AEDT 3120U
Workplace Learning
Fall 2004

Course Details and Important Dates*

Term	Section	Status	Course Type	Day	Time
Fall	A		AEDT	Monday	Noon to 1 or 6 to 7 PM

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online	43703 and 43704	September 8, 2014	December 1, 2014	NA

*For other important dates go to: www.uoit.ca > Current Learners> Important Dates

Instructor Contact Information

Instructor Name	Office	Phone	Email	Skype
Janet Symmons	Virtual		XXXXX	XXXXX
Office Hours:	As this is an online course, I will be available virtually (not physically) for discussion through Blackboard, Skype, or other means. Just drop me a note to make an appointment on Skype. Because I operate on Pacific Standard Time (3 hours behind EST) I'm free to chat between noon and 9 PM Eastern Time. Follow me on Twitter @JanetSymmons for regular tweets about adult learning, educational technology, and higher education.			

Connect with AEDT on Facebook: https://www.facebook.com/pages/AEDT-Discussions/476840625768697

Join UOIT's LinkedIn Adult Education & Digital Technology Program page at
https://www.linkedin.com/groups?mostRecent&gid=5177897&trk=my_groups-tile-flipgrp

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

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.

Course Design and Web Environment

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 + 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.

1. **Video lectures**

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 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

2. **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 is **mandatory** in one of the two weekly Monday sessions. Sessions times are from noon to 1, and 6 to 7 PM (Eastern Time)

3. **Online discussions in Blackboard**

In addition, there are online discussions that will take place in Blackboard on specific aspects of the course. 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. The instructor's office hours will also be posted in Blackboard. 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.

4. **Work on PBL assigned as per the schedule**

For the PBL's in this course you will have the freedom to pick 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.

Course Texts and 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. You need to be prepared each week by reading literature on the topic for that week as identified in the Course Schedule. Suggested readings for each topic have been identified, however, it is required that learners 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 on-line 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.

Training Industry Quarterly, (Spring 2013)
- A number of short readings from this issue are used throughout the course. Please don't be concerned when you see numerous readings listed; all are 1-3 pages max. Feel free to read at your leisure in advance.

For further reading, you may with to review archived articles:
http://www.trainingindustry.com/ezine/archives.aspx

Schedule of Readings and Assignments

A complete list of assigned weekly readings and assignments can be found below in the course schedule and they are posted in Blackboard. Any additional readings will be posted in Blackboard at least one week in advance of each class. This enables the class to be responsive to interests and topics as they emerge. Learners are encouraged to read well beyond the required material and a portion of the class is devoted to discussions of additional readings as required.

The following table outlines the overall approach to PBL taken in this course. In our first week we will get oriented to the course and its expectations and flow and delve into the history of Workplace Learning (WPL). Beginning in Week 3 we will start into our PBL activity. There is one iterative PBL activity in this course with two parts and two presentation points. The first takes place in week 6 and second in week 10. Our final week will be an opportunity to synthesize and debrief our experiences.

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 Work 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: Application of checklist to your own context & recommendations (individual)

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Course Schedule

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
1 Week of Sept 8 2014	1,2	Orientation to the history and purpose of WPL	**1. Videos** Video Clip 1.1 – Course Introduction – Getting Started Video Clip 1.2 – History and Trends of WPL Video Clip 1.3 – What constitutes WPL Video Clip 1.4 – Who is involved in WPL **2. Tutorial** Analysis and synthesis questions based on lecture video clips	**1. Readings** Brown, P., Lauder, H., & Ashton, D. (2008). *Education, globalisation and the knowledge economy A commentary by the teaching and learning research programme* (p. 24). Teaching and Learning Research Programme. Retrieved from http://www.tlrp.org/pub/documents/globalisationcomm.pdf Jennings, C. (2013, Spring). Extracting training from work. *Training Industry Quarterly*, Spring 2013, 9. Retrieved from http://www.nxtbook.com/nxtbooks/trainingindustry/tiq_2013spring/#/8 Hart, J. (2011). *An introduction to workplace learning (part 1).* Retrieved from http://c4lpt.co.uk/resources/social-learning-handbook/an-introduction-to-workplace-learning/ and Additional Readings - As identified in the video clips **2. Start Assignment 1: Commentary of how your workplace approaches WPL (see detailed description in the Assignments section of this outline).**
2 Week of Sept 15 2014	1,2	Theories that guide WPL	**1. Videos** Video Clip 2.1 – Meeting the needs of the Adult Learner – who are they? Video Clip 2.2 – Adult learning types (formal; informal; apprenticeship; social) Video Clip 2.3 – Building a Learning Organization **2. Tutorial** Analysis and Synthesis questions based on lecture and video clips	**1. Readings:** Commons, M. L, & Robinett, T. L. (2013, Spring). Adult development: Predicting learning success. *Training Industry Quarterly*, (Spring 2013), 31–33. Retrieved from http://www.nxtbook.com/nxtbooks/trainingindustry/tiq_2013spring/ Hart, J. (2011). An introduction to workplace learning (part 2). Retrieved from http://c4lpt.co.uk/resources/social-learning-handbook/1-an-introduction-to-workplace-learning-part-2/ Eaton, S. E. (2010, December 31). Formal, non-formal and informal learning: What are the differences? *Literacy, Languages and Leadership*. Retrieved from http://drsaraheaton.wordpress.com/2010/12/31/formal-non-formal-and-informal-learning-what-are-the-differences/ Sieczka, K. (2013, Spring). Motivation: The key to learning transfer. *Training Industry Quarterly*, 23–25. Retrieved from http://www.nxtbook.com/nxtbooks/trainingindustry/tiq_2013spring/#/22

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
				Jarche, H. (2012, May 31). The learning organization: an often described, but seldom-observed phenomenon. *Life in Perpetual Beta*. Blog. Retrieved from http://www.jarche.com/2012/05/the-learning-organization-an-often-described-but-seldom-observed-phenomenon/ Additional Readings and Resources – As identified in the video clips **2. Discussion Forum 1 in Blackboard** • **Commentary on A1 posted by your group members** **3. Groups for PBL activity self formed by end of Week 2** **Assignment 1 DUE: September 17, 2014**
3 Week of Sept 24 2014	1,2,3, 5	Examining Formal WPL	**1. Videos** Video Clip 3.1 – What is formal WPL Video Clip 3.2 – How do organizations do formal WPL Video Clip 3.3 – Social critique and workplace learning advocacy for formal WPL Video Clip 3.4 – An approach to planning your PBL **2. Tutorial** Analysis and synthesis questions based on lecture video clips **3. Initial exposure to PBL Part 1 activity (see description in assignment section below)**	**1. Readings** Shepherd, C. (2011, October 7). The characteristics of formal learning. *Onlignment: The art of online communication*. Retrieved from http://onlignment.com/2011/10/the-characteristics-of-formal-learning/ Fortney, K. S., & Yamagata-Lynch, L. C. (2013). How instructional designers solve workplace problems. *Performance Improvement Quarterly*, *25*(4), 91–109. Retrieved from http://dx.doi.org/10.1002/piq.21130 Siemens. G. (2005) Learning development cycle: Bridging learning design and modern knowledge needs. *elearnspace* July 12, 2005. Retrieved from http://www.elearnspace.org/Articles/ldc.htm Raines, C. (2013, Spring). How to design engaging training programs. *Training Industry Quarterly*. Retrieved from http://www.nxtbook.com/nxtbooks/trainingindustry/tiq_2013spring/#/12 Terry, P. (2013, Spring). Improving learning outcomes with a bite-sized strategy. *Training Industry Quarterly*. Retrieved from http://www.nxtbook.com/nxtbooks/trainingindustry/tiq_2013spring/#/26 Additional Readings and Resources – As identified in the video clips **2. Begin PBL Activity** Review group process readings; video clip 3.4 and establish group process. Gather questions/comments

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
4 Week of Sept 29 2014	3,4,5	Examining Informal WPL	**1. Videos** Video Clip 4.1 – What is informal and social WPL Video Clip 4.2 – How do organizations do informal and social WPL Video Clip 4.3 – Social critique and workplace learning advocacy for informal and social WPL **2. Tutorials** Analysis and synthesis questions based on lecture video clips	**1. Readings** Quinn, C. (2012, May 24). Reconciling formal and informal. *Learnlets: Clark Quinn's Learnings about learning (The Official Quinnovation blog)*. Blog. Retrieved from http://blog.learnlets.com/?p=2704 Admin. (2012, August 3). Stop the social business madness at your workplace. *7Geese*. Retrieved from http://blog.7geese.com/2012/08/03/stop-the-social-business-madness-at-your-workplace/ Gottfredson, C., & Mosher, B. (2013, Spring). Don't let training be half-baked. *Training Industry Quarterly*. http://www.nxtbook.com/nxtbooks/trainingindustry/tiq_2013spring/#/16 Kustoff, R. (2013, Spring). Formalizing informal learning. *Training Industry Quarterly*. Retrieved from http://www.nxtbook.com/nxtbooks/trainingindustry/tiq_2013spring/#/38 Taylor, K. (2013, Spring). Knowledge transfer: Can we really be that bad at it?, *Training Industry Quarterly*. Retrieved from http://www.nxtbook.com/nxtbooks/trainingindustry/tiq_2013spring/#/42 *Recommended Readings* Wihak, C, & Hall, G. (2011). *Work-related Informal Learning: Research and Practice in the Canadian Context,* (Overview). Canada: Centre for Workplace Skills. 32 pp. Retrieved from http://www.workplaceskills.ca/download.php?id=39 • Long but worth skimming through Schulz, M. & Stamov Roßnagel., C. (2010). Informal workplace learning: An exploration of age differences in learning competence. *Learning and Instruction*, *20*(5), 383–399. http://dx.doi.org/10.1016/j.learninstruc.2009.03.003 Additional Readings and Resources – As identified in the video clips **2. Continue working on PBL Part I**
5 Week of Oct 6	3,4,5	Examining Apprenticeship WPL	**1. Videos** Video Clip 5.1 – What is apprenticeship WPL; Vocational learning & the difference	**1. Readings** Hansman, C.A. (2001). Context-based adult learning. *New Directions for Adult and Continuing Education*, 89, 43-51. Retrieved

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
2014			Video Clip 5.2 – How do organizations do apprenticeship WPL Video Clip 5.3 – Social critique and workplace learning advocacy for apprenticeship WPL **2. Tutorial** Analysis and synthesis questions based on lecture video clips **3. Collaborative Work on PBL** 4. Load up your PBL presentation for the end of this week to the PBL Part I discussion forum in Blackboard.	from http://www.webct.andrews.edu/sed/leadership_dept/documents/context_based_adult_.pdf Fuller, A. & Unwin, L. (2003). Fostering workplace learning: Looking through the lens of apprenticeship. *European Educational Research Journal*, *2*(1), 41–55. Retrieved from http://dx.doi.org/10.2304/eerj.2003.2.1.9 Pattayanunt, S. (2009). Does the concept of apprenticeship still have relevance as a model of skill formation and vocational learning in contemporary society? *Transition Studies Review*, *16*(2), 529–541. http://dx.doi.org/10.1007/s11300-009-0093-y *Recommended Readings* Eichhorst, W., Rodríguez-Planas, N., & Schmidl, R. (2012). A roadmap to vocational education and training systems around the world (pp. 1–47). Germany. Retrieved from http://www.econstor.eu/bitstream/10419/69486/1/734002173.pdf • Long but worth skimming through Chan, S (2013). Learning through apprenticeship: Belonging to a workplace, becoming and being. *Vocations and Learning*, (March 2013), 1–17. http://dx.doi.org/10.1007/s12186-013-9100-x Additional Readings and Resources – As identified in the video clips **2. Continue working on PBL Part I** **a. Discussions within groups** **b. Gather questions/comments** **c. Finalize presentation**
6 Week of Oct 13 2014	1,2,3	PBL Part I Presentations and Discussion	1. Watch all video clips from all groups. 2. Discussions of PBL Part I responses from each group during the synchronous tutorial	1. PBL Part I Conclusion – Assignment 2 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. **A2 DUE on Oct 10 - the Friday prior to Week 6 Tutorial Session** 2. Complete your team assessment for PBL Part I 3. Complete your peer assessment (as assigned) for PBL Part I
7		Return on Investment	**1. Videos**	**1. Readings**

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
Week of Oct 20 2014	1 5	in WPL	Video Clip 7.1 – Defining Return on Investment (ROI) and methods for calculation Video Clip 7.2 – Social critique and workplace learning advocacy associated with ROI **2. Tutorial** Analysis and synthesis questions based on lecture video clips **3. Initial exposure to PBL Part II (see description in assignment section below)** **a. Gather questions/comments**	Barnett, K. & Mattox, J. R. (2010). Measuring success and ROI in corporate training. *Journal of Asynchronous Learning Networks*, *14*(2), 28–44. Retrieved from http://sloanconsortium.org/jaln/v14n2/measuring-success-and-roi-corporate-training Bailey, A. (2009). The Kirkpatrick/Phillips Model for evaluating human resource development and training. *Learning Designs Online.* Retrieved from http://www.busgurus.ca/media/pdf/the-kirkpatrick-phillips-evaluation-model-en.pdf Clark, D. R. (2012), Kirkpatrick's four level evaluation model. Retrieved from http://www.nwlink.com/~donclark/hrd/isd/kirkpatrick.html *Recommended Readings* Chapman, A. (2012). Donald L Kirkpatrick's training evaluation model - The four levels of learning evaluation. *Businessballs.com.* Retrieved from http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm#HRD%20performance%20evaluation%20survey%20questionnaire%20sample%20questions Camm, B. (2011, August 19). More on re-evaluating evaluation – Jack Phillips and ROI. *Social learning blog: Training and performance improvements in the real world.* Retrieved from http://www.dashe.com/blog/evaluation-2/more-on-re-evaluating-evaluation-jack-phillips-and-roi/ Additional Readings - As identified in the video clips **2. Continue working on PBL Part II**
8 Week of Oct 27 2014	4, 5	Technology and WPL	**1. Videos** Video Clip 8.1 – Range of Technology and WPL Video Clip 8.2 – Considerations Video Clip 8.3 – Social critique and workplace learning advocacy associated with technology in	**1. Readings** Tynjala, P. & Hakkinen, P. (2005). E-learning at work: Theoretical underpinnings and pedagogical challenges. *Journal of Workplace Learning*, *17*(5-6), 318–336. http://dx.doi.org/10.1108/13665620510606742

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
			WPL **2. Tutorial** Analysis and synthesis questions based on lecture video clips **3. Collaborative Work on PBL**	Hutchins, H. M. & Hutchison, D. (2008). Cross-disciplinary contributions to e-learning design: a tripartite design model. *Journal of Workplace Learning*, *20*(5), 364–380. http://dx.doi.org/10.1108/13665620810882950 Murray, D. (2001). *E-learning for the workplace - Creating Canada's lifelong learners* (No. 326-01 Detailed Findings) (pp. 1–56). Canada: The Conference Board of Canada. Retrieved from http://www.omnitrackplus.com/Canadaelearninginsights.pdf • See E-learning Toolkit pp. 33 - 35 Deloitte. (2012). *The digital workplace: Think, share, do* (pp. 1–20). Retrieved from http://www.deloitte.com/assets/Dcom-Canada/Local%20Assets/Documents/Call%20for%20papers/ca_en_cons_TheDigitalWorkplace_100511.pdf Minocha, S. (2009). Role of social software tools in education: A literature review. *Education and Training*, *51*(5/6), 353–369. http://dx.doi.org/doi:10.1108/00400910910987174 Ifrim, V. M., Ştefan, A, & Stănescu, I. A. (2010). Smart e-learning for sustainable performance in public organizations. *eLearning & Software for Education*, (April 2010), 8. Retrieved from http://www.academia.edu/909541/smart_e_learning_for_sustainable_performance_in_public_organisations Macdonald, I. S., Bullen, M., & Kozak, R. A. (2010). Learner support requirements for online workplace training. *Journal of Asynchronous Learning Networks*, *14*(3), 49–59. Retrieved from http://sloanconsortium.org/sites/default/files/jaln_v14n3_macdonald_5.pdf Additional Readings - As identified in the video clips **2. Continue working on Part II PBL** **a. Discussions within groups** **b. Gather questions/comments** **c. Set next group tasks**
9 Week of		Relating Performance Support and Organizational Change to WPL	**1. Videos** Video Clip 9.1 – What is performance support?	**1. Readings** Gottfredson, C. & Mosher, B. (2012, May 28). We're lost, but we're

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
Nov 3 2014			Video Clip 9.2 – How do organizations support performances orient WPL? Video Clip 9.3 – Relating WPL and performance support to organizational change. **2. Tutorial** Analysis and synthesis questions based on lecture video clips **3. Collaborative Work on PBL**	making good time: Performance support to the rescue. *Training Solutions Magazine*. Retrieved from http://www.learningsolutionsmag.com/articles/934/were-lost-but-were-making-good-time-performance-support-to-the-rescue Gottfredson, C. & Mosher, B. (2012, June 18). Are you meeting all five moments of learning need? *Training Solutions Magazine*. Retrieved from http://www.learningsolutionsmag.com/articles/949/ Matejcek, J. (2012, January 8). How to improve learning outcomes with performance support. *Social learning blog: Training and performance improvements in the real world*. Blog. Retrieved from http://www.dashe.com/blog/informal-learning/how-to-improve-learning-outcomes-with-performance-support/ Moran, J. W. & Brightman, B. K. (2000). Leading organizational change. *Journal of Workplace Learning*, *12*(2), 66–74. http://dx.doi.org/10.1108/13665620010316226 *Recommended Readings* Warhurst, R. P. (2013). Learning in an age of cuts: managers as enablers of workplace learning. *Journal of Workplace LEarning*, *25*(1), 37–57. http://dx.doi.org/10.1108/13665621311288476 Rossett, A. (2010, August 9). Ode to mobile performance support. *LearningSolutionsMag.com*. Retrieved from http://www.learningsolutionsmag.com/articles/500/ode-to-mobile-performance-support/print Additional Readings - As identified in the video clips **2. Continue working on PBL Part II** **a. Discussions within groups** **b. Gather questions/comments** **c. Set next group tasks** **3. Discussion Forum 3: update on A3 and A4 progress**
10 Week of Nov 10 2014	3,4,5	PBL Part II Presentations and Discussion	1. Watch all video clips from all groups. 2. Discussions of PBL Part I responses from each group during the synchronous tutorial	1. PBL Part II Conclusion – Assignment 3 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.

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
				A3 DUE on Nov 7 - the Friday prior to Week 10 Tutorial Session 2. Complete your team assessment for PBL Part II 3. Complete your peer assessment (as assigned) for PBL Part II 4. Submit A4 – checklist and supporting rationale paper based on your entire PBL **A4 DUE November 15, 2013**
11 Week of Nov 17 2014	3,4,5	Future of WPL	1. **Videos** Video Clip 11.1 – Emergent models for WPL Video Clip 11.2 – Is there one best way for WPL? Perspectives from the field 2. **Tutorial** Analysis and synthesis questions based on lecture video clips	1. **Readings** Hart, J. (2012, March). Workforce development services framework. *Centre for Learning & Performance Technologies*. Retrieved from http://c4lpt.co.uk/new-workplace-learning/liso-workforce-development-services-framework/ Gill, R. (2010). Conceptual framework for using computers to enhance employee engagement in large offices. *Human Resource Development Review*, *9*(2), 115–143. http://dx.doi.org/doi:10.1177/1534484309354707 Sheckley, B., Kehrhahn, M., & Grenier, R. (2008). Trio: An emerging model of adult professional development. Presented at the 49th Annual Adult Education Research Conference, University of Missouri—St. Louis. [Updated version] Retrieved from http://edlr.education.uconn.edu/edlr/assets/File/AdultLearning_Research/Trio-An%20Emerging%20Model%20of%20Adult%20Professional%20Learning.pdf Heathfield, S. (n.d.). The 12 best ways to do on-the-job training. *About.com*. Retrieved from http://humanresources.about.com/od/new/tp/provide-job-training.htm Hart, J. (2013, April 29). Supporting continuous learning and performance improvement – a vital new area of work. Retrieved from http://www.c4lpt.co.uk/blog/2013/04/29/supporting-continuous-learning-and-performance-improvement-a-vital-new-area-of-work/

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
				Recommended Readings Sims, R. (2008). Rethinking (e)learning: A manifesto for connected generations. *Distance Education*, *29*(2), 153–164. http://dx.doi.org/doi:10.1080/01587910802154954 Additional Readings - As identified in the video clips **2. Assignment 5: Application of Checklist and Recommendations (individual)**
12 Week of Nov 24 2014	2,3,4, 5	Synthesizing WPL	**1. Videos** Video Clip 1 2 . 1 – General Trends in WPL now Video Clip 1 1 .2 – Key Messages about WPL **2. Tutorial** Analysis and synthesis questions based on lecture video clips	**1. Readings** Goldenberg, M. (2006). *Employer investment in workplace learning in Canada* (Discussion paper No. 45354) (p. 64 (27 w/out appendices)). Canadian Policy Research Networks on behalf of the Canadian Council on Learning. Retrieved from http://www.cprn.org/download.cfm?doc=1529&file=45354_en.pdf&format=pdf&l=en Campbell, D. M. (2013, Spring). From one brain to another: What we've learned about learning. *Training Industry Quarterly*. Retrieved from http://www.nxtbook.com/nxtbooks/trainingindustry/tiq_2013spring/#/34 Herring, S. (2013, Spring). What the latest brain research tells us about designing learning that sticks. *Training Industry Quarterly*. Retrieved from http://www.nxtbook.com/nxtbooks/trainingindustry/tiq_2013spring/#/18 Lancaster, S., Milia, L. D., & Cameron, R. (2013). Supervisor behaviours that facilitate training transfer. *Journal of Workplace Learning*, *25*(1), 6–22. http://dx.doi.org/doi:10.1108/13665621311288458 Jarche, H. (2012, February 14). "You simply can't train people to be social!" *Life in Perpetual Beta*. Retrieved from http://www.jarche.com/2012/02/you-simply-cant-train-people-to-be-social/ Quinn, C. (2013, March 18). Yes, you do have to change. *Learnlets:*

Session	LO's	Theme	Activity	Preparation for the Tutorial & Tasks for the Week
				Clark Quinn's Learnins about Learning (The Official Quinnovation blog). Retrieved from http://blog.learnlets.com/?p=3232 **A5 DUE Dec 1, 2014**

NB: It is your responsibility to contact your instructor if you are going to be absent before a tutorial session or if you have any questions or problems about meeting assignments in advance of the due date.

Assignment Descriptions and Assessment

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, 6th edition format**.

Due Date	Learning Outcome(s) Addressed	Assignment	Person	Value	Brief Description • **NOTE for more detailed description see details below.**
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 10	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 7	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 15	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 1	1,2,3,4	Assignment 5: Application of checklist and recommendations	Individual	30%	Apply the checklist you created as part of your PBL to your own WPL context. Identify the gaps and areas for improvement. Generate a series of recommendations for moving forward in your context as per the assignment descriptions below. Upload to Blackboard. Assessed by the instructor using the rubric provided.

Assignment 1: Commentary on WPL in Current Context

Description:

In this short descriptive paper, you are asked to explain how your 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

To demonstrate your ability to synthesize in a clear and concise manner you are asked to limit your total assignment word count of 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).

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.

A1 Assessment Rubric

Indicator	% of mark	Incomplete	Complete
Creates relevant material	30%	1. Material is not clear, coherent and organized. 2. Material is not legible, not accurate (spelling/grammar) and does not conform to APA style for formal academic writing. 3. There is no outline/structure for the reader can follow the main points of the argument or sequence of ideas. 4. Material has not been proof read and edited for accuracy.	1. Material is clear, coherent and organized. 2. Material is legible, accurate (spelling/grammar) and conforms to APA style for formal academic writing. 3. There is a clear outline/structure so that the reader can follow the main points of the argument or sequence of ideas. 4. Material has been proof read and edited for accuracy.
Critical thinking is applied to the description of the integration of knowledge and practice	35%	1. The situation is not defied clearly and concisely with enough background information so that the reader can make an informed decision or is missing entirely. 1. No critical evaluation of information and evidence. 2. Does not present various perspectives. 3. Overuse of citations to create key points. 4. Argument presented does not follow a logical progression or is missing entirely.	1. Describes the situation clearly and concisely with enough background information so that the reader can make an informed decision. 1. Critically evaluates information and evidence and presents various perspectives. Documented criticisms are discussed. 2. Uses literature to support key points or argument not to create the key points or argument. 3. Argument is presented in a clearly refutable manner as both concepts and logic are defined and followed

Indicator	% of mark	Incomplete	Complete
Synthesizes and applies the theories of workplace learning discussed in class to the context and issue(s) being discussed.	35%	1. The recommendations are not explained clearly and concisely with enough background information so that the reader can make an informed decision or is missing entirely. 2. The key roles, techniques or methods are not present and/or connected to the recommendations in a way that evidences synthesis of the main workplace learning theories and models. 3. Recommendations do not discuss and/or analyze social critique and political arguments associated with workplace learning issue(s) examined.	1. Recommendations are clearly and concisely explained with enough background information so that the reader can make an informed decision. 2. The key roles, techniques and methods of workplace learning are evidenced in the recommendations and the rationale connects them in a way that evidences synthesis of the main workplace learning theories and models. 3. Recommendations discuss and analyze social critique and political arguments associated with workplace learning issue(s) examined.

PBL Part I

Description:

In this PBL you will be asked to form groups of no more than 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 an 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 I Assessment Rubric

Indicator	% of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
Creates relevant material	30%	1. Material is not clear, coherent and organized. 2. Material is not legible, not accurate (spelling/grammar) and does not conform to APA style for formal academic writing. 3. There is no outline/structure for the reader can follow the main points of the argument or sequence of ideas. 1. Material has not been proof read and edited for accuracy.	1. Material is somewhat clear, coherent and organized. 2. Material is somewhat legible, accurate (spelling/grammar) and generally conforms to APA style for formal academic writing. 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. 4. Material has not been well proof read and edited for accuracy.	1. Material is clear, coherent and organized. 2. Material is legible, accurate (spelling/grammar) and conforms to APA style for formal academic writing. 3. There is a clear outline/structure so that the reader can follow the main points of the argument or sequence of ideas. 4. Material has been proof read and edited for accuracy.
Critical thinking is applied to the integration of knowledge and practice	35%	1. Does not challenge assumptions in own, peer or professional opinion. 2. No critical evaluation of information and evidence. 3. Does not present various perspectives. 4. Does not use literature in a way that provides a holistic picture of the potential perspectives on an issue or problem. 4. Argument presented does not follow a logical progression or is missing entirely.	1. Sometimes challenges assumptions in own, peer or professional opinion. 2. Somewhat critically evaluates information and evidence. 3. Presents some various perspectives and discusses some documented criticisms. 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. 5. Argument presented would benefit from further refinement to ensure that the concepts and logic are clear.	1. Challenges assumptions in own, peer or professional opinion. 2. Critically evaluates information and evidence and presents various perspectives. Documented criticisms are discussed. 3. Uses literature in a way that provides a holistic picture of the potential perspectives on an issue or problem. 4. Uses literature to support key points or argument not to create the key points or argument. 5. Argument is presented in a clearly refutable manner as both concepts and logic are defined and followed
Synthesizes and applies the theories of workplace learning discussed	35%	1. The issue(s) is not defined clearly and concisely with enough background information so that	1. Issue(s) are somewhat clearly defined but would benefit from further clarify. Some background	1. Defines the issue(s) clearly and concisely with enough background information so that the

in class to the context and issue(s) being discussed.		the reader can make an informed decision or is missing entirely. 2. 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. 3. Does not discuss and/or analyze social critique and political arguments associated with workplace learning issue(s) examined.	information is provided in order for the reader to make an informed decision, but more work here would be helpful. 2. The key roles, techniques and methods are somewhat identified. 3. 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. 4. Somewhat discusses and analyzes social critique and political arguments associated with workplace learning issue(s) examined and/or lightly covers these areas.	reader can make an informed decision. 2. Identifies the key roles, techniques and methods and connects them in a way that evidences synthesis of the main workplace learning theories and models. 3. Discusses and analyzes social critique and political arguments associated with workplace learning issue(s) examined.

PBL Part II

Description:

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 include:
- 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 II Assessment Rubric

Indicator	% of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
Creates relevant material	30%	1. Material is not clear, coherent and organized. 2. Material is not legible, not accurate (spelling/grammar) and does not conform to APA style for formal academic writing. 3. There is no outline/structure for the reader can follow the main points of the argument or sequence of ideas. 2. Material has not been proof read and edited for accuracy.	1. Material is somewhat clear, coherent and organized. 2. Material is somewhat legible, accurate (spelling/grammar) and generally conforms to APA style for formal academic writing. 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. 4. Material has not been well proof read and edited for accuracy.	1. Material is clear, coherent and organized. 2. Material is legible, accurate (spelling/grammar) and conforms to APA style for formal academic writing. 3. There is a clear outline/structure so that the reader can follow the main points of the argument or sequence of ideas. 4. Material has been proof read and edited for accuracy.
Critical thinking is applied to the integration of knowledge and practice	35%	1. Does not challenge assumptions in own, peer or professional opinion. 2. No critical evaluation of information and evidence. 3. Does not present various perspectives. 4. Does not use literature in a way that provides a holistic picture of the potential perspectives on an issue or problem. 5. Argument presented does not follow a logical progression or is missing entirely. 6. Does not critique the place of digital learning technologies in workplace learning	1. Sometimes challenges assumptions in own, peer or professional opinion. 2. Somewhat critically evaluates information and evidence. 3. Presents some various perspectives and discusses some documented criticisms. 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. 5. Argument presented would benefit from further refinement to ensure that the concepts and logic are clear. 6. Somewhat critiques	1. Challenges assumptions in own, peer or professional opinion. 2. Critically evaluates information and evidence and presents various perspectives. Documented criticisms are discussed. 3. Uses literature in a way that provides a holistic picture of the potential perspectives on an issue or problem. 4. Uses literature to support key points or argument not to create the key points or argument. 5. Argument is presented in a clearly refutable manner as both concepts and logic are defined and followed. 6. Critiques the place of

			the place of digital learning technologies in workplace learning.	digital learning technologies in workplace learning.
Synthesizes and applies the theories of workplace learning discussed in class to the context and issue(s) being discussed.	35%	1. 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. 2. 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. 3. Does not discuss and/or analyze social critique and political arguments associated with workplace learning issue(s) examined.	1. 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. 2. The key roles, techniques and methods are somewhat identified. 3. 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. 4. Somewhat discusses and analyzes social critique and political arguments associated with workplace learning issue(s) examined and/or lightly covers these areas.	1. Defines the issue(s) clearly and concisely with enough background information so that the reader can make an informed decision. 2. Identifies the key roles, techniques and methods and connects them in a way that evidences synthesis of the main workplace learning theories and models. 3. Discusses and analyzes social critique and political arguments associated with workplace learning issue(s) examined.

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 rate your group members on the relative contributions that were made in preparing and presenting your PBL. Please be candid in your assessment. Your ratings will not be disclosed to other students. In rating your group members use a one to five-point scale, where **5 = Superior; 4 = Above Average; 3 = Average; 2 = below average; 1 = weak.**

Insert 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.				
Helped to keep the group focused on the task based on the assignment description.				
Contributed useful and creative ideas to the development of the presentation.				
Critically evaluated information and evidence and presented various perspectives to the group.				
Quantity of work done.				
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.				
Total				
Comments:				

Assignment 4: Checklist and Supporting Rationale Rubric - Team

Based on your experience in PBL I and PBL II as a group create a checklist for embarking on workplace learning in an organization. You will need to create a document that provides the supporting rationale, grounded in the literature of the field for the items on your checklist. APA format is required for the supporting rationale document.

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

- LO # 2 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.

Checklist and Supporting Rationale Assignment Rubric

Indicator	% of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
Creates relevant material	30%	1. Material is not clear, coherent and organized. 2. Material is not legible, not accurate (spelling/grammar) and does not conform to APA style for formal academic writing. 3. There is no outline/structure for the reader can follow the main points of the argument or sequence of ideas. 3. Material has not been proof read and edited for accuracy.	1. Material is somewhat clear, coherent and organized. 2. Material is somewhat legible, accurate (spelling/grammar) and generally conforms to APA style for formal academic writing. 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. 4. Material has not been well proof read and edited for accuracy.	1. Material is clear, coherent and organized. 2. Material is legible, accurate (spelling/grammar) and conforms to APA style for formal academic writing. 3. There is a clear outline/structure so that the reader can follow the main points of the argument or sequence of ideas. 4. Material has been proof read and edited for accuracy.
Critical thinking is applied to the integration of knowledge and practice	35%	1. No critical evaluation of information and evidence. 2. Does not present various perspectives. 3. Does not use literature in a way that provides a holistic rationale for items in the checklist. 4. Checklist presented does not follow a logical progression or is missing entirely.	1. Somewhat critically evaluates information and evidence. 2. Presents some various perspectives and discusses some documented criticisms. 1. 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	2. Critically evaluates information and evidence and presents various perspectives. Documented criticisms are discussed. 3. Uses literature in a way that provides a holistic rationale for the items in the checklist. 4. Uses literature to support key points or argument not to create

			holistic rationale for the items in the checklist. 3. Checklist presented would benefit from further refinement to ensure that the concepts and logic are clear.	the key points or argument. 5. Checklist is presented in a clearly refutable manner as both concepts and logic are defined and followed
Synthesizes and applies the theories of workplace learning discussed in class to the context and issue(s) being discussed.	35%	1. The checklist is not defined clearly and concisely with enough background information so that the reader can make an informed decision or is missing entirely. 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. 3. Checklist does not consider the social critique and political arguments associated with workplace learning issue(s) examined.	1. Checklist items 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 on its usefulness and application, but more work here would be helpful. 2. The key roles, techniques and methods of workplace learning are somewhat evidenced in the checklist. 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. 4. Checklist and supporting rationale somewhat discusses and analyzes social critique and political arguments associated with workplace learning issue(s) examined and/or lightly covers these areas.	1. Checklist items are clear and concise with enough background information provided so that the reader can make an informed decision on its application and usefulness. 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. 3. Checklist and supporting rationale discusses and analyzes social critique and political arguments associated with workplace learning issue(s) examined.

Assignment 5: Application of Checklist and Recommendations - Individual

Using the checklist created for Assignment 4, apply it to a workplace learning issue at your organization. Summarize the results and synthesize three – five key recommendations for consideration if your organization is to move forward to address the issue identified. It is expected that relevant literature will be used to support your recommendations and APA format will be followed.

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.

Application of Checklist and Recommendations Rubric

Indicator	% of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
Creates relevant material	30%	1. Material is not clear, coherent and organized. 2. Material is not legible, not accurate (spelling/grammar) and does not conform to APA style for formal academic writing. 3. There is no outline/structure for the reader can follow the main points of the argument or sequence of ideas. 4. Material has not been proof read and edited for accuracy.	1. Material is somewhat clear, coherent and organized. 2. Material is somewhat legible, accurate (spelling/grammar) and generally conforms to APA style for formal academic writing. 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. 4. Material has not been well proof read and edited for accuracy.	1. Material is clear, coherent and organized. 2. Material is legible, accurate (spelling/grammar) and conforms to APA style for formal academic writing. 3. There is a clear outline/structure so that the reader can follow the main points of the argument or sequence of ideas. 4. Material has been proof read and edited for accuracy.
Critical thinking is applied to the integration of knowledge and practice	35%	1. Does not challenge assumptions in own, peer or professional opinion. 2. No critical evaluation of information and evidence. 3. Does not support recommendations by the literature and/or document and address criticisms.	1. Sometimes challenges assumptions in own, peer or professional opinion. 2. Somewhat critically evaluates information and evidence and provides recommendations that are somewhat supported by the literature.	1. Challenges assumptions in own, peer or professional opinion. 2. Critically evaluates information and evidence and provides recommendations that are supported by the literature. Documented criticisms are discussed.

		4. Rationale for recommendations presented does not follow a logical progression or is missing entirely.	Documented criticisms are somewhat discussed. 3. Literature somewhat used to support key points or argument. May have some areas where literature is used to create the key points or argument. 4. Rationale for the recommendations would benefit from further refinement to ensure that the concepts and logic are clear.	3. Uses literature to support key points or argument not to create the key points or argument. 4. Rationale for the recommendations is presented in a clearly refutable manner as both concepts and logic are defined and followed
Synthesizes and applies the theories of workplace learning discussed in class to the context and issue(s) being discussed.	35%	4. The recommendations are not explained clearly and concisely with enough background information so that the reader can make an informed decision or is missing entirely. 5. The key roles, techniques or methods are not present and/or connected to the recommendations in a way that evidences synthesis of the main workplace learning theories and models. 6. Recommendations do not discuss and/or analyze social critique and political arguments associated with workplace learning issue(s) examined.	1. Recommendations are somewhat clearly explained but would benefit from further clarify. Some background information and supporting rationale is provided in order for the reader to make an informed decision but more work here would be helpful. 2. The key roles, techniques or methods are somewhat present and/or connected to the recommendations in a way that evidences synthesis of the main workplace learning theories and models. 3. Recommendations somewhat discuss and/or analyze social critique and political arguments associated with workplace learning issue(s) examined or cover these issues lightly.	4. Recommendations are clearly and concisely explained with enough background information so that the reader can make an informed decision. 5. The key roles, techniques and methods of workplace learning are evidenced in the recommendations and the rationale connects them in a way that evidences synthesis of the main workplace learning theories and models. 6. Recommendations discuss and analyze social critique and political arguments associated with workplace learning issue(s) examined.

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.

Academic Integrity

Learners 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.

Learners are expected to be familiar with 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 copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and 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 written reprimand 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.

Turnitin

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Learners 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 learners 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 are described on the Turnitin.com website.

Learners who do not wish to have their work submitted to Turnitin.com must inform their instructor at the time the

work is assigned and provide with their assignment 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.

Communication

This course is based on the premise that critical examination of data is the basis for advancing knowledge. Defining a research question, identifying and gathering appropriate data, analyzing that data and reporting results are the bases of scientific inquiry.

The methodology for course delivery models effective PBL. Course assessment strategies provide learners with opportunities to demonstrate their ability to communicate orally, in writing and through the use of multimedia.

The course itself is not only a vehicle for collaborative learning, but also for self-reflection and the input of colleagues. Class activities include the sharing, analysis and assessment of online and face-to face interactions. Participants in this course are expected to critically assess the assumptions of their work and the work of their peers. Effective communication is the vehicle through which teacher candidates learn to access, share and expand their base of professional knowledge. It brings knowledge into practice.

Use of Technology

The course learning outcomes, topic outline, and assessment criteria illustrate the need for learners to use and produce digital media. The digital medium is used as both a resource source and a vehicle for ongoing communication with peers, the professor and experts from the field. Learners may choose to explore multimedia presentations in greater depth and detail as part of their culminating project. The course website is an essential tool; teacher candidates are expected to actively engage in the location, evaluation, and synthesis of web-based materials.

Additional Tools to be used:
- Google Drive
- Twitter
- IM programs (such as Messenger, MySpace, etc.)
- Skype (for brief 1:1 VC meetings)
- YouTube (post video)
- Prezi (http://prezi.com/)
- Cmap (http://cmap.ihmc.us/)
- https://bubbl.us/

Individual Needs and Diversity

Course methodology is designed to attend to a range of learning styles and abilities of teacher candidates. The selection of course readings provides an ethnic and gender balance. A prime function of this course is to support learners as they struggle to understand how important issues, such as individual needs and diversity can be integrated into their own learning situations. The instructor establishes a climate for learning, which encourages learners to explore, and debate issues from their own perspectives, while remaining open to and respectful of the ideas and opinions of others.

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. Learners are encouraged to participate actively in this process and will be notified of the dates via MyCampus.

Disclaimer

This outline documents the professor's intentions for this course. Over the period of the academic semester, it may become clear that some modifications may be necessary. Any modifications that may influence student success or the marking scheme will be made only after frank discussion with the learners and the prior approval of the dean.