



Syllabus



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COURSE SYLLABUS

INST 607: The Learning Workplace- 4 Credits

Online

Fall, 2008

September 13 - December 12; *(Thanksgiving Break: November 22-28)*

Last Updated: July 28, 2008



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Course Description

This course deals with the professional learning needs and priorities of the workplace with an emphasis on business and industry settings. It examines the variety of ways in which employees and their managers gain new knowledge and skills as part of their on-going involvement in both their jobs and in formal and informal learning situations. The roles of in-house training, individualized learning, distance learning, and external providers are also examined.

Prerequisites

None.

Learning Outcomes

GENERAL OUTCOMES:

Learners will:

1. An understanding of the breadth of learning opportunities available in today's workplaces, especially in companies committed to learning because of the increasingly competitive nature of their business.
2. An understanding of the concept of the learning organization and of the global learning organization.
3. Knowledge of the roles of various providers of learning in the workplace.
4. An understanding of the role of training in the workplace.
5. An ability to apply principles of adult learning to a workplace learning context.

SPECIFIC OUTCOMES:

As a result of this learning experience, it is intended that the participant will be able to:

1. 1. Identify and explain the forces which are making it necessary for the workplace to become a

- learning workplace.
2. Summarize the history of workplace learning in the United States since the 1940's.
 3. Define what is meant by the term "learning organization," and explain the major characteristics mentioned in key sources such as Senge, Marquardt and Reynolds, etc.
 4. Describe the full continuum of the kinds and levels of learning that are presently incorporated in one or more major workplaces.
 5. Outline the major components of the training and development function within selected organizations.
 6. Explain the ways in which adult learning and development theory appear to inform the design and practice of selected workplace learning environments.
 7. Research and describe "best practice" in workplace learning within an industry or employment field with which the participant is familiar.
 8. Explain the "global" piece of learning organizations that identify themselves as players in this arena.

Course Resources

Textbook:

Senge, Peter. **The Fifth Discipline: the Art and Practice of the Learning Organization**, Currency, 2006 - ISBN: 0-385-51725-4.

Textbooks are available via GSC's online bookstore, MBS Direct at:

<http://bookstore.mbsdirect.net/gsc.htm> (The course-CRN number for ordering this textbook is: 10150). Textbooks can also be purchased from MBS via phone, mail or fax. For additional information, visit the [Online Bookstore](#) section of the college web site.

Other Class Materials:

Articles: We will use a variety of articles from such authors as Chris Argyris, Peter Senge, and Tom Davenport.

Websites: Below are links to a few of the key websites devoted to organizational learning. As the class progresses, these sites are excellent sources for additional readings

- [The Society for Organizational Learning](http://www.sol-ne.org/) (http://www.sol-ne.org/) This is Peter Senge's organizational learning 'think tank' out of MIT.
- [Knowledge Management, Organizational Learning and Learning](http://www.brint.com/papers/orglrng.htm) (http://www.brint.com/papers/orglrng.htm) Excellent resource for articles, discussions, and technology reviews related to organizational learning and knowledge management.
- [Organizational Learning and Cognition](http://choo.fis.utoronto.ca/FIS/OrgCog/) (http://choo.fis.utoronto.ca/FIS/OrgCog/) Excellent webography of sites.
- [American Society of Training and Development](http://www.astd.org/) (http://www.astd.org/) Professional organization for training professionals. While access to some resources require ASTD membership, nonmembers have access to selected articles and reviews.

PLEASE NOTE: It is the learner's responsibility to have purchased all required course materials before the start of the course. Learners are expected to meet all course expectations even if the shipment of a required textbook or other learning resource is delayed. Be sure to choose the shipping option that will get your text/resource delivered in a timely manner.

Blackboard Orientations

There are no face-to-face sessions for this course. If you have never taken an Online Interactive Course (OIC) at the college, we highly recommend that you attend one of the [2-hour Blackboard](#)

[Orientation sessions](#) available throughout the state. If you choose not to attend a face-to-face session, you are encouraged to complete the [Online Orientation with audio](#) at your own convenience.

Course Policies

Announcements: I expect students to check announcements and their course mail at least every other day.

Tasks List: I will post all assignments, including the updating of discussion topics, papers, and chats, on the Tasks List. Please get into the habit of checking the Tasks List at least every other day. In those cases where an inconsistency between dates appears, such as in a course mail or course page (it happens), the Tasks List is the official and final source of the correct information!

Chats: Please try to come to chat on-time. If you do enter late consider how you might physically enter a classroom, discreetly and quietly. While chat is not required, I strongly recommend your attendance. If you can't attend, we provide a transcript of the chat which I expect you to read.

Meeting Obligations: Please let me know if you are having trouble understanding concepts presented in the class, keeping up with assignments, or balancing your work, family, and class responsibilities. Don't wait until you are in a panic or so far behind that catching up is a major problem. I expect students to have a certain amount of initial challenges in balancing all the many competing priorities we as adults share.

Late Assignments: I am generally understanding when you need to turn an assignment in late. Two important points- you must let me know ahead of time that the assignment will be late, and this cannot be a consistent request.

Disputed Grades: If you believe I have unfairly graded a paper or assignment, let's discuss it. I generally find that students who simply ask why or ask for clarification have a more satisfying experience in the class.

Confidentiality: We occasionally discuss human resource issues relating to a student's place of employment. In order to have an honest exchange students need to feel that what they say will not be repeated beyond the online class. Please respect one another's privacy.

Online Communication: It is often hard in a beginning online class to understand how different communication is. Things said in a F2F class may be tempered with a facial expression, tone of voice, etc.-those queues are missing in an online class. Please try to remember this as you make a joke, criticize the work of others, or lodge a complaint. The online environment takes a little getting used to.

Communicating via Messages (Course email): A few simple rules ... Please post discussion questions and contributions directly to the Discussion Board. I will use the Announcements function on Blackboard to communicate with the class as a whole, and send individual messages. You may use my personal e-mail pat.erwin@dartmouth.edu for emergencies only. I will check my Messages on a daily basis, please plan to do the same.

Grading Rubric: After we discuss and agree to it, it will be included as a permanent document on the site.

A Word About Software: For better or worse we live in a Microsoft world. I would appreciate it, as will your fellow students, if you would submit papers and related assignments in WORD, Excel, or other tools available in the Office Suite. It is hard to track down software you might have downloaded from the web.

How to Handle Problems- Yours, Mine & Ours: While in the best possible world people, process, and technology all work, all the time. In reality we know that is often not the case. During the life of this

course you may experience problems with any one of the variables. Before you reach the frustration level, please let me know. In most cases we can work out a reasonable solution.

My Office Hours: I will hold office hours each week. This will be your time to log into the chat (in While students are under no obligation to attend my "office hours" they provide the opportunity to ask questions, clarify assignments, and discuss any aspect of the class. I will try to vary my office hours times. You should also feel free to contact me via Blackboard course Messages at any point in the course.

Chat: Chats will be periodically scheduled throughout the semester. While attendance is not required, it is highly recommended!

Purchasing Course Materials: It is the learner's responsibility to have purchased all required course materials before the start of the course. Learners are expected to meet all course expectations even if the shipment of a required textbook or other learning resource is delayed. Be sure to choose the shipping option that will get your text/resource delivered in a timely manner.

Description of Course Activities and Requirements

Participants will demonstrate their learning through the completing the following activities:

Annotated Bibliography

Students will complete an annotated bibliography on a topic relating to workplace learning. Directions will be provided on how to create a annotated bibliography.

Adult Learning Map

Students will each create a concept map on Adult Learning early in the course. This map will be used throughout the course as a means of visually representing the big concepts, sub-topics, and details of creating a learning organization.

Benchmarking Project

Students will benchmark "best practices" in learning and submit a written summary of findings and implications to the instructor.

Reflection Papers

Students will submit two brief (5-7 page) papers during the semester integrating and synthesizing the reading and discussions from the course. Those of you taking the course for graduate credit will be asked to complete one additional paper.

Participation on Discussion Board and Chats

Students will be measured by interaction with the instructor and other students through questions posed on Discussion Board Forums and via the chat (in Collaboration tools) as appropriate.

Grading Percentages

Your final grade for the course will be calculated as follows:

Activity	% of Final Grade
Annotated Bibliography	20%
Concept Map	15%
Benchmarking Project	20%

Reflection Papers	30%
Class Participation	15%
Total	100%

Grades in this class will follow the scale of Granite State College, where A/4.0 is awarded for Excellent work and F/0.0 is awarded for Failure/ No credit.

Granite State College Standard Grading Scale

Grade	Percent	Grade Points	Level of Achievement
A	95-100	4.0	Excellent
A ⁻	90-94	3.67	
B ⁺	87-89	3.33	Good
B	84-86	3.0	
B ⁻	80-83	2.67	
C ⁺	77-79	2.33	*Acceptable
C	74-76	2.0	
C ⁻	70-73	1.67	†
D ⁺	67-69	1.33	Poor
D	64-66	1.00	
D ⁻	60-63	0.67	
F	≤59	0	Failure, no credit

*A grade of C or better is required to fulfill requirements in the major, minor, or general education core at GSC. Please consult the GSC catalog for details.

† A grade of C⁻ or below generally does not transfer to other academic institutions.

Course Schedule & Topics

The course consists of 5 learning modules with various sub-topics. Each module contains specific assignments, projects, and exercises. The following information is presented to help you plan your schedule. This schedule of activities may need to be altered to fit the needs of the class. The Tasks List remains the most up-to-date source of information about when class activities happen, specific assignments are due.

Module	Brief Description
Module 1 Sept. 13 – Oct. 3	Characteristics of the Learning Organization This module focuses on the definition, identification and key characteristics of learning organizations. Specific topics will include systems thinking, communication and feedback loops, mental models and assumptions. Major Assignment Due: The Adult Learning Map
Module 2 Oct. 4 – 17	Types of Learning Organizations This module focuses on the differences and similarities in learning among

	<p>different types of organizations. Specific topics include: Learning in the business world, learning in higher education, and learning in the nonprofit sector.</p> <p>Major Assignment Due: Reflection Paper #1</p>
<p>Module 3</p> <p>Oct. 18 – Nov. 7</p>	<p>Types of Learning in the Workplace</p> <p>This module focuses on the differences between individual learning and organizational learning and the methods and approaches used to address both.</p> <p>Major Assignment Due: Benchmarking Project</p>
<p>Module 4</p> <p>Nov. 8 – 21</p>	<p>The Role of the Professional Educator in Workplace Learning</p> <p>This module focuses on the role of the professional educator in a workplace environment-the training and development professional. Focus will be on types and methods of training, evaluating the effectiveness of training and the integration of training within the broader context of the learning organization.</p> <p>Major Assignment Due: Reflection Paper #2</p>
<p>Module 5</p> <p>Nov. 22 – Dec. 12 (includes Thanksgiving Break: Nov. 22–28)</p>	<p>Introduction to Knowledge Management</p> <p>(Thanksgiving Break Nov. 22-28 - there will be no required activities OIC activity required during the break.)</p> <p>This module focuses on the role knowledge management (KM) plays in supporting the development of a learning organization. We will look at the what knowledge management is, organizations with significant KM initiatives, and how technology supports or hinders knowledge management activities.</p> <p>All final work must be completed by December 12, 2008.</p> <p>Major Assignment Due: Annotated Bibliography</p>

Note: The schedule above may change at the instructor's discretion.

Library Resources

Granite State College has a Virtual Library (<http://www.granite.edu/current-students/virtual-library/>) available 24/7 with access to the full-text of thousands of journals and professional periodicals, an online Reference Room, selected Internet resources, writer's resources, research and citation help, and a collection of tutorials. The databases are password protected.

See GSC Library tab in MyGranite for username and password. In addition, the **Library Info** link in the course menu provides direct links to research databases, *Research FAQs* and more.

Academic Resources and Information Services

Academic assistance to students is available at GSC Centers at no additional charge in such areas as basic skills preparation in reading, writing and math; study skills and research and citation help. Academic Resources staff members work closely with faculty and students toward academic success. A whole range of tools is available, including study and time management tips, APA and MLA citation assistance, access to learning resources online, and feedback on course writing projects. To contact an Academic Resource and Information Coordinator, see the Academic Resource Link on the Resources page in the course menu or go directly to http://bbresources.granite.edu/course_docs/acad_resources.htm.

Technical Assistance

For assistance with issues related to accessing the MyGranite portal, GSC email, Webrock, online courses or other technical issues related to any of the Blackboard tools, please visit the GSC Technical Assistance Center (<http://bbresources.granite.edu/techassist/help.htm>) for answers to the most frequently asked questions or to submit an online help request form. Or call **1-888-372-4270** (Hours: M-F, 8:30-5:00, messages checked twice daily on weekends. Extended hours for the week before start of the term and first week of the term: M-Th, 8:00-7:00.)

Documented Disabilities / Americans with Disabilities Act

Granite State College will provide qualified individuals with disabilities the same educational opportunities available to persons without disabilities. When an individual's documented disability creates a barrier to educational opportunities, the College will attempt reasonable accommodation to remove the barrier. If you need assistance, we recommend that you make contact early to ensure that your requests can be reviewed prior to the start of each term. If you wish to apply for accommodations, contact your academic advisor or the Dean of Learner Services in Concord. See the complete Granite State College policy in the current college catalog for further details.

Academic Honesty

An academic community is based on honesty and integrity. Plagiarism, cheating, or other forms of academic dishonesty are not acceptable at Granite State College. Faculty and students have a joint responsibility to ensure the integrity of learning.

All work that you submit must be your own except in those instances when your instructor gives specific permission to collaborate. When quoting, summarizing or explaining ideas that are based on another's work, whether in print or online, make sure to cite references appropriately. Plagiarism is using another's words or even paraphrasing another's work without giving proper credit through the use of citations.

For Granite State College's complete [academic honesty policy](#), see the current college catalog.

Conduct in the Online Classroom

Membership in society implies minimal norms for civil behavior towards one another. It is Granite State College's expectation that all members of our college community treat faculty, staff, and fellow learners with respect. Learners need to be knowledgeable of and comply with college policies. Each individual is accountable for his/her actions and for the consequences of any behavior that is inconsistent with these values and expectations.

Institutional Assessment

Assessment is an ongoing process that enables the College to improve its programs, courses, and teaching methods. Institutional evaluation may be embedded in tests, exams, and other measurements of student learning. As members of a learning community, students, faculty, and staff will be expected to participate in the important process of assessment on occasion. Confidentiality of any data that identify participants is maintained.

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