-to-instructor communications. The guidelines include rules for conduct in discussions, e-mail, blogs, chats, online rooms, social networking sites and web conferencing. Aspects of communication content, such as quality, style, and grammar expectations, are also addressed.

We expect students to adhere to the following guidelines in online environments.

**Web Conferencing**

1. *Dress appropriately*
2. *Stay seated and stay present*
3. *Keep your camera on except for an emergency or if requested otherwise*
4. *Be aware of your surroundings*
5. *Mute your microphone when you’re not talking*
6. *Speak up*
7. *No food allowed*

**General Rules**

1. College-level writing skills are expected to be used when communicating in an online course. These skills include proper spelling, capitalization of words, punctuation, and grammar. Do not use texting abbreviations.
2. Short, to-the-point messages are clearer and easier to read.
3. TYPING IN ALL CAPS IS CONSIDERED SHOUTING.
4. Messages in all lowercase letters are difficult to read, so use proper capitalization. For example, when referring to yourself within a sentence, use “I” vs. “i”.
5. Be careful when using sarcasm and humor. Without face-to-face communications, your joke may be viewed as criticism. When being humorous, use emoticons to express humor, such as a happy face :-)
6. Address instructor and peers with respect using their names and titles if appropriate.
7. Check the syllabus carefully and understand any additional rules of netiquette that your instructor includes.

**Individual Communication (e-mail, private messages, instant messaging)**

1. Include the following in e-mail messages to the instructor:

a. Course name in the subject line

b. What assignment/s or concerns you are referencing

c. Your first and last name

2. When replying to a message, check the address to be certain it’s going to the intended location (person or group). It’s embarrassing if you reply incorrectly and post a personal message to the entire discussion group that was intended for an individual.

**Group Communication (discussions, group e-mails, wikis, blogs, etc.)**

1. In an online discussion or newsgroup, debate is welcome, but be tactful. Remember: there’s a human being (or a whole class) at the receiving end of your post.
2. Keep your questions and comments relevant to the focus of the discussion group. Information intended for an individual or small group of individuals should be e-mailed to those people directly.
3. If you quote a previous post, quote only enough to make your own point.
4. Try not to offend others in the class. Remember: these discussions are public and meant for constructive academic exchanges. Treat others as you would want them to treat you. If you would not make a statement in person in front of your classmates, do not make it online.
5. Be polite. Do not use offensive language. Professors may delete offensive language or posts.
6. Students’ posts should be original and not contain plagiarized material.

1. adapted from Polk State College guidelines at<https://www.polk.edu/distance-learning/student-guidelines/> [↑](#footnote-ref-1)