



Faculty of Education  
 AEDT3120U  
 Workplace Learning  
 Fall 2018

**1. Course Details & Important Dates\***

Term	Status	Course Type	Day	Time
Fall	A	AEDT	Thursday	12:10 to 1 PM or 6:10 to 7 PM

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online	43578, 43703, 43704	September 6, 2018	November 27, 2018	N/A

\* for other important dates go to: [www.uoit.ca](http://www.uoit.ca) >Current Students >Important Dates and Deadlines

**2. Instructor Contact Information**

Instructor Name	Office	Phone	Email
Janet Symmons	Virtual	N/A	XXXXXX
Office Hours: As this is an online course, I will be available virtually (not physically) for discussion using the Adobe Connect BA General Room. Email me to make an appointment to meet on Adobe Connect. I operate on Pacific Standard Time (3 hours behind EST) so I'm free to chat between noon and 9 PM Eastern Time.			
Teaching Assistant	Office	Phone	Email
Jina Paima	Virtual	N/A	XXXXXX
Office Hours:			

**3. Course Description**

The purpose of this course is to examine the wide range of workplace learning programs and their social and personal impact. Students will explore adult learning as it occurs in formal training, apprenticeships, and informal learning. Topics will include, but are not limited to, workplace learning designed to serve the needs of the employer, benefits of workplace learning to workers, governmentally sponsored programs, workplace learning as an agent of social change, and the system demands resulting from the knowledge economy and technological change.

Credits: 3.0.  
Hours: 36 hours

#### **4. Learning Outcomes**

This course examines online learning: its defining theories, approaches, frameworks and models; its current practices, and its development. Specifically, by the end of this course, learners will have demonstrated ability to:

1. Describe the roles workplace learning, training, and professional development have played in economic development in the past
2. Examine the range of learning opportunities that exist in modern workplaces.
3. Explain techniques and methods associated with workplace learning: performance improvement, hands-on learning, apprenticeship, co-op education, message design, etc.
4. Critique the place of digital learning technologies in workplace learning.
5. Analyze political arguments pertaining to both workplace learning advocacy and social critique of workplace learning programs

#### **5. Course Design**

In keeping with the overall design approach for this program, this course has been designed using the principles of problem-based learning (PBL). As a result, you will be working in groups to explore various ill-structured and complex problems as we examine workplace learning.

Briefly, PBL can be defined as ‘a curriculum model designed around real-life problems that are ill structured, open ended or ambiguous’ and it is suggested that ‘PBL engages students in intriguing, real and relevant intellectual inquiry and allows them to learn from these life situations’ (Fogarty, 1997, p. 2). Throughout the AEDT program each course approaches PBL somewhat differently, by design, in order to provide you with a wide range of experiences of PBL.

There are four main ways in which you will interact with the content in this course and cover the weekly three-hour (or more) commitment to class. Each of these is described below, as are the responsibilities associated with them. The details are further outlined in the Course Schedule.

#### **Videos**

Each week, there will be video lectures that you can watch on your own time that have supporting analysis and synthesis questions embedded within them. The video clips were developed by a content expert (i.e. a professor from UOIT’s Faculty of Education; a professor from UOIT, or recognized expert from another institution) and are uploaded to the course YouTube Channel <http://youtube.com/aedt3120u>

#### **Online tutorials (synchronous) in Adobe Connect**

Each week there will be scheduled online tutorials with the instructor. The analysis and synthesis questions from the video clips will form the jumping off point for the scheduled online tutorials where you will be expected to contribute and explore the ill-structured, messy nature of the problem at hand. For this reason, it is critical that you watch the videos and do any associated readings prior to coming to the tutorial session. Attendance and **participation and video cameras on are mandatory** in one of the two weekly Thursday sessions. Sessions times are from 12 noon to 1, and 6 to 7 PM (Eastern Time).

The tutorials are learner centred and learner driven, borrowing from the tradition of constructivism's Harkness discussion method. In this method "The teacher acts as little as possible. Perhaps the teacher's only function is to observe, although he/she might begin or shift or even direct a discussion. The students get it rolling, direct it, and focus it. They act as a team, cooperatively, to make it work. They all participate, but not in a competitive way. Rather, they all share in the responsibility and the goals, much as any members share in any team sport. Although the goals of any discussion will change depending upon what's under discussion, some goals will always be the same: to illuminate the subject, to unravel its mysteries, to interpret and share and learn from other points of view, to piece together the puzzle using everyone's contribution. Discussion skills are important. Everyone must be aware of how to get this discussion rolling and keep it rolling and interesting. Just as in any sport, a number of skills are necessary to work on and use at appropriate times. Everyone is expected to contribute by using these skills." Wikipedia, (2017)

[https://en.wikipedia.org/wiki/Constructivism\\_\(philosophy\\_of\\_education\)#The\\_Harkness\\_discussion\\_method](https://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education)#The_Harkness_discussion_method)

### **Online discussions in Blackboard**

Online discussions on specific aspects of the course will take place in Blackboard. These discussions will also be building and expanding on the analysis and synthesis questions posed in the video clips. Learners are expected to discuss these questions online and in the tutorial group discussions.

*Please Note: This Blackboard course web site is an indispensable portion of the course. Learners should consult it regularly and use the links there as part of their research tool collection. All course requirements, handouts, marking rubrics, assessment, and related materials are posted to the course web site. This again is by design since in a workplace learning setting you will be using the corporate LMS, recommending/selecting an LMS or modifying/evergreening an existing LMS.*

### **PBL assigned as per the course schedule**

For the PBLs in this course you will have the freedom to choose your group members and address the problem identified by your group based on your collective expertise and interest. A suggested process approach for group PBL work is put forward in this course for consideration.

## **6. Outline of Topics in the Course**



Week	1	2	3	4	5	6	7	8	9	10	11	12
	Intro		PBL Part 1				PBL Part 2				Future	Wrap Up
Workflow	Orientation to History of Workplace Learning	Orientation to the Theories that guide Workplace Learning	Identify problem, resources and requisite knowledge	Collaborative Learning	Collaborative Learning	Synthesis	Identify problem, resources and requisite knowledge	Collaborative Learning	Collaborative Learning	Synthesis	Future of Workplace Learning	Synthesis of course
Resources Available (See detailed weekly outline below)	Videos Readings Tutorials	Videos Readings Tutorials Assignment 1: Commentary on your Workplace Learning (individual) Discussion Forum 1: WPL commentary feedback	Videos Readings Tutorials Start PBL Part 1	Videos Readings Tutorials PBL Group Work	Videos Readings Tutorials PBL Group Discussion Forum 2: Outline of your A2 and A4 Work	Videos Readings Tutorials Assignment 2: PBL Presentation (team) Team Assessment Peer Due Assessment Due	Videos Readings Tutorials Start PBL Part 2	Videos Readings Tutorials PBL Group Work	Videos Readings Tutorials PBL Group Work Discussion Forum 3: Outline of your A3 and A4 Work	Videos Readings Tutorials Assignment 3: PBL Presentations Team Assessment Peer Due Assessment Due Assignment 4: Checklist & Rationale Due (team)	Videos Readings Tutorials	Videos Readings Tutorials Assignment 5: Problem solving and skills application due (individual)

## Course Schedule

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
1 Sept 6	1, 2	Orientation to the history and purpose of WPL	Videos 1 – Getting Started 2 – History and Trends of WPL 3 – What Constitutes WPL? 4 – Who is Involved in WPL?	<b>Required readings</b> Harward, D. & Taylor K. (2017, November/December). Trends 2018. <i>Training Industry</i> . Retrieved from <a href="https://trainingindustry.com/magazine/nov-dec-2017/trends-2018-speed-is-the-heart-of-the-learner-experience/">https://trainingindustry.com/magazine/nov-dec-2017/trends-2018-speed-is-the-heart-of-the-learner-experience/</a> <b>Required support videos</b>

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
			Tutorial Analysis and synthesis questions based on lecture video clips	<p>Origin of Workplace Learning (3:43) <a href="https://www.youtube.com/watch?v=ITImOnCxDYy">https://www.youtube.com/watch?v=ITImOnCxDYy</a></p> <p>How Information Overload and the Rate of Change Effect Training (3:17) <a href="https://www.youtube.com/watch?v=tHzEmA4UbH8">https://www.youtube.com/watch?v=tHzEmA4UbH8</a></p> <p>The Impact of the Economic Downturn is Having on Learning &amp; Development (1:58) <a href="https://www.youtube.com/watch?v=XlDu0fCl1-c">https://www.youtube.com/watch?v=XlDu0fCl1-c</a></p> <p>Learning in Uncertain Times (1:54) <a href="https://www.youtube.com/watch?v=qfyuRinaCQ">https://www.youtube.com/watch?v=qfyuRinaCQ</a></p> <p>Key Objectives of Learning and Development (1:14) <a href="https://www.youtube.com/watch?v=mHIDSWaS_5k">https://www.youtube.com/watch?v=mHIDSWaS_5k</a></p> <p>Top 10 HRD Ideas - Current Challenge (3:37) <a href="https://www.youtube.com/watch?v=TAE10mSvYx0&amp;frags=pl%2Cwn">https://www.youtube.com/watch?v=TAE10mSvYx0&amp;frags=pl%2Cwn</a></p> <p>“They Just Need More Training” and Other Common Myths (2:43) <a href="http://www.youtube.com/watch?v=S2YvB_rwUB8">http://www.youtube.com/watch?v=S2YvB_rwUB8</a></p> <p>Who is Involved in Workplace Learning? (4:23) <a href="https://www.youtube.com/watch?v=rQ3lidSbaTU">https://www.youtube.com/watch?v=rQ3lidSbaTU</a></p> <p>Learning and Development Overview (4:20) <a href="https://www.youtube.com/watch?v=yp4KMjloZbk&amp;frags=pl%2Cwn">https://www.youtube.com/watch?v=yp4KMjloZbk&amp;frags=pl%2Cwn</a></p> <p><b>Begin Assignment 1:</b> Commentary of how your workplace approaches WPL (see detailed description in the Assignments section of this outline).</p>
2 Sept 13	1, 2	Theories that guide WPL	Videos 1 – Who Are Adult Learners? 2 – Adult Learning Types 3 – Building a Learning Organization	<p><b>Required readings</b> Formal, non-formal and informal learning: What are the differences? <a href="http://drsaraheaton.wordpress.com/2010/12/31/formal-non-formal-and-informal-learning-what-are-the-differences/">http://drsaraheaton.wordpress.com/2010/12/31/formal-non-formal-and-informal-learning-what-are-the-differences/</a></p> <p>Boom, bust and echo in the workplace. <a href="http://www.footwork.com/vital_en.asp">http://www.footwork.com/vital_en.asp</a></p>

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
			<p>Tutorial Analysis and synthesis questions based on lecture and video clips</p>	<p>The Learning Organization: Principles, Theory, and Practice: <a href="http://infed.org/mobi/the-learning-organization/">http://infed.org/mobi/the-learning-organization/</a></p> <p>Workforce Development Services Framework: <a href="http://www.c4lpt.co.uk/blog/wp-content/uploads/2012/03/wdsframeworkv3.pdf">http://www.c4lpt.co.uk/blog/wp-content/uploads/2012/03/wdsframeworkv3.pdf</a></p> <p>At work, drop the word “millennial,” and ditch the job title too. (2017, July 9) <a href="https://beta.theglobeandmail.com/report-on-business/careers/workplace-award/at-work-drop-the-word-millennial-and-ditch-the-job-title-too/article35624930/?ref=http://www.theglobeandmail.com&amp;">https://beta.theglobeandmail.com/report-on-business/careers/workplace-award/at-work-drop-the-word-millennial-and-ditch-the-job-title-too/article35624930/?ref=http://www.theglobeandmail.com&amp;</a></p> <p>The Quitting Economy (2017, July 26). <a href="https://aeon.co/essays/how-work-changed-to-make-us-all-passionate-quitters">https://aeon.co/essays/how-work-changed-to-make-us-all-passionate-quitters</a></p> <p>When Did It Become OK To Act Like Older Workers Can't Contribute? (2017, September 13). <a href="http://www.huffingtonpost.ca/thomas-g-wellner/when-did-it-become-ok-to-act-like-older-workers-cant-contribute_a_23207836/">http://www.huffingtonpost.ca/thomas-g-wellner/when-did-it-become-ok-to-act-like-older-workers-cant-contribute_a_23207836/</a></p> <p>The Learning Organization: Principles, Theory, and Practice: <a href="http://infed.org/mobi/the-learning-organization/">http://infed.org/mobi/the-learning-organization/</a></p> <p>Workforce Development Services Framework: <a href="http://www.c4lpt.co.uk/blog/wp-content/uploads/2012/03/wdsframeworkv3.pdf">http://www.c4lpt.co.uk/blog/wp-content/uploads/2012/03/wdsframeworkv3.pdf</a></p> <p>The Learning Organization: An often-described, but Seldom-observed phenomenon: <a href="http://jarche.com/2012/05/the-learning-organization-an-often-described-but-seldom-observed-phenomenon/">http://jarche.com/2012/05/the-learning-organization-an-often-described-but-seldom-observed-phenomenon/</a></p> <p><b>Required support videos</b></p> <p><b>Groups for PBL activities</b> formed by the end of Week 2</p> <p style="text-align: right;"><b>Assignment 1 Due: September 17, 2018</b></p>

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
3 Sept 20	1, 2, 3, 5	Examining Formal WPL	<p>Videos</p> <p>1 – What is Formal WPL?</p> <p>2 – Formal Workplace Learning Strategies and Models</p> <p>3 – Pros and Cons of Formal WPL</p> <p>Tutorial Analysis and synthesis questions based on lecture video clips</p> <p>1. Initial exposure to PBL Part 1 activity (see description in assignment section below)</p>	<p><b>Required readings</b> Concept and categories of workplace learning <a href="https://www.linkedin.com/pulse/concept-categories-workplace-learning-roger-achkar-meng-ms-mba">https://www.linkedin.com/pulse/concept-categories-workplace-learning-roger-achkar-meng-ms-mba</a></p> <p>The characteristics of formal learning <a href="http://onlignment.com/2011/10/the-characteristics-of-formal-learning/">http://onlignment.com/2011/10/the-characteristics-of-formal-learning/</a></p> <p>Formal, non-formal, and Informal Learning: What are the Differences? <a href="https://drsaraheaton.wordpress.com/2010/12/31/formal-non-formal-and-informal-learning-what-are-the-differences/">https://drsaraheaton.wordpress.com/2010/12/31/formal-non-formal-and-informal-learning-what-are-the-differences/</a></p> <p><b>Required support videos</b> Designing Formal Learning for Informal Use (5:43) <a href="https://www.youtube.com/watch?v=ide4YMFc6sA">https://www.youtube.com/watch?v=ide4YMFc6sA</a></p> <p>Learning and Forgetting Curves – In Depth (12:24) <a href="https://www.youtube.com/watch?v=IltgAV6Ly6M">https://www.youtube.com/watch?v=IltgAV6Ly6M</a></p> <p>Designing Formal Learning for Informal Use (5:43) <a href="https://www.youtube.com/watch?v=ide4YMFc6sA">https://www.youtube.com/watch?v=ide4YMFc6sA</a></p> <p><b>Begin PBL Activity</b> Review group process readings and establish group process. Gather questions/comments</p>
4 Sept 27	3, 4, 5	Examining Informal WPL	<p>Videos</p> <p>1 – What are Informal and Social WPL?</p> <p>2 – How Organizations Use Informal and Social WPL</p> <p>3 – Pros and Cons of Informal WPL</p> <p>Tutorials Analysis and synthesis questions based on lecture video clips</p>	<p><b>Required readings</b> Quinn, C. (2012, May 24). Reconciling formal and informal. <i>Learnlets: Clark Quinn's Learnings about learning (The Official Quinnovation blog)</i>. Blog. Retrieved from <a href="http://blog.learnlets.com/?p=2704">http://blog.learnlets.com/?p=2704</a></p> <p>Cofer, D. A. (2016, March 22). Informal Workplace Learning. Retrieved from <a href="http://www.inspireliving.com/business/wkplace-lrn.htm">http://www.inspireliving.com/business/wkplace-lrn.htm</a></p> <p>UBC's Informal Learning wiki page: <a href="http://etec.ctlt.ubc.ca/510wiki/Informal_Learning">http://etec.ctlt.ubc.ca/510wiki/Informal_Learning</a></p> <p>Gogos, R. (2012). Smart companies support informal learning. Blog. Retrieved from <a href="https://www.efrontlearning.com/blog/2012/10/smart-companies-support-informal-learning.html">https://www.efrontlearning.com/blog/2012/10/smart-companies-support-informal-learning.html</a></p>



Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
				<p><b>Required support videos</b>            Charles Jennings talks about Successful Examples of informal Learning (4:21) <a href="https://www.youtube.com/watch?v=a8baCHQw-20">https://www.youtube.com/watch?v=a8baCHQw-20</a></p> <p>Clive Sheppard Talking about Blended Learning – In Conclusion (5:41) <a href="https://www.youtube.com/watch?v=mEL90fN9uII">https://www.youtube.com/watch?v=mEL90fN9uII</a></p> <p>Harold Jarche's - Intro to workplace learning &amp; collaboration <a href="http://www.youtube.com/watch?v=1fgzIPd_nGA">http://www.youtube.com/watch?v=1fgzIPd_nGA</a></p> <p>Ellen Pruyne on the Use of Informal Learning in Practice <a href="http://www.youtube.com/watch?v=qG4DgWIKrQ">http://www.youtube.com/watch?v=qG4DgWIKrQ</a></p> <p><b>Continue working</b> on PBL Part I</p>
5 Oct 4	3, 4, 5	Examining Apprenticeship WPL	<p>Videos</p> <p>1 – What is Apprenticeship in WPL?</p> <p>2 – Apprentices and Learning</p> <p>3 – Pros and Cons of Apprenticeship WPL</p> <p>Tutorial            Analysis and synthesis questions based on lecture video clips</p> <p>1. Collaborative Work on PBL</p> <p>4. Upload your group's PBL presentation by the end of this week to the PBL Part I discussion forum in Blackboard.</p>	<p><b>Required readings</b>            Bates, A.W. (2016). Teaching in a digital age – Apprenticeship: Learning by doing. <a href="https://opentextbc.ca/teachinginadigitalage/chapter/3-5-apprenticeship-learning-by-doing-1/">https://opentextbc.ca/teachinginadigitalage/chapter/3-5-apprenticeship-learning-by-doing-1/</a></p> <p>Hansman, C.A. (2001). Context-based adult learning. <i>New Directions for Adult and Continuing Education</i>, 89, 43-51. Retrieved from <a href="http://www.webct.andrews.edu/sed/leadership_dept/documents/context_based_adult_.pdf">http://www.webct.andrews.edu/sed/leadership_dept/documents/context_based_adult_.pdf</a></p> <p>Fuller, A. &amp; Unwin, L. (2003). Fostering workplace learning: Looking through the lens of apprenticeship. <i>European Educational Research Journal</i>, 2(1), 41–55. Retrieved from <a href="http://dx.doi.org/10.2304/eeerj.2003.2.1.9">http://dx.doi.org/10.2304/eeerj.2003.2.1.9</a></p> <p><b>Required support videos</b>            What is an Apprenticeship? (2:50) <a href="http://vimeo.com/14644678">http://vimeo.com/14644678</a>            Aboriginal Training and Apprenticeships (1:42) <a href="https://www.youtube.com/watch?v=wCJf4u7m9p8">https://www.youtube.com/watch?v=wCJf4u7m9p8</a></p> <p>Women and Trades (2:29) <a href="https://www.youtube.com/watch?v=GUIGuicoXtA">https://www.youtube.com/watch?v=GUIGuicoXtA</a></p> <p>5 Reasons to Hire and Train an Apprentice (3:06) <a href="https://www.youtube.com/watch?v=d-e1V60VPOI">https://www.youtube.com/watch?v=d-e1V60VPOI</a></p> <p>Registered Apprenticeship from a Business Perspective (5:03)</p>

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
				<p><a href="https://www.youtube.com/watch?v=x29JIE77cKA">https://www.youtube.com/watch?v=x29JIE77cKA</a></p> <p>Apprenticeship Training in Austria - The Dual System (9:15)  <a href="http://www.youtube.com/watch?v=5i18_4sbCHc">http://www.youtube.com/watch?v=5i18_4sbCHc</a></p> <p>Takeda case study: Higher Apprenticeships; developing high-level technical skills in the workplace (5:55)  <a href="http://www.youtube.com/watch?v=n48XkrRwfRQ">http://www.youtube.com/watch?v=n48XkrRwfRQ</a></p> <p><b>Continue working on PBL Part I</b></p> <ol style="list-style-type: none"> <li>Discussions within groups</li> <li>Gather questions/comments</li> <li>Finalize presentation</li> </ol> <p><b>Begin Assignment 5:</b> Start planning the assignment and work on the assignment as you work through the upcoming modules (see detailed description in the Assignments section of this outline).</p>
6 Oct 18	1, 2, 3	PBL Part I Presentations and Discussion	<p>1. Watch all video clips from all groups.</p> <p>2. Discussions of PBL Part I responses from each group during the synchronous tutorial</p>	<p><b>PBL Part I Conclusion – Assignment 2</b>  Create a presentation for the class of your groups PBL response. Upload the link to your presentation to the PBL Part I discussion forum in Blackboard the Friday prior to Week 6. During the Tutorial this week we will be discussing the content of each presentation and providing feedback.</p> <p style="text-align: center;"><b>A2 Due on Oct 5 – The Friday prior to Week 6 Tutorial Session</b></p> <p><b>Complete your team assessment</b> for PBL Part I  <b>Complete your peer assessment</b> (as assigned) for PBL Part I</p>
7 Oct 25	1, 5	Return on Investment in WPL	<p>Videos</p> <p>1 – Defining Return on Investment (ROI)</p> <p>2 – WPL ROI Measure of Success</p> <p>Tutorial  Analysis and synthesis questions based on lecture video clips</p> <p>Initial exposure to PBL Part II (see</p>	<p><b>Required readings</b>  Hathaway, J.C. (2016, winter). Why yesterday's skills aren't enough to survive today's digital transformation. <i>Training Industry Magazine</i>. Retrieved from <a href="http://www.nxtbook.com/nxtbooks/trainingindustry/tiq_2016winter/#/20">http://www.nxtbook.com/nxtbooks/trainingindustry/tiq_2016winter/#/20</a></p> <p>Jenner, S. (2016, February 28). A brief history of workplace learning technologies. Retrieved from <a href="https://www.linkedin.com/pulse/brief-history-workplace-learning-technologies-stephen-jenner">https://www.linkedin.com/pulse/brief-history-workplace-learning-technologies-stephen-jenner</a></p>

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
			description in assignment section below) a. Gather questions/comments	<p>McCullen, H. (2016, Spring). Next generation classroom – Providing the ultimate learning experience. <i>Training Industry Magazine</i>. Retrieved from <a href="http://www.nxtbook.com/nxtbooks/trainingindustry/tiq_2016spring/#/32">http://www.nxtbook.com/nxtbooks/trainingindustry/tiq_2016spring/#/32</a></p> <p>Deloitte. (2012). <i>The digital workplace: Think, share, do</i> (pp. 1–20). Retrieved from <a href="http://www2.deloitte.com/content/dam/Deloitte/mx/Documents/human-capital/The_digital_workplace.pdf">http://www2.deloitte.com/content/dam/Deloitte/mx/Documents/human-capital/The_digital_workplace.pdf</a></p> <p>Technology and Workplace Learning  <a href="http://www.learndash.com/technology-and-workplace-learning/">http://www.learndash.com/technology-and-workplace-learning/</a></p> <p><b>Required support videos</b>            Are You Ready for the Digital Workplace? (2:05)  <a href="https://www.youtube.com/watch?v=487YuJ5Udys">https://www.youtube.com/watch?v=487YuJ5Udys</a></p> <p>The Importance of Social Networking in the Workplace (6:22)  <a href="https://www.youtube.com/watch?v=gSW4QovY4sU&amp;frags=pl%2Cwn">https://www.youtube.com/watch?v=gSW4QovY4sU&amp;frags=pl%2Cwn</a></p> <p>The Next 10 years of Workplace Learning Technologies  <a href="http://www.youtube.com/watch?v=lxdfmq2EgHE">http://www.youtube.com/watch?v=lxdfmq2EgHE</a> (3:10)</p> <p>How is Technology Changing our Workplace Culture (3:15)  <a href="https://www.youtube.com/watch?v=Ukvd4adVcHw&amp;frags=pl%2Cwn">https://www.youtube.com/watch?v=Ukvd4adVcHw&amp;frags=pl%2Cwn</a></p> <p><b>Continue working on PBL Part 2</b></p>
8 Nov 1	4, 5	Technology and WPL	Videos 1 – WPL and Technology 2 – Considerations Related to Technology and WPL 3 – Criticisms and Advocacy of Technology in WPL Tutorial Analysis and synthesis questions based on lecture video clips	<p><b>Required readings</b></p> <p><b>Required support videos</b></p> <p><b>Continue working on PBL Part 2</b></p> <ol style="list-style-type: none"> <li>Discussions within groups</li> <li>Gather questions/comments</li> <li>Set next group tasks</li> </ol>

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
			Collaborative Work on PBL	
9 Nov 8		Relating Performance Support and Organizational Change and WPL	<p>Videos</p> <p>1 – Performance Oriented WPL</p> <p>2 – Organizational Support of Performance</p> <p>3 – WPL and Organizational Change.</p> <p>Tutorial</p> <p>Analysis and synthesis questions based on lecture video clips</p> <p>Collaborative Work on PBL</p>	<p><b>Required readings</b></p> <p>How to Improve Learning Outcomes with Performance Support <a href="http://www.dashe.com/blog/informal-learning/improve-learning-performance-support/">http://www.dashe.com/blog/informal-learning/improve-learning-performance-support/</a></p> <p>Gottfredson, C. &amp; Mosher, B. (2012, May 28). We're lost, but we're making good time: Performance support to the rescue. <i>Training Solutions Magazine</i>. Retrieved from <a href="http://www.learningsolutionsmag.com/articles/934/were-lost-but-were-making-good-time-performance-support-to-the-rescue">http://www.learningsolutionsmag.com/articles/934/were-lost-but-were-making-good-time-performance-support-to-the-rescue</a></p> <p>Gottfredson, C. &amp; Mosher, B. (2012, June 18). Are you meeting all five moments of learning need? <i>Training Solutions Magazine</i>. Retrieved from <a href="https://www.learningsolutionsmag.com/articles/949/are-you-meeting-all-five-moments-of-learning-need">https://www.learningsolutionsmag.com/articles/949/are-you-meeting-all-five-moments-of-learning-need</a></p> <p><b>Required support videos</b></p> <p>How can Performance Support Improve Knowledge Management (3:31) <a href="https://www.youtube.com/watch?v=csW6DL2Nnws">https://www.youtube.com/watch?v=csW6DL2Nnws</a></p> <p>Performance Support Tools (4:37) <a href="https://www.youtube.com/watch?v=PjHoB9JFqW4&amp;frags=pl%2Cwn">https://www.youtube.com/watch?v=PjHoB9JFqW4&amp;frags=pl%2Cwn</a></p> <p>Human Performance Improvement (3:58) <a href="https://www.youtube.com/watch?v=sgU8NhQqSVE">https://www.youtube.com/watch?v=sgU8NhQqSVE</a></p> <p>Make Performance Management Work for your Organization (4:19) <a href="https://www.youtube.com/watch?v=n9KOB57avto">https://www.youtube.com/watch?v=n9KOB57avto</a></p> <p>Ellen Pruyne on Designing Effective Learning Environments and Change for Good (1:37) <a href="https://www.youtube.com/watch?v=Zyd3nEM_DYY">https://www.youtube.com/watch?v=Zyd3nEM_DYY</a></p> <p>Performance Improvement – More than Just a Change in Behaviour (12:43) <a href="https://www.youtube.com/watch?v=vphTQp_nJ9I">https://www.youtube.com/watch?v=vphTQp_nJ9I</a></p> <p>Business Consulting Solutions. (2014, September 19). Eight reasons why employees resist change. Retrieved from <a href="https://www.youtube.com/watch?v=AGGCnxmxtQ">https://www.youtube.com/watch?v=AGGCnxmxtQ</a></p>

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
				<p>Stagl, H. (2015, June 30). How to deal with resistance to change. Retrieved from <a href="https://www.youtube.com/watch?v=79Ll2fkNZ2k">https://www.youtube.com/watch?v=79Ll2fkNZ2k</a></p> <p><b>Continue working on PBL Part II</b></p> <ol style="list-style-type: none"> <li>Discussions within groups</li> <li>Gather questions/comments</li> <li>Set next group tasks</li> </ol> <p><b>Discussion Forum 3:</b> update on A3 and A4 progress</p>
10 Nov 15	3, 4, 5	PBL Part II Presentations and Discussion	<ol style="list-style-type: none"> <li>Watch all video clips from all groups.</li> <li>Discussions of PBL Part I responses from each group during the synchronous tutorial</li> </ol>	<p><b>PBL Part 2 Conclusion – Assignment 3</b> Create a presentation for the class of your groups PBL response. Upload the link to your presentation to the PBL Part I discussion forum in Blackboard the Friday prior to Week 6. During the Tutorial this week we will be discussing the content of each presentation and providing feedback.</p> <p style="text-align: center;"><b>A3 Due on Nov 9 – The Friday prior to Week 10 Tutorial Session</b></p> <p><b>Complete your team assessment for PBL Part II</b> <b>Complete your peer assessment</b> (as assigned) for PBL Part II <b>Submit A4</b> – checklist and supporting rationale paper based on your entire PBL</p> <p style="text-align: center;"><b>A4 Due November 21, 2018</b></p>
11 Nov 22	3, 4, 5	Future of WPL	<p>Videos</p> <ol style="list-style-type: none"> <li>Emergent Models for WPL</li> <li>The Organization and Employee Learning Mindset</li> </ol> <p>Tutorial Analysis and synthesis questions based on lecture video clips</p>	<p><b>Required readings</b></p> <p>Gill, R. (2010). Conceptual framework for using computers to enhance employee engagement in large offices. <i>Human Resource Development Review</i>, 9(2), 115–143. <a href="http://dx.doi.org/doi:10.1177/1534484309354707">http://dx.doi.org/doi:10.1177/1534484309354707</a></p> <p>Heathfield, S. (2016, August 3.). The 12 best ways to do on-the-job training. <i>About.com</i>. Retrieved from <a href="http://humanresources.about.com/od/new/tp/provide-job-training.htm">http://humanresources.about.com/od/new/tp/provide-job-training.htm</a></p> <p><b>Required support videos</b> Seth Priebatsch: The game layer on top of the world (12:20)</p>

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
				<a href="http://www.ted.com/talks/seth_priebatsch_the_game_layer_on_top_of_the_world.html">http://www.ted.com/talks/seth_priebatsch_the_game_layer_on_top_of_the_world.html</a>
12 Nov 29	2, 3, 4, 5	Synthesizing WPL	<p>Videos</p> <p>1 – Fads and Trends</p> <p>2 – Workplace Learning Trends</p> <p>3 – WPL Key Messages</p> <p>Tutorial</p> <p>Analysis and synthesis questions based on lecture video clips</p>	<p><b>Required readings</b></p> <p>Campbell, D. M. (2013, spring). What we've learned about learning. <i>Training Industry Quarterly</i>. Retrieved from <a href="http://www.acclivus.com/wp-content/uploads/Acclivus-From-One-Brain-to-Another-What-We-Have-Learned-About-Learning.pdf">http://www.acclivus.com/wp-content/uploads/Acclivus-From-One-Brain-to-Another-What-We-Have-Learned-About-Learning.pdf</a></p> <p>Lancaster, S., Milia, L. D., &amp; Cameron, R. (2013). Supervisor behaviours that facilitate training transfer. <i>Journal of Workplace Learning</i>, 25(1), 6–22. <a href="http://dx.doi.org/doi:10.1108/13665621311288458">http://dx.doi.org/doi:10.1108/13665621311288458</a></p> <p>Jarche, H. (2012, February 14). "You simply can't train people to be social!" <i>Life in Perpetual Beta</i>. Retrieved from <a href="http://jarche.com/2012/02/you-simply-cant-train-people-to-be-social/">http://jarche.com/2012/02/you-simply-cant-train-people-to-be-social/</a></p> <p>Quinn, C. (2013, March 18). Yes, you do have to change. <i>Learnlet</i>. Retrieved from <a href="http://blog.learnlets.com/?p=3232">http://blog.learnlets.com/?p=3232</a></p> <p><b>Required support videos</b></p> <p>HR Basics – Learning and Development (3:15) <a href="http://www.youtube.com/watch?v=OA3HxvYPzbU">http://www.youtube.com/watch?v=OA3HxvYPzbU</a></p> <p>eLearning Trends (1:08) How Will Organizational Learning Evolve in 2018? <a href="https://www.youtube.com/watch?v=w7PkVVZxSUc&amp;frags=pl%2Cwn">https://www.youtube.com/watch?v=w7PkVVZxSUc&amp;frags=pl%2Cwn</a></p> <p>Future L&amp;D Trends with Jane Hart (5:07) <a href="https://www.youtube.com/watch?v=cM3WCauC2jA">https://www.youtube.com/watch?v=cM3WCauC2jA</a></p> <p style="text-align: right;"><b>A5 Due Dec 7, 2018</b></p>

## 7. Required Texts/Readings

For this 12-week course, we will critically engage with the material through a review of literature and a discussion of key concepts and ideas generated through that review of relevant literature. Learners need to be prepared each week by reading literature on the topic for that week as identified in the course's Blackboard site. Suggested readings for each topic have been identified; however, learners are required to find better articles and articles that suit their subject domain areas of study (i.e. health care, engineering, children's software, patient education, K-12 education, etc.), as well as bringing in relevant readings from other courses to enrich the discussion and tutorials.

The instructor works from a collection of online and/or print resources. Many of these texts and documents will be provided through the Blackboard course site, however learners will also find an extensive collection of useful Internet links as they explore their PBLs and are encouraged to share these with the class via the Blackboard site.

The resource below has general utility and should be regarded as readings that will form part of your own professional library of texts for the course in addition to the weekly articles outlined below in the course schedule.

*Additional readings may be assigned or recommended during the course.*

## 8. Evaluation Method

The following is a description of the components upon which the final assessment will be based and provides an outline of the relative value of each of the components and their criteria. All ideas and resources used that do not originate with you must be cited and referenced using **APA, 6<sup>th</sup> edition format**.

Due Date	Learning Outcome(s) Addressed	Assignment	Person	Value	Brief Description <ul style="list-style-type: none"> <li>NOTE for more detailed description see details below.</li> </ul>
Sept 17	2	Assignment 1: Commentary on WPL in your setting	Individual	5%	Commentary of WPL in your setting as per assignment directions below.  Upload to Blackboard. Assessed as complete/incomplete. It is essential to your completion of the final assignment.
Oct 5 and Oct 11	1, 3, 5	Assignment 2: PBL Part I Group Presentation	Team	20%	Based on PBL criteria given in rubric below, post a link in Blackboard to your completed PBL to class as per assignment description below.  Assessed using the PBL assessment rubric provided. Assessment is an equal combination of individual assessment of team members' contribution to A2; peer assessment and self-assessment.

Nov 9 and Nov 15	3, 4, 5	Assignment 3: PBL Part II group presentation	Team	20%	Based on PBL criteria given in rubric below, post a link in Blackboard to your completed PBL to class as per assignment description below.  Assessed using the PBL assessment rubric provided. Assessment is an equal combination of individual assessment of team members' contribution to A2; peer assessment and self-assessment.
Nov 19	2, 3, 4, 5	Assignment 4: Checklist and Supporting Rationale	Team	25%	Submit your checklist for benchmarks for a WPL approach and the supporting 4-page rationale to Blackboard as per the assignment description below.  Assessed by the instructor using the rubric provided. One mark for the team.
Dec 7	1, 2, 3, 4	Assignment 5: Problem Solving and Skills Application	Individual	30%	Provide a viable solution to one of the problems identified in assignment. You may create a video or submit a paper.  Assessed by the instructor using the rubric provided.

### **UOIT grading**

All assignment are graded using a letter grade. The letter grades will corespond with UOIT's grading scheme. The graphics of the grading scheme (see below) provides learners with the letter grade, percentage range, and description. It may take up to two weeks to return graded assignments. This is dependent upon the number of learners in the course.



Grade	Percentage	Grade points	Description
A+	90 to 100	4.3	<b>Excellent.</b> Strong evidence of originality and independence of thought; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; and an outstanding ability to communicate.
A	85 to 89	4	
A-	80 to 84	3.7	
B+	77 to 79	3.3	<b>Good.</b> Substantial knowledge of subject matter; some evidence of organization and analytic ability; a moderate degree of originality and independence of thought; reasonable understanding of relevant issues; evidence of familiarity with literature; and an ability to communicate clearly and fluently.
B	73 to 76	3	
B-	70 to 72	2.7	
C+	67 to 69	2.3	<b>Adequate.</b> Student is profiting from his or her university experience; an acceptable understanding of the subject matter; ability to develop solutions to simple problems in the material; some ability to organize and analyze ideas; and an ability to communicate adequately.
C	60 to 66	2	
D	50 to 59	1	<b>Marginal.</b> Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; and significant weakness in the ability to communicate.
F	0 to 49	0	<b>Inadequate.</b> Little evidence of even a superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; failure to complete required work; and an inability to communicate.

## 9. Assignments and Tests

### Assignment 1: Commentary on WPL in a Current Context

In this short descriptive paper, you are asked to explain how your current\* organization approaches workplace learning. You will need to provide the following:

- A brief overview of the context/setting
- An identification of the methods by which workplace learning is facilitated
- A brief description of some of the issues you see in how your organization is approaching workplace learning
- A short description of what steps, if any, your organization is taking to deal with these issues

\* If you are working at more than one job, please choose only one job (your choice of which) to write about. If you are not currently working, then use your last place of work. If you do not have previous work experience, then use an organization you have volunteered.

You may write this paper in the first person.

To demonstrate your ability to synthesize in a clear and concise manner you are asked to limit your total assignment word count to between 600 to 700 words. APA format is required and the

use of subheadings to guide the reader to the flow of your document is suggested (see APA manual for formatting of subheadings).

The assignment will be assessed as completed (5 marks) or incomplete (zero marks). This assignment is essential for you to complete the final assignment.

This assignment provides the learner with the opportunity to evidence the following course learning outcome:

- LO #2: Examine the range of learning opportunities that exist in modern workplaces.
- 

Assignment 1 rubric

A student will receive a zero for the assignment if there are any “incomplete” sections in the following sections:

- Overview of the context/setting
- Identifies WPL facilitation methods
- Description of WPL issues in the organization
- Steps to resolve issues
- APA
- 600 to 700 words

### **Assignment 2: PBL Part 1**

In this PBL you will be asked to form groups of three or four people. In your groups you will need to choose a WPL setting (context) for your PBL (i.e.: higher education; K-12 education; government; healthcare; corporate etc.) and then choose a form of WPL that is happening in that setting (i.e.: informal, formal, social, apprenticeship) and investigate and explore aspects of what they are doing; how they are doing it etc. Please review the video on **Preparing for your First PBL** for some tips and suggestions for this assignment.

Prompts to get you started are as follows:

- What approach or aspect of WPL is being examined? In what context?
- What is the rationale(s) for why this sector adopts this approach to WPL?
- What are the predominant theories that inform this sector’s approach WPL?
  - What are the commonalities? What are the differences?
- What are the issues/challenges and successes of this approach to WPL?

This assignment provides the learner with the opportunity to evidence the following course learning outcome:

- LO #1 Describe the roles workplace learning, training, and professional development have played in economic development in the past
- LO #3 Explain techniques and methods associated with workplace learning: performance improvement, hands-on learning, apprenticeship, co-op education, message design, etc.

LO # 5 Analyze political arguments pertaining to both workplace learning advocacy and social critique of workplace learning programs.

PBL Part 1 Assessment Rubric

Indicator	Percent of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
Creates relevant material	30%	<ol style="list-style-type: none"> <li>1. Material is not clear, coherent and organized.</li> <li>2. Material is not legible, not accurate (spelling/grammar) and does not conform to APA style for formal academic writing.</li> <li>3. There is no outline/structure for the reader can follow the main points of the argument or sequence of ideas.</li> <li>1. Material has not been proof read and edited for accuracy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Material is somewhat clear, coherent and organized.</li> <li>2. Material is somewhat legible, accurate (spelling/grammar) and generally conforms to APA style for formal academic writing.</li> <li>3. There is an outline/structure, but it needs some work for the reader can follow the main points of the argument or sequence of ideas.</li> <li>4. Material has not been well proof read and edited for accuracy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Material is clear, coherent and organized.</li> <li>2. Material is legible, accurate (spelling/grammar) and conforms to APA style for formal academic writing.</li> <li>3. There is a clear outline/structure so that the reader can follow the main points of the argument or sequence of ideas.</li> <li>4. Material has been proof read and edited for accuracy.</li> </ol>
Critical thinking is applied to the integration of knowledge and practice	35%	<ol style="list-style-type: none"> <li>1. Does not challenge assumptions in own, peer or professional opinion.</li> <li>2. No critical evaluation of information and evidence.</li> <li>3. Does not present various perspectives.</li> <li>4. Does not use literature in a way</li> </ol>	<ol style="list-style-type: none"> <li>1. Sometimes challenges assumptions in own, peer or professional opinion.</li> <li>2. Somewhat critically evaluates information and evidence.</li> <li>3. Presents some various perspectives and discusses some</li> </ol>	<ol style="list-style-type: none"> <li>1. Challenges assumptions in own, peer or professional opinion.</li> <li>2. Critically evaluates information and evidence and presents various perspectives. Documented criticisms are discussed.</li> <li>3. Uses literature in</li> </ol>

		<p>that provides a holistic picture of the potential perspectives on an issue or problem.</p> <ol style="list-style-type: none"> <li>Argument presented does not follow a logical progression or is missing entirely.</li> </ol>	<p>documented criticisms.</p> <ol style="list-style-type: none"> <li>Uses literature in a way that provides pictures of the potential perspectives on an issue or problem, but no attempt made to provide a holistic integrated perspective.</li> <li>Argument presented would benefit from further refinement to ensure that the concepts and logic are clear.</li> </ol>	<p>a way that provides a holistic picture of the potential perspectives on an issue or problem.</p> <ol style="list-style-type: none"> <li>Uses literature to support key points or argument not to create the key points or argument.</li> <li>Argument is presented in a clearly refutable manner as both concepts and logic are defined and followed</li> </ol>
<p>Synthesize s and applies the theories of workplace learning discussed in class to the context and issue(s) being discussed.</p>	<p>35%</p>	<ol style="list-style-type: none"> <li>The issue(s) is not defined clearly and concisely with enough background information so that the reader can make an informed decision or is missing entirely.</li> <li>Does not identify the key roles, techniques or methods and connect them in a way that evidences synthesis of the main workplace learning theories and models.</li> <li>Does not discuss and/or analyze</li> </ol>	<ol style="list-style-type: none"> <li>Issue(s) are somewhat clearly defined but would benefit from further clarify. Some background information is provided in order for the reader to make an informed decision, but more work here would be helpful.</li> <li>The key roles, techniques and methods are somewhat identified.</li> <li>The key concerns are somewhat connected to the options and recommendations in a way that evidences</li> </ol>	<ol style="list-style-type: none"> <li>Defines the issue(s) clearly and concisely with enough background information so that the reader can make an informed decision.</li> <li>Identifies the key roles, techniques and methods and connects them in a way that evidences synthesis of the main workplace learning theories and models.</li> <li>Discusses and analyzes social critique and political arguments</li> </ol>

		social critique and political arguments associated with workplace learning issue(s) examined.	synthesis of the main online learning theories and models discussed in class. 4. Somewhat discusses and analyzes social critique and political arguments associated with workplace learning issue(s) examined and/or lightly covers these areas.	associated with workplace learning issue(s) examined.
--	--	---	---	---

**Assignment 2: Group Member Assessment Rubric for PBL Contribution**

Each member of your PBL group will be asked to complete the group assessment and submit it to the instructor following his or her presentation. NOTE: This rubric will be in Blackboard as an MS Word document, which you can download, fill in and upload upon completion.

Please **PLACE COMMENTS** in each box for group members about their relative contributions made in preparing and presenting your PBL. Please be candid in your assessment.

**Insert your name and your peers' names** in the chart below with one name at the top of each column.

Criteria	Yourself (insert name here)	Group Member 1 (insert name here)	Group Member 2 (insert name here)	Group Member 3 (insert name here)
Participated fully in group discussions and meetings.				
Contributed useful and creative ideas to the development of the presentation.				
Critically evaluated information and evidence and presented various perspectives to the group.				
Quality of work done was to the desired standard and reflected the assignment assessment criteria.				
Contributed to the delivery of the presentation in a				

creative and supportive manner.				
Contributed to the class discussion of the presentation; answered questions on the topic and furthered understandings.				

### Assignment 3: PBL Part 2

In this PBL you are continuing on with your examination of WPL used in the context and manner in PBL Part I adding in the lenses of return on investment (ROI); the range and affordances of technology and, the social critique/political arguments of workplace learning programs.

Prompts to get you started:

- What approach to ROI is used by WPL in the context of Part I of your PBL?
- What is the rationale (s) for why this sector approaches ROI in this manner?
- What are some issues/challenges and successes of the approach to ROI?
- What range of technology is used for WPL in the context of Part I of your PBL?
- What are some issues/ challenges and successes of the technology range chosen?
- Analyze political arguments pertaining to both workplace learning advocacy and social critique of workplace learning programs.

This assignment provides the learner with the opportunity to evidence the following course learning outcome:

- LO #3 Explain techniques and methods associated with workplace learning: performance improvement, hands-on learning, apprenticeship, co-op education, message design, etc.
- LO #4 Critiques the place of digital learning technologies in workplace learning.
- LO # 5 Analyze political arguments pertaining to both workplace learning advocacy and social critique of workplace learning programs.

### PBL Part 2 Assessment Rubric

Indicator	Percent of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
Creates relevant material	30%	<ol style="list-style-type: none"> <li>1. Material is not clear, coherent and organized.</li> <li>2. Material is not legible, not accurate (spelling/grammar) and does not conform to APA</li> </ol>	<ol style="list-style-type: none"> <li>1. Material is somewhat clear, coherent and organized.</li> <li>2. Material is somewhat legible, accurate (spelling/grammar) and generally</li> </ol>	<ol style="list-style-type: none"> <li>1. Material is clear, coherent and organized.</li> <li>2. Material is legible, accurate (spelling/grammar) and conforms to APA style for formal academic</li> </ol>

		<p>style for formal academic writing.</p> <ol style="list-style-type: none"> <li>3. There is no outline/structure for the reader can follow the main points of the argument or sequence of ideas.</li> <li>2. Material has not been proof read and edited for accuracy.</li> </ol>	<p>conforms to APA style for formal academic writing.</p> <ol style="list-style-type: none"> <li>3. There is an outline/structure, but it needs some work for the reader can follow the main points of the argument or sequence of ideas.</li> <li>4. Material has not been well proof read and edited for accuracy.</li> </ol>	<p>writing.</p> <ol style="list-style-type: none"> <li>3. There is a clear outline/structure so that the reader can follow the main points of the argument or sequence of ideas.</li> <li>4. Material has been proof read and edited for accuracy.</li> </ol>
Critical thinking is applied to the integration of knowledge and practice	35%	<ol style="list-style-type: none"> <li>1. Does not challenge assumptions in own, peer or professional opinion.</li> <li>2. No critical evaluation of information and evidence.</li> <li>3. Does not present various perspectives.</li> <li>4. Does not use literature in a way that provides a holistic picture of the potential perspectives on an issue or problem.</li> <li>2. Argument presented does not follow a logical progression or is missing entirely.</li> <li>3. Does not critique the place of digital learning technologies in</li> </ol>	<ol style="list-style-type: none"> <li>1. Sometimes challenges assumptions in own, peer or professional opinion.</li> <li>2. Somewhat critically evaluates information and evidence.</li> <li>3. Presents some various perspectives and discusses some documented criticisms.</li> <li>4. Uses literature in a way that provides pictures of the potential perspectives on an issue or problem, but no attempt made to provide a holistic integrated perspective.</li> <li>5. Argument presented would benefit from</li> </ol>	<ol style="list-style-type: none"> <li>1. Challenges assumptions in own, peer or professional opinion.</li> <li>2. Critically evaluates information and evidence and presents various perspectives. Documented criticisms are discussed.</li> <li>3. Uses literature in a way that provides a holistic picture of the potential perspectives on an issue or problem.</li> <li>4. Uses literature to support key points or argument not to create the key points or argument.</li> <li>5. Argument is presented in a</li> </ol>

		workplace learning	further refinement to ensure that the concepts and logic are clear. <b>6.</b> Somewhat critiques the place of digital learning technologies in workplace learning.	clearly refutable manner as both concepts and logic are defined and followed. <b>6.</b> Critiques the place of digital learning technologies in workplace learning.
Synthesize and applies the theories of workplace learning discussed in class to the context and issue(s) being discussed.	35%	<ol style="list-style-type: none"> <li><b>1.</b> The issue(s) is not defined clearly and concisely with enough background information so that the reader can make an informed decision or is missing entirely.</li> <li><b>2.</b> Does not identify the key roles, techniques or methods and connect them in a way that evidences synthesis of the main workplace learning theories and models.</li> <li><b>3.</b> Does not discuss and/or analyze social critique and political arguments associated with workplace learning issue(s) examined.</li> </ol>	<ol style="list-style-type: none"> <li><b>1.</b> Issue(s) are somewhat clearly defined but would benefit from further clarify. Some background information is provided in order for the reader to make an informed decision, but more work here would be helpful.</li> <li><b>2.</b> The key roles, techniques and methods are somewhat identified.</li> <li><b>3.</b> The key concerns are somewhat connected to the options and recommendations in a way that evidences synthesis of the main online learning theories and models discussed in class.</li> <li><b>4.</b> Somewhat discusses and analyzes social critique and political</li> </ol>	<ol style="list-style-type: none"> <li><b>1.</b> Defines the issue(s) clearly and concisely with enough background information so that the reader can make an informed decision.</li> <li><b>2.</b> Identifies the key roles, techniques and methods and connects them in a way that evidences synthesis of the main workplace learning theories and models.</li> <li><b>3.</b> Discusses and analyzes social critique and political arguments associated with workplace learning issue(s) examined.</li> </ol>



			arguments associated with workplace learning issue(s) examined and/or lightly covers these areas.	
--	--	--	---	--

**Assignment 3: Group Member Assessment Rubric for PBL Contribution**

Each member of your PBL group will be asked to complete the group assessment and submit it to the instructor following his or her presentation. NOTE: This rubric will be in Blackboard as an MS Word document, which you can download, fill in and upload upon completion.

Please **PLACE COMMENTS** in each box for group members about their relative contributions made in preparing and presenting your PBL. Please be candid in your assessment.

**Insert your name and your peers' names** in the chart below with one name at the top of each column.

Criteria	Yourself (insert name here)	Group Member 1 (insert name here)	Group Member 2 (insert name here)	Group Member 3 (insert name here)
Participated fully in group discussions and meetings.				
Contributed useful and creative ideas to the development of the presentation.				
Critically evaluated information and evidence and presented various perspectives to the group.				
Quality of work done was to the desired standard and reflected the assignment assessment criteria.				
Contributed to the delivery of the presentation in a creative and supportive manner.				
Contributed to the class discussion of the presentation; answered questions on the topic and furthered understandings.				

**Assignment 4: PBL Part 3**

In your PBL group, create a list that an organization could use to help it create and implement a workplace-learning plan. This assignment is based on the scenario your group

created in PBLs part 1 and 2. This list should be in the order items will be implemented. For example, the final plan assessment would be near the end of the list not near the beginning.

Once the list is created, provide a rationale for each item on the list. In other words, explain your logic for including it on the list. Your logic must be grounded in the literature. Look for sources (journal articles, conference proceedings, blog posts from recognized experts in the WPL field) that back up your logic. Cite and reference every source used to justify your list.

This assignment is 25% of your final mark; therefore, the details provided in your checklist and your rationale are extremely important.

This assignment provides the learner with the opportunity to evidence the following course learning outcome:

- LO # 2 Examine the range of learning opportunities that exist in modern workplaces.
- LO #3 Explain techniques and methods associated with workplace learning: performance improvement, hands-on learning, apprenticeship, co-op education, message design, etc.
- LO #4 Critiques the place of digital learning technologies in workplace learning.
- LO # 5 Analyze political arguments pertaining to both workplace learning advocacy and social critique of workplace learning programs.

PBL Part 3 rubric

<b>Indicator</b>	<b>Percent of mark</b>	<b>Does Not Meet Expectations</b>	<b>Approaches Expectations</b>	<b>Meets Expectations</b>
Creates relevant material	30%	<ol style="list-style-type: none"> <li>1. Material is not clear, coherent and organized.</li> <li>2. Material is not legible, not accurate (spelling/grammar) and does not conform to APA style for formal academic writing.</li> <li>3. There is no outline/structure</li> </ol>	<ol style="list-style-type: none"> <li>1. Material is somewhat clear, coherent and organized.</li> <li>2. Material is somewhat legible, accurate (spelling/grammar) and generally conforms to APA style for formal academic writing.</li> <li>3. There is an</li> </ol>	<ol style="list-style-type: none"> <li>1. Material is clear, coherent and organized.</li> <li>2. Material is legible, accurate (spelling/grammar) and conforms to APA style for formal academic writing.</li> <li>3. There is a clear outline/structure so that the reader</li> </ol>

		<p>for the reader can follow the main points of the argument or sequence of ideas.</p> <p><b>3.</b> Material has not been proof read and edited for accuracy.</p>	<p>outline/structure, but it needs some work for the reader can follow the main points of the argument or sequence of ideas.</p> <p><b>4.</b> Material has not been well proof read and edited for accuracy.</p>	<p>can follow the main points of the argument or sequence of ideas.</p> <p><b>4.</b> Material has been proof read and edited for accuracy.</p>
<p>Critical thinking is applied to the integration of knowledge and practice</p>	<p>35%</p>	<p><b>1.</b> No critical evaluation of information and evidence.</p> <p><b>2.</b> Does not present various perspectives.</p> <p><b>3.</b> Does not use literature in a way that provides a holistic rationale for items in the checklist.</p> <p><b>4.</b> Checklist presented does not follow a logical progression or is missing entirely.</p>	<p><b>1.</b> Somewhat critically evaluates information and evidence.</p> <p><b>2.</b> Presents some various perspectives and discusses some documented criticisms.</p> <p><b>1.</b> Uses literature in a way that provides pictures of the potential perspectives on an issue or problem but little or no attempt made to provide a holistic rationale for the items in the checklist.</p> <p><b>3.</b> Checklist presented would benefit from further refinement to ensure that the concepts and logic are clear.</p>	<p><b>2.</b> Critically evaluates information and evidence and presents various perspectives. Documented criticisms are discussed.</p> <p><b>3.</b> Uses literature in a way that provides a holistic rationale for the items in the checklist.</p> <p><b>4.</b> Uses literature to support key points or argument not to create the key points or argument.</p> <p><b>5.</b> Checklist is presented in a clearly refutable manner as both concepts and logic are defined and followed</p>
<p>Synthesize s and applies the theories of workplace</p>	<p>35%</p>	<p><b>1.</b> The checklist is not defined clearly and concisely with enough</p>	<p><b>1.</b> Checklist items are somewhat clearly defined but would benefit from further</p>	<p><b>1.</b> Checklist items are clear and concise with enough background</p>

<p>learning discussed in class to the context and issue(s) being discussed.</p>		<p>background information so that the reader can make an informed decision or is missing entirely.</p> <ol style="list-style-type: none"> <li>2. Checklist does not identify the key roles, techniques or methods and connect them in a way that evidences synthesis of the main workplace learning theories and models.</li> <li>3. Checklist does not consider the social critique and political arguments associated with workplace learning issue(s) examined.</li> </ol>	<p>clarify. Some background information is provided in order for the reader to make an informed decision on its usefulness and application, but more work here would be helpful.</p> <ol style="list-style-type: none"> <li>2. The key roles, techniques and methods of workplace learning are somewhat evidenced in the checklist.</li> <li>3. The key concerns or workplace learning are somewhat evidenced in the rationale connected to the checklist which somewhat demonstrates a synthesis of the main online learning theories and models discussed in class.</li> <li>4. Checklist and supporting rationale somewhat discusses and analyzes social critique and political arguments associated with workplace learning issue(s)</li> </ol>	<p>information provided so that the reader can make an informed decision on its application and usefulness.</p> <ol style="list-style-type: none"> <li>2. Checklist identifies the key roles, techniques and methods of workplace learning and the rationale connects them in a way that evidences synthesis of the main workplace learning theories and models.</li> <li>3. Checklist and supporting rationale discusses and analyzes social critique and political arguments associated with workplace learning issue(s) examined.</li> </ol>
---	--	---	---	---

			examined and/or lightly covers these areas.	
--	--	--	---	--

**Assignment 4: Group Member Assessment Rubric for PBL Contribution**

Each member of your PBL group will be asked to complete the group assessment and submit it to the instructor following his or her presentation. NOTE: This rubric will be in Blackboard as an MS Word document, which you can download, fill in and upload upon completion.

Please **PLACE COMMENTS** in each box for group members about their relative contributions made in preparing and presenting your PBL. Please be candid in your assessment.

**Insert your name and your peers' names** in the chart below with one name at the top of each column.

Criteria	Yourself (insert name here)	Group Member 1 (insert name here)	Group Member 2 (insert name here)	Group Member 3 (insert name here)
Participated fully in group discussions and meetings.				
Contributed useful and creative ideas to the development of checklist material				
Critically evaluated information and evidence and presented various perspectives to the group.				
Quality of work done was to the desired standard and reflected the assignment assessment criteria.				

**Assignment 5: Problem Solving and Skills Application**

Using one of the major problems you identified in Assignment 1, create a logical and viable solution to the problem using the knowledge, insights, and skills you've gained throughout the semester.

Address the following:

1. Clearly state the problem you are attempting to solve
  - a. Include the type of company and sector. Feel free to borrow this information from assignment 1
2. How will you define success of your solution?
3. Justify the type(s) of WPL you will use
4. Strategies for using this type(s) of WPL to solve your problem
5. The pros of cons of using this type(s) of WPL as a possible solution to the problem and your organization

6. Determine the ROI (include a breakdown of the major costs your organization will incur when rolling out your solution)
7. What types of technology are needed and how is this supported
8. Pros and cons of using the above technologies
9. Organizational support
10. Pros and cons of using your solution to the problem
11. Use relevant literature to support your pros and cons sections using APA formatting.

This assignment may be submitted as paper or a video. Please use APA for all citations and references.

Please refer to the assignment rubric (see below) to ensure you cover all the assignment requirements.

This assignment provides the learner with the opportunity to evidence the following course learning outcome:

- LO #1 Describe the roles workplace learning, training, and professional development have played in economic development in the past.
- LO #3 Explain techniques and methods associated with workplace learning: performance improvement, hands-on learning, apprenticeship, co-op education, message design, etc.
- LO #4 Critiques the place of digital learning technologies in workplace learning.
- LO # 5 Analyze political arguments pertaining to both workplace learning advocacy and social critique of workplace learning programs.

#### Assignment 5 Rubric

Criterion	Inadequate	Marginal	Adequate	Good	Excellent
States problem, company type, and sector	Did not state a WPL problem; did not state the company type/sector	Identifies the problem; marginally aligns with a WPL situation; states the company type/sector	Identifies the problem; adequately aligns with a WPL situation; states the company type/sector	Clearly articulates the problem; aligns very well with a WPL situation; states the company type/sector	Explains the problem; excellent alignment with a WPL situation; states the company type/sector
Defines the solution's success	Did not define success	Marginally defines the basic parameters of success; additional information required; overestimate	Provides a somewhat useable definition of the solution's success; additional information required;	A clear and concise definition of the problem's success; demonstrates good critical thinking skills	Practical, clear, and concise definition of the problem's success; applies excellent

		s success; underestimates success			critical thinking skills
Selects, describes, and justifies the type(s) of WPL	The selection, description, and justification are missing or questionable;	Marginal selection, description, and justification for using the WPL type; the WPL type is logical or actionable but requires much more additional explanation; awkward fit with the stated problem/solution	Adequate selection, description, and justification for using the WPL type; the WPL type is logical or actionable but requires additional explanation; somewhat fits with the stated problem/solution	Good selection, description, and justification for using the WPL type; the WPL type is logical and actionable; fits well with the stated problem/solution	Excellent selection, description, and justification for using the WPL type; the WPL type is logical, creative, and actionable; fits effortlessly with the stated problem/solution
Describes strategies for using this type(s) of WPL	Strategies are missing, not logical, does not apply to problem/solution, or not applicable to the WPL scenario	Marginal description of strategies; barely logical use of strategies; difficulty applying the WPL problem/solution	Adequate description of strategies; somewhat logical use of strategies; applicable to the problem/solution, but more work is required	Good description of strategies but needs refining; logical and/or creative use of strategies; applicable to the WPL problem/solution	Excellent description of strategies; logical and creative use of strategy; applicable to the WPL problem/solution
Describes pros and cons of using this type(s) of WPL; cites sources	Pros and cons are missing, not logical, does not apply to problem/solution; not applicable to the WPL scenario; no citations; not APA	Marginal description of pros and cons; barely logical use of pros and cons; difficulty applying the WPL problem/solution; some citations; not consistent APA	Adequate description of pros and cons; somewhat logical use of pros and cons; applicable to the problem/solution, but more work is required; adequate citations;	Good description of pros and cons but needs refining; logical and/or critical use of pros and cons; applicable to the WPL problem/solution; good use of literature/citations; few APA issues	Excellent description of pros and cons; logical and/or critical use of pros and cons; applicable to the WPL problem/solution; excellent use of literature/citations; perfect APA

			some APA issues		
ROI breakdown	ROI breakdown is missing; mathematically incorrect; missing most major items; some items not applicable to the problem/solution;	Marginal ROI breakdown; missing many major items	Adequate ROI breakdown; missing some major items	Good ROI breakdown; all major items accounted for	Excellent ROI breakdown; excellent attention to detail; all major items accounted for
Select and justify technology use	The selection, description, and justification are missing or questionable;	Marginal selection, description, and justification for using the stated technologies; the technologies are logical or actionable but requires much more additional explanation; awkward fit with the stated problem/solution	Adequate selection, description, and justification for using the stated technologies; the technologies are logical or actionable but requires additional explanation; somewhat fits with the stated problem/solution	Good selection, description, and justification for using the stated technologies; the technologies are logical and actionable; fits well with the stated problem/solution	Excellent selection, description, and justification for using the stated technologies; the technologies are logical, creative, and actionable; fits effortlessly with the stated problem/solution
Describes pros and cons of technologies selected; cites sources	Pros and cons are missing, not logical, does not apply to problem/solution; not applicable to the WPL scenario; no citations; not APA	Marginal description of pros and cons; barely logical use of pros and cons; difficulty applying the WPL problem/solution; some citations; not consistent APA	Adequate description of pros and cons; somewhat logical use of pros and cons; applicable to the problem/solution, but more work is required; adequate	Good description of pros and cons but needs refining; logical and/or critical use of pros and cons; applicable to the WPL problem/solution; good use of literature/citations	Excellent description of pros and cons; logical and/or critical use of pros and cons; applicable to the WPL problem/solution; excellent use of literature/citations; perfect APA



			citations; some APA issues	ons; few APA issues	
Selects, describes, and justifies organizational supports	The selection, description, and justification are missing or questionable;	Marginal selection, description, and justification for using the stated supports; the supports are logical or actionable but requires much more additional explanation; awkward fit with the stated problem/solution	Adequate selection, description, and justification for using the stated supports; the supports are logical or actionable but requires additional explanation; somewhat fits with the stated problem/solution	Good selection, description, and justification for using the stated supports; the supports are logical and actionable; fits well with the stated problem/solution	Excellent selection, description, and justification for using the stated supports; the supports are logical, creative, and actionable; fits effortlessly with the stated problem/solution
Describes pros and cons of using this type(s) organizational support; cites sources	Pros and cons are missing, not logical, does not apply to problem/solution; not applicable to the WPL scenario; no citations; not APA	Marginal description of pros and cons; barely logical use of pros and cons; difficulty applying the WPL problem/solution; some citations; not consistent APA	Adequate description of pros and cons; somewhat logical use of pros and cons; applicable to the problem/solution, but more work is required; adequate citations; some APA issues	Good description of pros and cons but needs refining; logical and/or critical use of pros and cons; applicable to the WPL problem/solution; good use of literature/citations; few APA issues	Excellent description of pros and cons; logical and/or critical use of pros and cons; applicable to the WPL problem/solution; excellent use of literature/citations; perfect APA
Overall	Little evidence of even a superficial understanding of subject matter; weakness in problem solving,	Some evidence that problem solving, critical, and analytic skills have been developed; rudimentary knowledge of	Student is profiting from his or her university experience; an acceptable understanding of the subject	Substantial knowledge of subject matter; some evidence of organization and analytic ability; a moderate degree of	Strong evidence of originality and independence of thought; good organization; capacity to analyze and synthesize;

	critical, and analytic skills; limited or irrelevant use of literature; failure to complete required work; and an inability to communicate	the subject matter; and significant weakness in the ability to communicate	matter; ability to develop solutions to simple problems in the material; some ability to organize and analyze ideas; and an ability to communicate adequately.	originality and independence of thought; reasonable understanding of relevant issues; evidence of familiarity with literature; and an ability to communicate clearly and fluently.	superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; and an outstanding ability to communicate.
--	--	--	--	--	--

*Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.*

### **Assignment Policies**

Assignment criteria are specified in the detailed assignment descriptions. Read them carefully to be sure that you have fulfilled all aspects of the requirements. Assignments are DUE ON THE DAY indicated. Late assignments will be handled as follows:

#### **Non-negotiated Late Assignment**

An assignment that has been posted late without prior agreement between the student and the professor to extend the time for the assignment to be handed in will be considered a non-negotiated late assignment and will be assigned a grade of zero.

#### **Negotiated Late Assignment**

An assignment that has been handed in late in accordance with a mutually agreed deadline and penalty (if applicable) will be considered a negotiated late assignment and will be marked in accordance with the mutually agreed terms.

#### **Extenuating Circumstances**

The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. Examples of extenuating circumstances include hospitalization, death of a loved one, traffic accidents, etc. The student must provide documentation to validate the extenuating circumstance. It will be at the professor's discretion to work out the extension in this situation.

### **10. Accessibility**

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through Student Accessibility Services. Requests must be made in a timely manner, and students must provide relevant and recent documentation to verify the effect of their disability and to allow the university to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.

### **11. Professional Conduct**

It is critical that you watch the videos and do any associated readings prior to coming to the tutorial session. Attendance and **participation and video cameras on are mandatory** in one of the two weekly tutorial sessions. Tutorials are interactive, and learners lead the direction of each tutorial. Polite discourse and various points of view are encouraged.

### **12. Academic Integrity**

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

### **13. Turnitin**

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service is described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

<http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf>

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

#### **14. Final Examinations**

Exams and tests are not used in this course.

#### **15. Freedom of Information and Protection of Information Act**

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, UOIT is governed by the *Freedom of Information and Protection of Information Act* (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Education encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

#### **16. Course Evaluations**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT’s programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.