Portland State University

PDXScholar

21CLEO Presentations and Publications

21st Century Learning Ecosystem Opportunities (21CLEO) Research Project

2020

What Factos Shape 21st Century Workplace Learning?

Kathy Harris
Portland State University, harriska@pdx.edu

Jen Vanek,
World Education Inc

Jill Castek
University of Arizona

Gloria Jacobs
Portland State University, gljacobs@pdx.edu

Follow this and additional works at: https://pdxscholar.library.pdx.edu/cleo_findings

Let us know how access to this document benefits you.

Citation Details

Harris, Kathy; Vanek,, Jen; Castek, Jill; and Jacobs, Gloria, "What Factos Shape 21st Century Workplace Learning?" (2020). *21CLEO Presentations and Publications*. 14.
https://pdxscholar.library.pdx.edu/cleo_findings/14

This Presentation is brought to you for free and open access. It has been accepted for inclusion in 21CLEO Presentations and Publications by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible: pdxscholar@pdx.edu.

Research Update:

What Factors Shape 21st Century Workplace Learning?

Kathy Harris, Jen Vanek, Jill Castek, & Gloria Jacobs

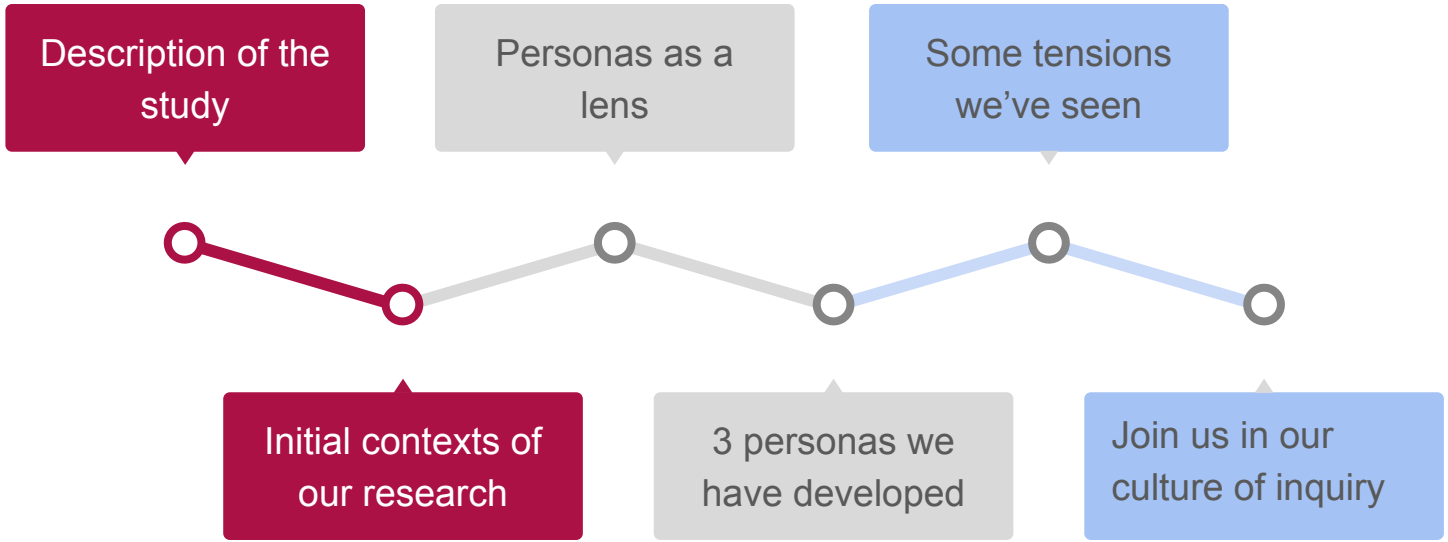
COABE Conference, 2020

EdTech CENTER @ WORLD EDUCATION

Literacy Language & Technology Research

The 21 CLEO research is supported by a generous grant from Walmart. The opinions and ideas expressed on this website are those of the authors alone and do not necessarily reflect the opinions of the funders.

Agenda


Description of the study
Personas as a lens
Some tensions we've seen
Initial contexts of our research
3 personas we have developed
Join us in our culture of inquiry

The Issue:

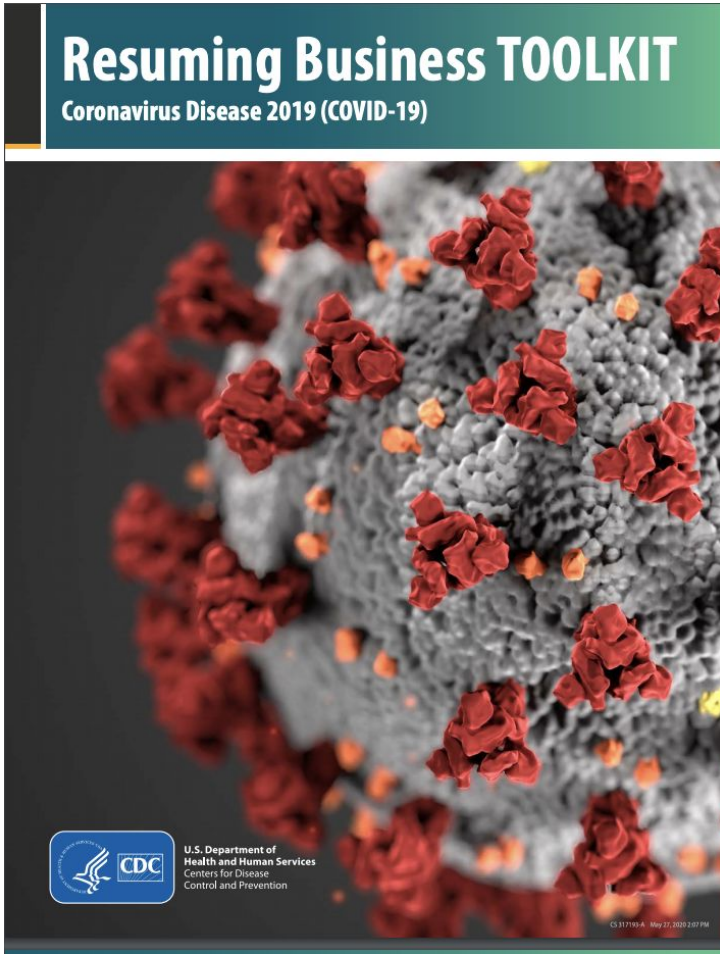
Two perspectives

Frontline working learners

Employers

COVID-19's Impact on the Worker & Workplace

https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html



Who are frontline service workers?

40% work on retail, healthcare, food service and hospitality

The majority make less than $30,000 per year

30% are under the age of 35

60-70% have job-limiting foundational skills (e.g. literacy, numeracy, problem-solving)

Constantakes, P., & Noakes, S. (2019). Tapping data for frontline talent development. Retrieved from Digital Promise website: https://digitalpromise.org/tapping-data-frontline-talent-development/#current-ecosystem

Research Questions

What are the experiences of working learners in employer sponsored learning?

What motivates frontline service workers to participate in employer sponsored learning opportunities, many of which are offered online?

What factors support working learners' continued participation and their success?

……and how has this changed?

Goals & Purpose

Adult learners take part in **many different kinds** of learning (in the workplace and beyond)

<u>Find out</u>

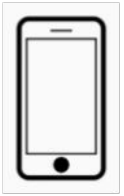
...what opportunities learners are offered and are taking part in

<u>Encourage and Support</u>

….sustained participation and connections between and across settings

Coworkers

Computers



Mobile devices

Family

Working Learner

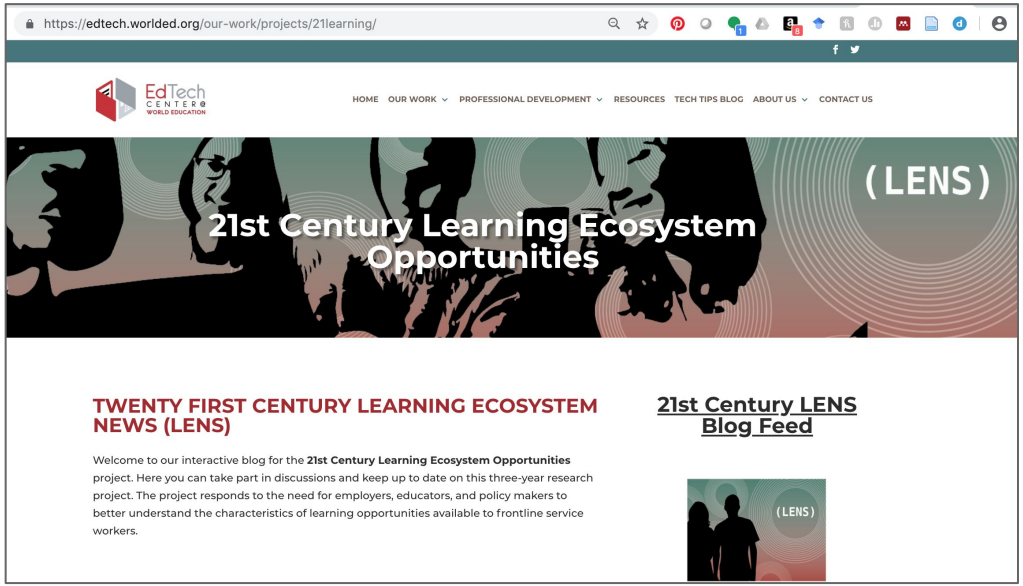
Home

Work

Personal learning spaces

Formal learning spaces

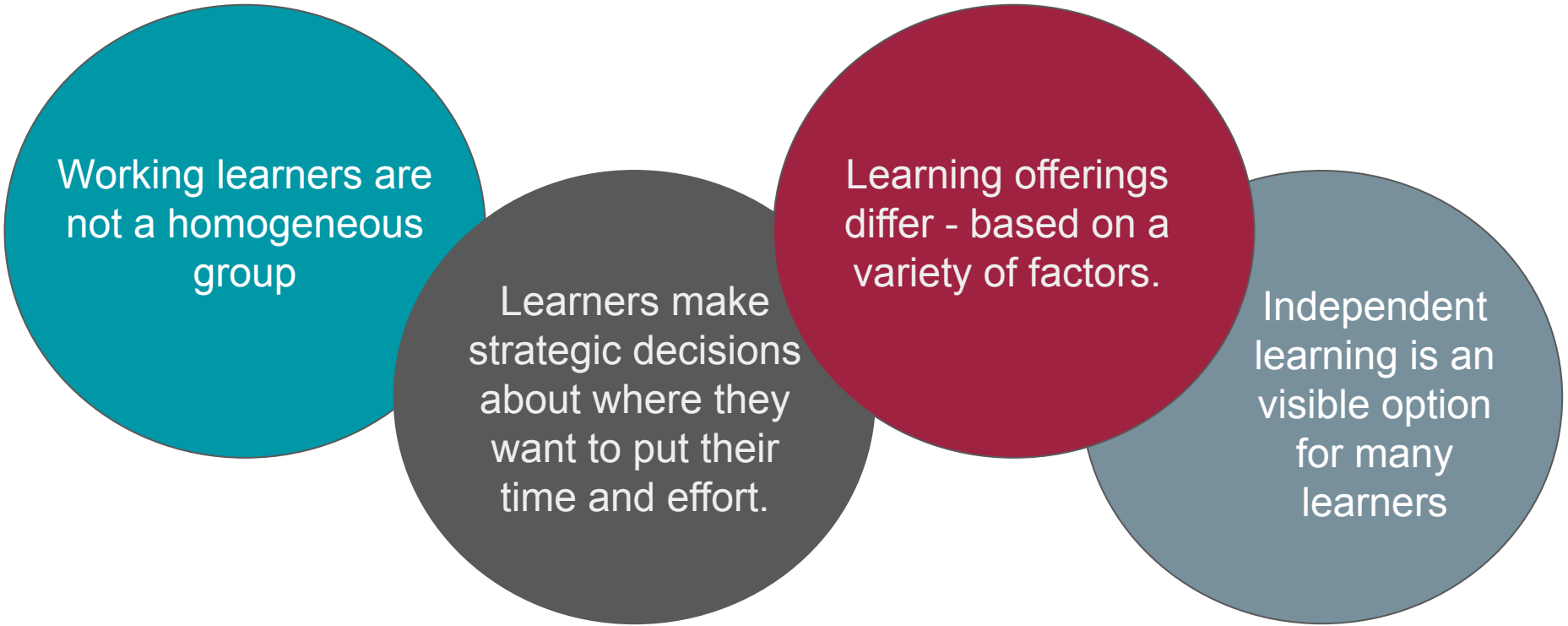
Culture of Inquiry



visit our blog at https://edtech.worlded.org/our-work/projects/21learning/

Researcher Perspective

Underlying Understandings & Foundation



Worker learners in the center

Learners make strategic decisions about where they want to put their time and effort.

Working learners are not a homogeneous group

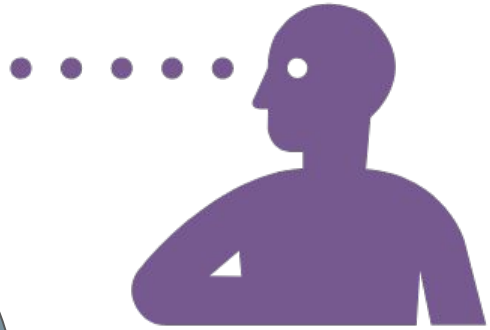
visit our blog at https://edtech.worlded.org/our-work/projects/21learning/

Learning Preferences

Learners develop their skills across their day and lives

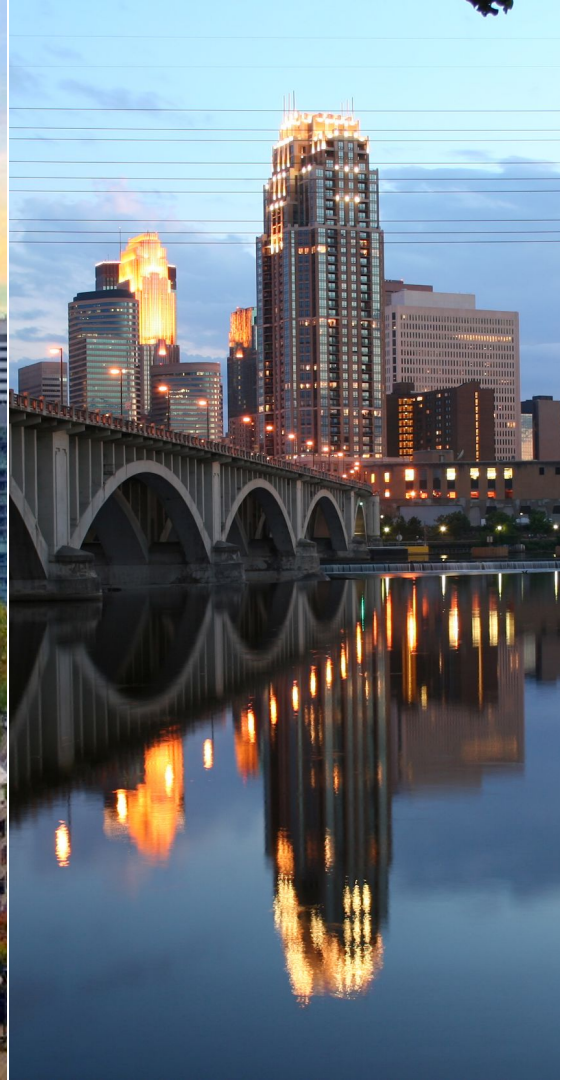
Independent mobile learning

Asking colleagues, watching managers



Learning offerings differ - based on a variety of factors.

Independent learning is an visible option for many learners



Contexts

Portland

Minneapolis

OTHER SITES

BOSTON

DALLAS

SAN DIEGO

Portland, OR Metro Demographics

- Population (4 counties): 2,283,827
- Education:
  - High School Graduation rate 80%
  - High school diploma or higher 92.2%.
  - Bachelors or higher 49%
  - Regional Literacy Rates
    (as measured by PIAAC):
    14.3% Level 1 or less
- Poverty: 12.7%
- Immigration Patterns: Mexico (37%), China (6%), Vietnam (5.2%), India (4.1%), and Canada (3.6%).
- English Language Learners: 3.2%

White 81.15%
Hispanic or Latino 11.90%
Asian 7.20%
Black or African American 2.80%
Two or More Races 4.14%
American Indian & Alaska Native 1.00%
Native Hawaiian &
Other Pacific Islander 0.59%

Portland, OR Metro Economy and Labor Market

- Portland Metro is Oregon’s largest workforce.
- 81% of jobs in Oregon connected to international trade and tourism.
- 12.4% projected growth across all sectors (2018)
- Top industry: Food service
- Jobs held by immigrants in order of rate: manufacturing, hospitality and food service, health care, retail, agriculture.
- Hospitality, Healthcare, and Retail have taken the biggest hits due to the Covid-19 pandemic.

Portland, OR Metro
Digital Inclusion and Equity

- Digital distress indicator*:

  Clackamas County: 12.27,
  Multnomah Cty: 21.54,
  Washington Cty: 2.89,
  Clark Cty (WA), 8.13

- Households with computers: 93.30%
- Households with broadband: 86.7%
- Broadband penetration rate: 22% of census blocks have have no wireline providers at 25↓/3↑ or faster.

*Digital distress indicator: Census tracts with a high percent of homes not subscribing to the internet or subscribing only through a cellular data plan and a high percent of homes with no computing devices or relying only on mobile devices. A score over 50 indicates digital distress

Twin Cities Metro Area (Minneapolis, Bloomington, St. Paul)

Population: 882,645

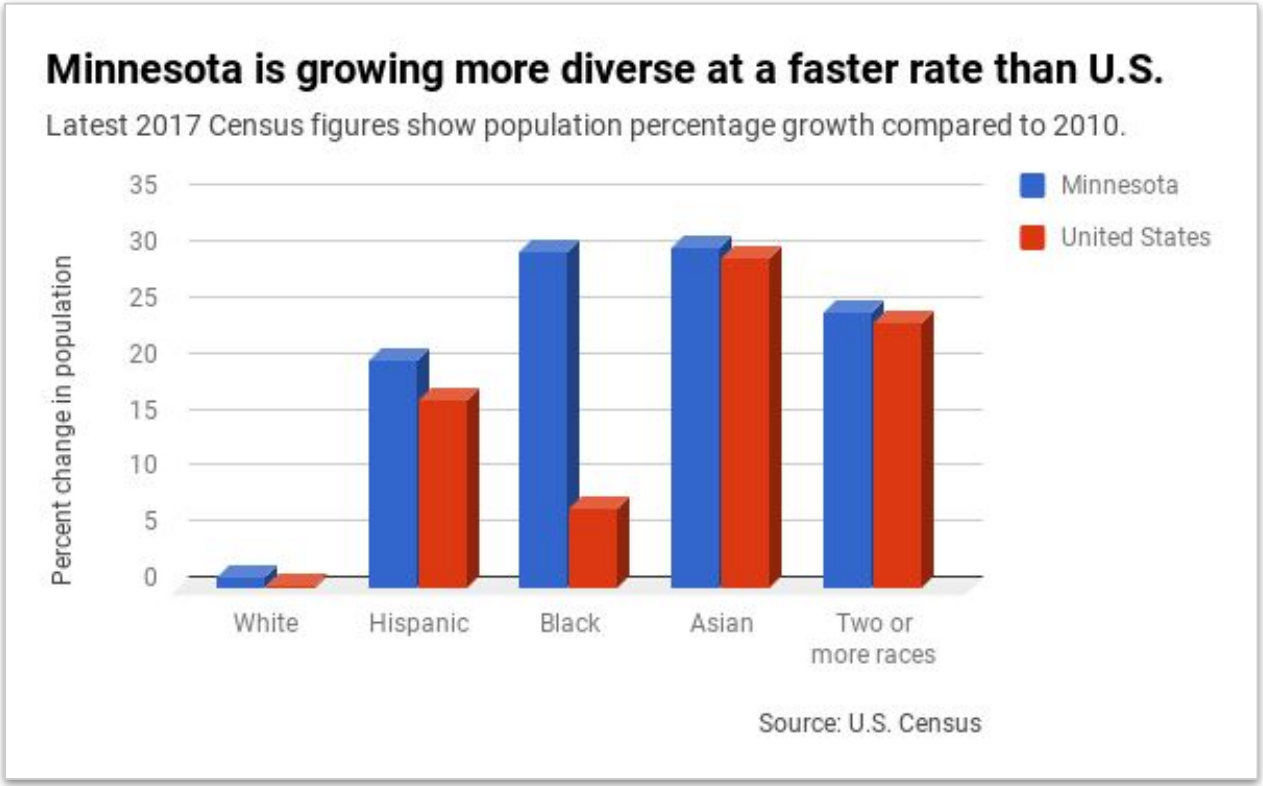
- Poverty: 14%
- Immigration Patterns:
- White 65.7%
- Black/African American (Includes Somali & other African immigrants 14.7%
- American Indian 1%
- Asian 10%
- Hispanic 8%
- English Language Learners: 5%

Education:

- High School Graduation rate 89.6%
- High school diploma or higher ???
- Bachelors or higher 43.5%
- Regional Literacy Rates (as measured by PIAAC): 15% Level 1 or less

Minneapolis - Ethnicity Reported in US Census

- White alone - 65.70%
- Black or African American alone - 14.73%
- American Indian and Alaska Native alone - 0.93%
- Asian alone - 10.10%
- Two or More Races - 4.60%
- Hispanic or Latino - 9.20%
- White alone, not Hispanic or Latino - 61.33%



MINNEAPOLIS

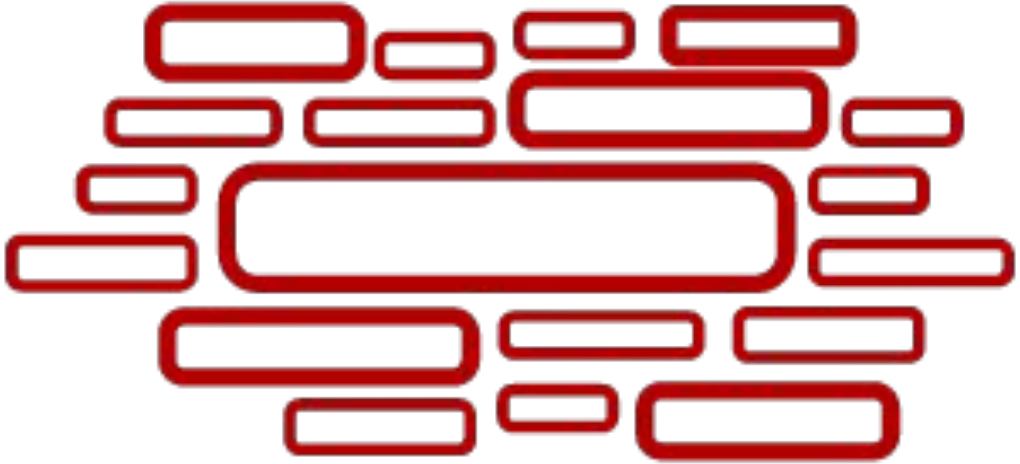
- The Twin Cities is Minnesota's largest workforce.
- Office & admin 14.4%, 13.5% healthcare, 9.7% sales, food prep & service 8%
- Median hourly wage for all occupations in the Twin Cities Metro Area was $22.78 in the first quarter of 2019
- 6.8% projected growth across all sectors - including industries w/ frontline service workers (2019 data).
- Jobs held by immigrants: 24% in service occupations (health care support, protective service, food preparation and serving, building and grounds cleaning, and personal care occupations.)
- Jobs in Accommodation/food services, health care/social assistance, and retail have taken the biggest hits due to the Covid-19 pandemic.

Minneapolis/St. Paul Metro Digital Inclusion and Equity

- Digital distress indicator*: 21
  - 22 - Minneapolis
  - 26.15 St Paul
  - 14.8 Bloomington
- Households with broadband: 83.3%
- Households with computers: 91.6%
- Broadband penetration rate (of blocks have *no* wireline providers at 25↓/3↑ or faster)
  - Minneapolis - 7%
  - St Paul - 18%
  - Bloomington 13%

*Digital distress indicator: Census tracts with a high percent of homes not subscribing to the internet or subscribing only through a cellular data plan and a high percent of homes with no computing devices or relying only on mobile devices. A score over 50 indicates digital distress

Poll - What are some stereotypes about adult basic skills learners who are also working?



Personas

- Created to understand users
- Helps to better serve needs and goals of users
- Is a representation of characteristics
- Invites the reader into shared understanding

https://edtech.worlded.org/persona-development-as-a-research-tool

Persona development process

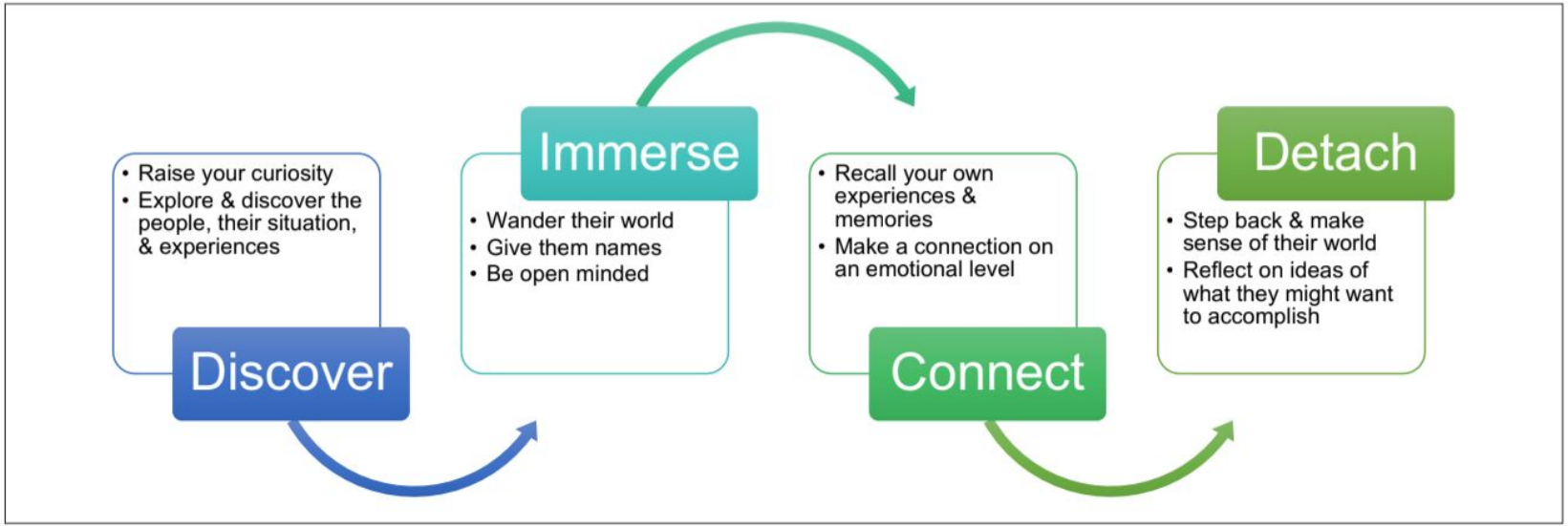


FIGURE 1. The 4-phase framework of empathy in design practice (from Kouprie & Visser, 2009).

Different reasons for participating

Foundational skills

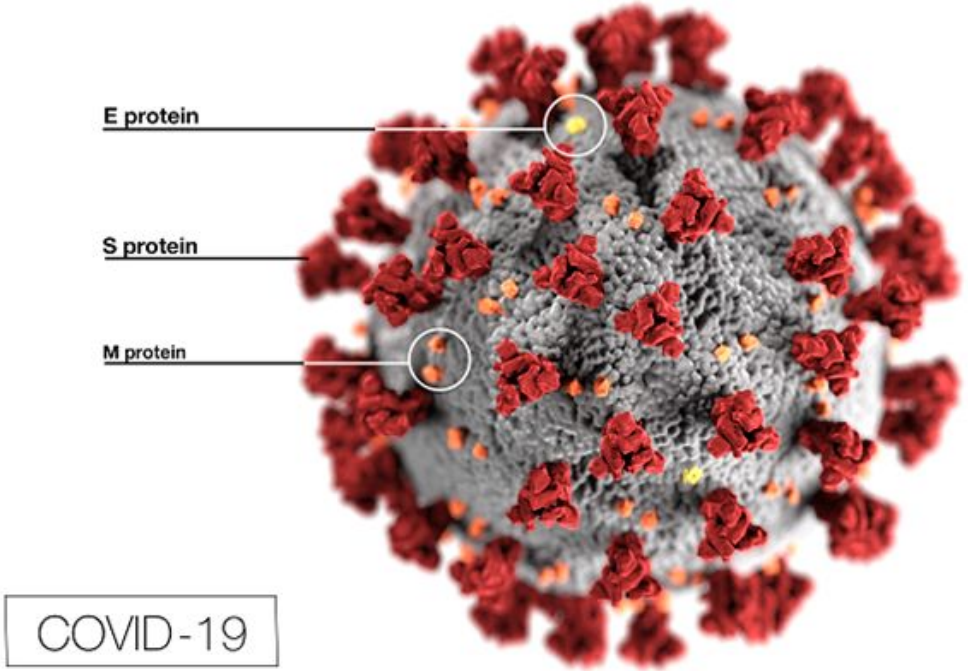
To satisfy a job requirement

To earn a degree or certificate

To move up in their current or chosen job or career

Learning in pursuit of degree or certification

On hold



Learning required for work

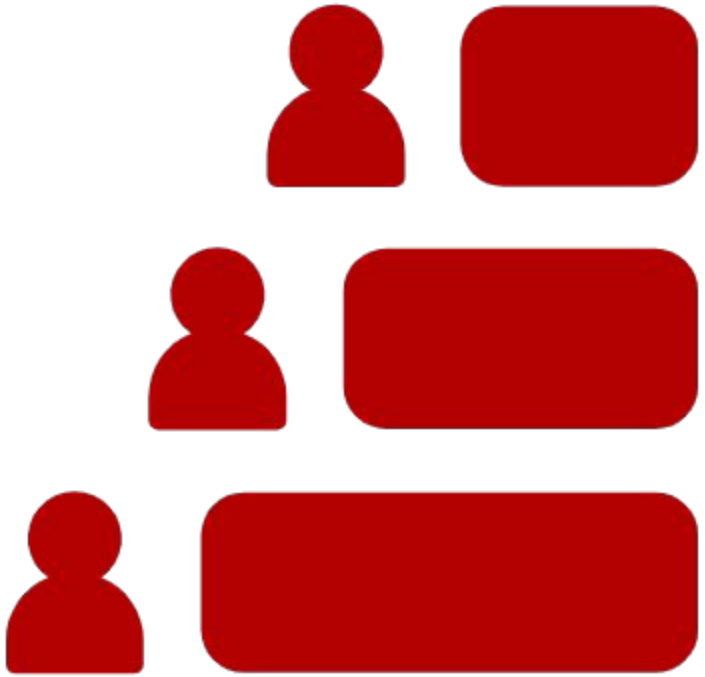
Short term goal: taking extra classes to expand work and career opportunities and to make her a more valuable team member at work

- **Education**: High school with some college courses
- **Position**: Retail in national drugstore chain
- **Long term goal:** To move into a different industry
- **Barrier:** Learning disability makes learning take longer
- **Supports:** Encouragement from trusted mentor or supervisor; family sharing household responsibilities
- Technology for learning makes learning more flexible

Yeah, if you're working in the pharmacy they offer classes every Tuesday and Thursday to where you can go in, they teach you everything you need to pass, you know, to become a certified pharmacy tech. Like they'll pay for the test or they you know pay for all your books but you have to go the class on Tuesdays and Thursdays. And then you can uh, once you pass your certification you'll be you know uh certified pharmacy tech.

Poll: What did we miss?

What supports are needed by learners engaged in required for work?



Learn English as a stepping stone: return to previous career

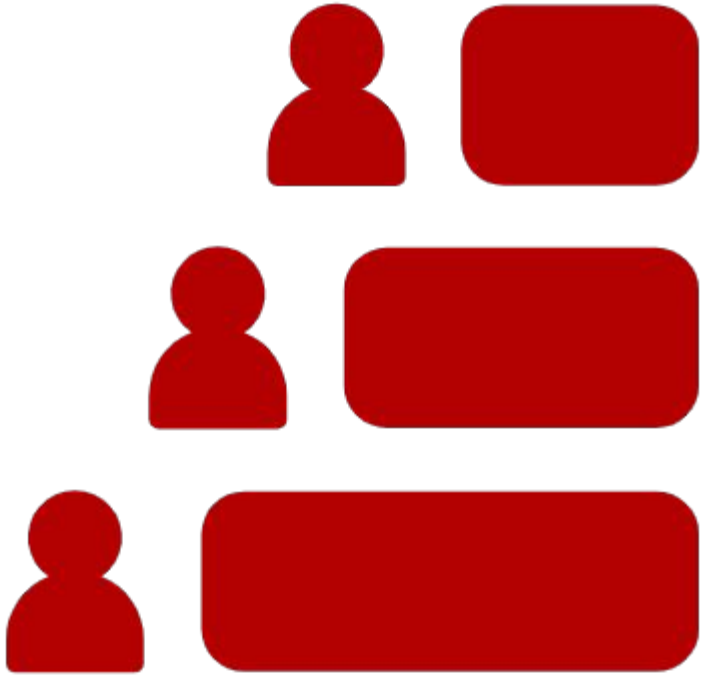
- **Short-term goal:** Improve expressive and receptive American English skills
- Encouraged by front-line supervisor to attend class

- **Education:** 4 year college degree in country of origin
- **Position:** “Front of the house” position
- **Long-term Goal:** To transition into original career track
- **Barrier:** Time and money
- Takes class while “on the clock”
- Uses computer and smartphone for independent learning

“I ... work 2 jobs you know 16 hours per [day] ….You have to support your family at the same time [send money] back to home yeah so actually the main thing is the time, we don’t have time.”

Poll - Learning required to return to previous career.

What supports do learners need?



Learn English as a stepping stone: to move into a different field

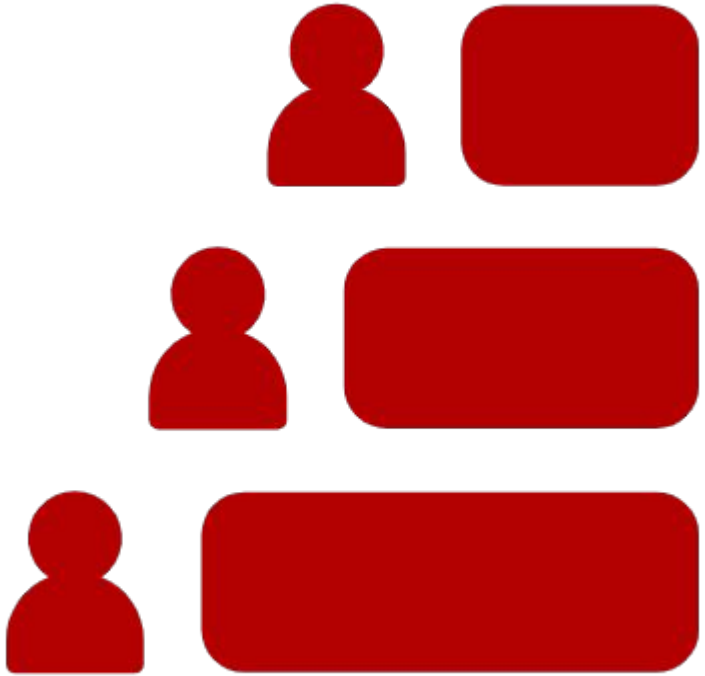
- **Short-term goal:** Improve expressive and receptive American English skills
- Encouraged by front-line supervisor to attend class

- **Education**: High school education in country of origin
- **Position**: “Back of the house” position (food prep)
- **Long-term Goal:** More education and a different job
- **Barrier**: Few opportunities to speak English
- Takes class “off the clock”
- Uses computer and smartphone for independent learning but wishes he had better computer skills

“I believe that learning is future.”
“Never I stop. I always try.”

Poll - English as a stepping stone to different field

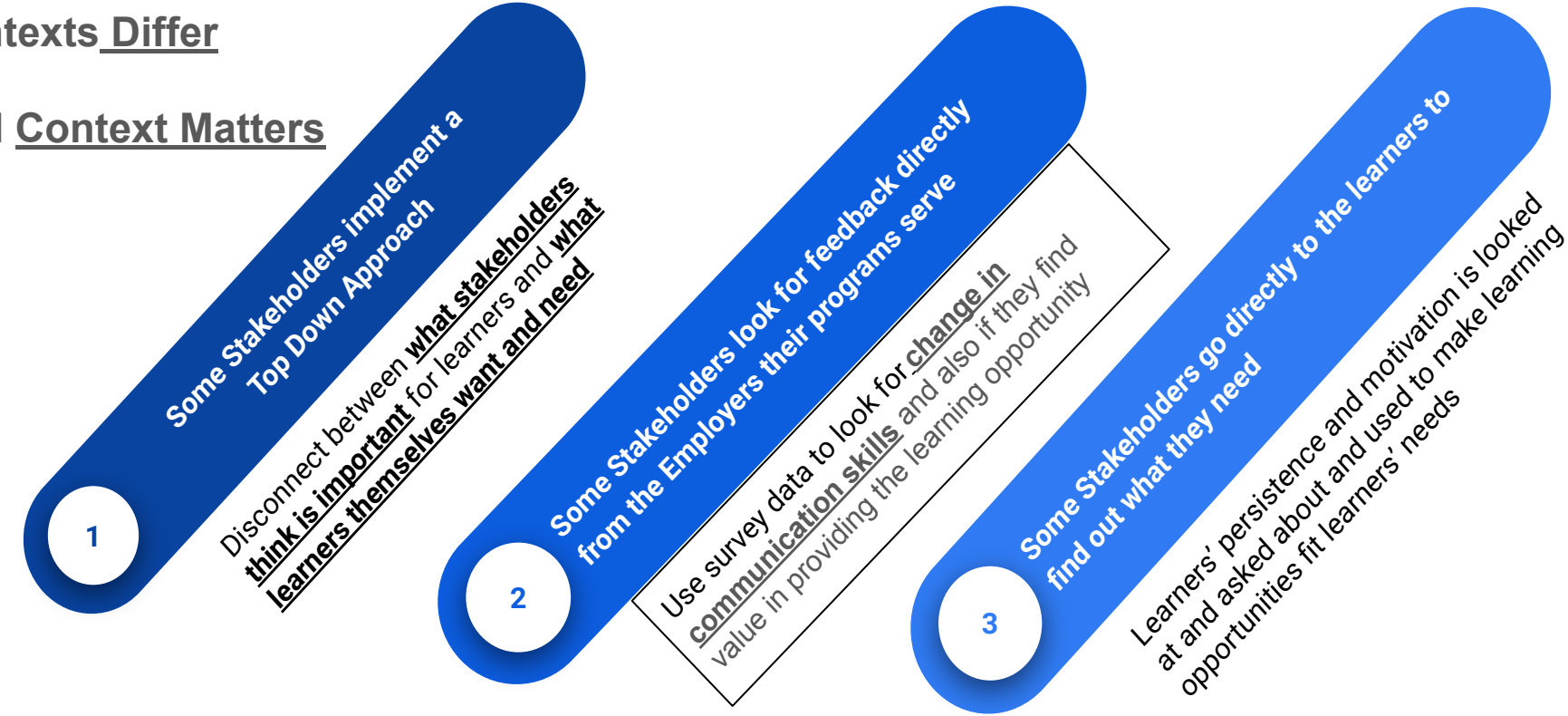
What supports do learners need?



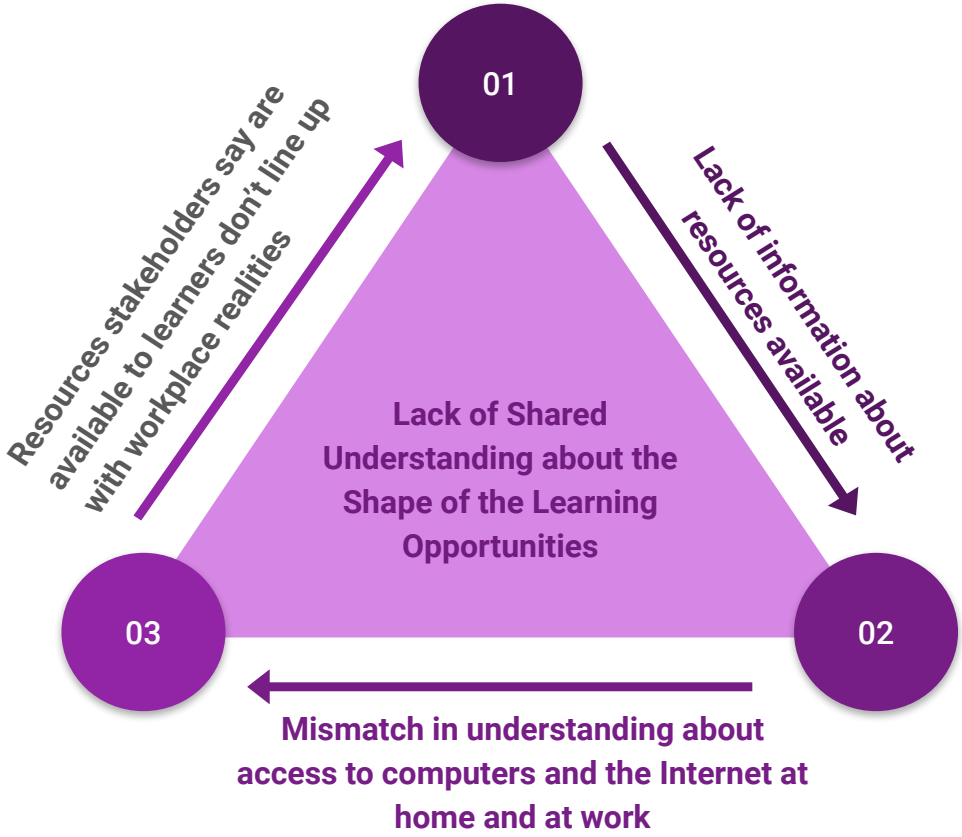
Interviews with Stakeholders

Contexts Differ

And Context Matters

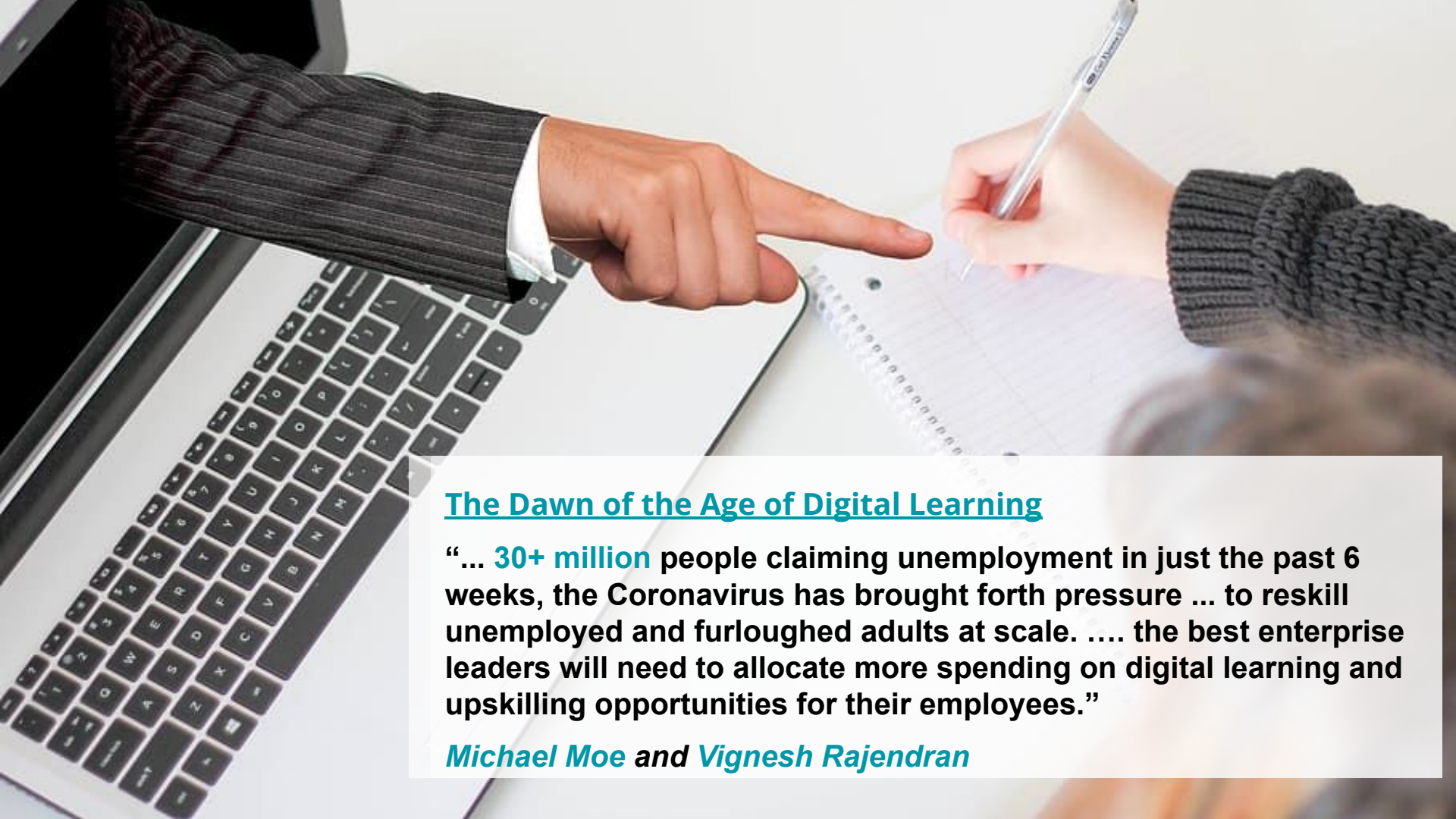


Interviews with Stakeholders



Moving into more analysis…. And data collection

But the world is now different….



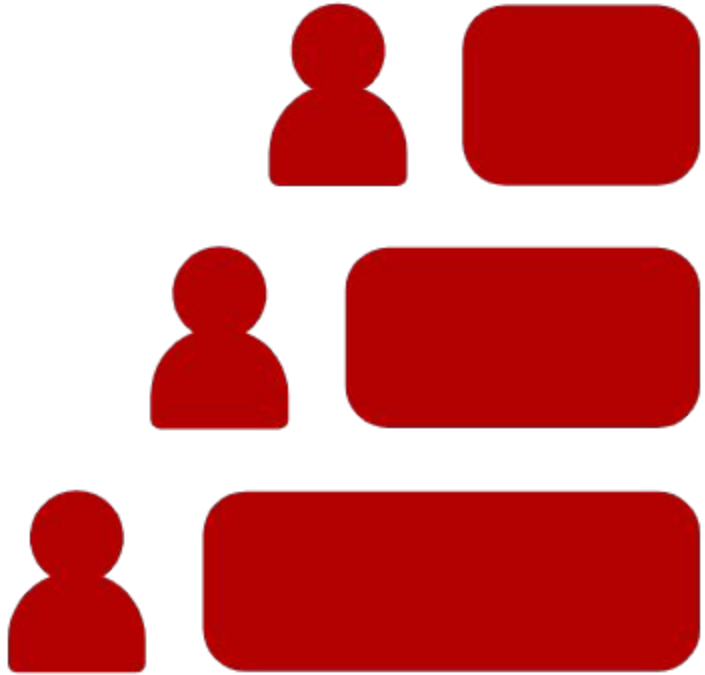
The Dawn of the Age of Digital Learning

"... 30+ million people claiming unemployment in just the past 6 weeks, the Coronavirus has brought forth pressure ... to reskill unemployed and furloughed adults at scale. …. the best enterprise leaders will need to allocate more spending on digital learning and upskilling opportunities for their employees."

Michael Moe* and *Vignesh Rajendran

Poll - Inviting your voice to help us look ahead.

Given the changing nature of employment and learning, what do you think the field should be thinking about next?



visit our blog at https://edtech.worlded.org/our-work/projects/21learning/

Thank you for coming!

Feel free to contact us:

Kathy Harris
harriska@pdx.edu

Jill Castek
jcastek@pdx.edu

Jen Vanek
jen_vanek@worlded.org

Gloria Jacobs
gljacobs@pdx.edu