

Welcome to CEDP Phase 2

May 14 – 16 2013

Mohawk College

Hamilton Ontario

Working with Trades & Apprenticeship
Students
One Year Later

Working with Trades & Apprenticeship Students

We will continue to look at working with our Trades and Apprenticeship classes and the differing ways to deal with this type of student. We will compare notes as to how our first year went with dealing with our students. The trades are growing rapidly, with both postsecondary students and mature students. Students, with real life experience and those without little real life experience. Using those life experiences as a teaching tool for all the students. Using the postsecondary students with technology skills to teach the more mature, second career students who may be less technology advanced students. Balancing these generation gaps can bring a whole new atmosphere into the classroom.



How many of you here today teach:

POST SECONDARY STUDENTS ONLY

APPRENTICESHIP AND TRADES STUDENTS ONLY

A COMBINATION OF THE TWO GROUPS



How many of you here today are:

CERTIFIED TRADES PEOPLE???



How many of you here today are:

POST SECONDARY GRADUATES ???



Phase 1 Group Questions

In Phase 1 we discussed the following questions as they relate to your classes.

You have had one more year working with our students. Have your thoughts and opinions changed on some of these questions???

1. What makes our apprenticeship and trades students different from our post secondary students?
2. Are our apprenticeship and trades students more or less difficult to work with, as compared to our post secondary students? Explain.



Phase 1 Group Questions

3. How do you deal academically in classes that have a mix of our apprenticeship and trades students and our post secondary students?
 4. How do you deal with discipline in classes that have a mix of our apprenticeship and trades students and our post secondary students?
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5. How do you deal with verbal or physical threats in your class, whether directed towards to you or to another student?
 6. In what way do you direct your lectures in a class of our apprenticeship and trades? /our post-secondary students?



Phase 1 Group Questions

7. What method would you use to select groups for your lab work or class projects? Why? Why not?
 8. What is the most effective method for evaluating group work, so that each student can receive an accurate and fair mark?
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9. A single mom/dad is one of your students and shows up late for class with one of their children in tow. The babysitter is sick and they cannot get someone to take care of their young child. Can I bring him/her to class with me? What do you do?



Helpful Tips -Phase 2 Agree or Disagree????

1. When dealing with our trades and apprenticeship students, treat them like they are adults, because they are adults, even though they sometimes do not act like it.

Typically games do not work with these students. They are **not** 17-18 year old high school grads and don't want to be treated that way.

2. They want information they can use to get them through the courses they are taking and to help them write a government “C of Q” (Certificate of Qualification) and information that they can apply to their jobs.

So what do I, as a teacher, do to allow this process to happen???



Helpful Tips -Phase 2 Agree or Disagree????

3. These students want minimal homework because many of them have families and many have a full time or part time job that they work after school to keep the finances happening while they are in school. Typically EI does not cut the financial need that they carry.

**Does this means more class time to complete assignments??
Are your assignments valid or are they just easier and more
convenient to mark?**

4. What if there was less lecture theory and more applied theory in your class time, where you, as the instructor, become the facilitator?

What about including self directed class projects in the class time?
Again with you as a facilitator/ director?

Takes a lot more prep time so that the students can have valid work to complete and learn the theory.



Helpful Tips -Phase 2 Agree or Disagree????

5. These students 'do not want your opinion' but rather your 'personal experiences that are fact based' so that they can 'apply your experiences to their experiences'.

Do you, as an instructor, require those personal experiences before you can relate effectively to your class of trades people or apprentices?

How can you acquire those personal experiences so you can pass them on to your students??

6. At times you may have to cut some slack to these students when it comes to being absent or at times sleeping in the back of the classroom.

But, to cut that slack in certain circumstances, you need to know your students story!!!

Single parent?

Full time job?

What about "Ministry of Education" rules for absenteeism?



Helpful Tips -Phase 2

Agree or Disagree????

7. Experience has shown me that teaching these type of students does take more personal time and energy, like our post secondary students, but on a higher level. You may, at times, be required to understand your student's story, which many times can be more complex due to their life demands.

Families, EI , Mortgages, Single Parent!

8. Since we can tend to get more personal with some of these students and their own issues, help where you can but remember **“you are not a counsellor”**. So know your school's services for counselling, financial and medical support.

I have actually walked with students to counselling services and made the introductions. You need to know your school's counsellors and where to direct these students. Typically they will not go on their own!

“PRIDE”



Helpful Tips -Phase 2 Agree or Disagree????

9. As I mentioned earlier, these students want to know your experiences in technical & academic situations **but** they also want to know about your **personal life experiences** through your career.

How you dealt with certain life skill situations, like a new job, a problem co-worker, an unfair boss. How did you react or how would you react to these situations?

Be sure to keep these discussions appropriate and professional.

10. What about your students' experiences?

Technical, academics or life?

Are your students' experiences a valid teaching tool?

Remember, some of these **students may be older and more experienced than you** in the specific trade or course that you are teaching. Respect their experience and knowledge and see if you can apply it to the course that you are teaching.



Helpful Tips -Phase 2 Agree or Disagree????

11. Many times, you will find that these students are afraid to be back in school.

“It’s been a long time, how will I ever be able to learn again?”

Different students act this fear out in various ways.

Negative attitude, class clown, hide at the back of the class, arrive late and leave early.

You need to address this personally with those types of students.

“But some you will win over and others you won’t!!!”

12. This group of students will come to our classes and they will be weak in the basic skills that we take for granted that our post-secondary students carry out of high school.

Computer Skills: Basic Office document skills, proper procedures for email and researching skills.

Math Skills: Sometimes they are rusty or do not exist. Some of these students may not have completed high school.

Communication Skills: Possibly non-existent. They will need help with verbal and written skills.



Helpful Tips -Phase 2

Agree or Disagree????

13. You need to be brutally honest with everything you present to these students. They are typically living their career already and they need to understand the importance of not only technical or academic education but lifestyle education.

a. **Employability.**

b. **Attitude .**

c. **People skills.**

d. **Safety in the workplace is extremely important.**

****Remember their lives may depend on the safe practices they learn from
YOU!!!!**

**C:\Users\Owner\Documents\SCHOOL
DATA\CEDP\CEDP 2013\safety**

Case scenario 2 years ago !!!



Helpful Tips



Helpful Tips -Phase 2 Agree or Disagree????

14. **Employability skills are as important as academic skills** to any of our students so that they can be successful with their career.

10% Knowledge!
90% Attitude!!!!

We need to give our students any help that will help make them more employable.

15. When it comes to academics, most times **“Quality is better than Quantity”**.

Sometimes you **may not** get through the complete course outline!!

Is that an important issue? Ministry of Education requirements?



Helpful Tips -Phase 2 Agree or Disagree????

16. If you have a split class of post-secondary and apprenticeship students, try to mix the two groups together. You will find the two groups will help each other in their weak areas.

You will also find that these mixed groups will, many times, discipline themselves. The adult students in the classes will typically not put up with any nonsense. They are there to get an education so that they can improve themselves in the work place.

17. Many times, these adult students can become your friends due to their level of maturity, age and other reasons. But make certain that these friendships do not cause you to lose control of your position and authority.

“Remember, you are the one ultimately responsible for that class and the control of that class!”



Helpful Tips -Phase 2 Agree or Disagree????

18. Remember that an apprenticeship in the trades, when completed by the “C of Q”, (Certificate of Qualification), is similar to a university degree, complete with an internship.

A typical “C of Q”, is 3-4 years of theory classes, with approximately 9000 hours of internship work.

The discussions we have had here are based on my experience working with the apprenticeship and trades students. These ideas and experiences are my personal story.

Some may work for you and some may not. This is not a direction manual for these students, only my personal experiences.



THANKS FOR YOUR ATTENTION

Doug Daniels – Program Co-ordinator
for Mechanical Engineering Technician
Mohawk College, STARRT Institute
Stoney Creek Campus
doug.daniels@mohawkcollege.ca