

DePaul University
School of Continuing and Professional Studies
Undergraduate Program
RPL 101 - Prior Learning Assessment
Winter 2020

Instructor: Nicholas Hayes, nhayes2@depaul.edu

Course Dates: Wednesdays - 1/8, 1/15, 1/22, 2/12 and 2/26

Course Description:

Your knowledge from years of learning in the workplace, community and other situations is stored in your brain as tacit knowledge. Increasingly, organizations recognize the importance of surfacing, articulating and transferring that knowledge in order to promote innovation. For professionals, this same process can result in self-awareness, recognition of expertise by others and even college credit.

This course will guide you through the process of articulating, documenting and presenting learning for credit. Students will think through how to augment their evidence of learning to meet college-level expectations and choose from a variety of formats to best present their knowledge and ability. The deliverable for this course is one submission with the intended outcome of planning for additional submissions of learning for credit toward your SNL degree. In the process, you will learn how to advance the transfer of knowledge in the workplace and elsewhere.

As part of this class, the submission fee for 1 PLA/ILP will be waived. This submission will preferably be made in week 10 of the course, but it must be made within 1 quarter of the end of the class to receive the fee waiver.

Credit hours: 2

Learning Outcomes:

1. Identifies criteria that represent college-level learning.
2. Applies these criteria to identify and describe a college-level learning experience.
3. Articulates the skills, knowledge and insights gained from this experience.
4. Contextualizes this learning in light of others' ideas and findings.
5. Designs and presents evidence of learning for credit evaluation
6. Reflects on and analyzes the impact of this learning on professional organizations.

Competence:

F-X Can apply principles of knowledge transfer for personal and organizational advancement.

Learning Strategies and Resources

Always consult our D2L site for handouts and assignments. There is no textbook required for this class. All readings, course documents and assignments will be posted on our D2L site.

To login to D2L.depaul.edu type in the user name and password that you use for Campus Connect. You will post assignments to Submissions and email other classmates from the Class list.

Learning Deliverables

1. Assignments that build toward the documentation of learning for credit.
2. Final presentation of learning for credit.

Grading Criteria and Scale

- 30% Class attendance and participation (6 points x 5 class sessions =30)
- 30% Weekly assignments (2.5 points x 10 assignments= 25)
- 30% Presentation (10 points x 3 drafts=30)
- 10% Submission of final presentation (10 points)

In addition to 2 credit hours for this course, students may receive credit upon completion and approval of their documentation and presentation of prior learning that 1) meets academic standards; 2) clearly articulates learning from experience; 3) relates the ideas of others to students' experience through the discussion of appropriate sources.

Incomplete (IN) Grade

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade](#) form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.

Tentative Course Schedule (Subject to Change)

Module 1 (1/8) Reflecting on learning from experience

Reading:

1. Kindred, J. (2014) A sociocultural perspective on work-based learning for the prior learning portfolio. *Prior Learning Assessment Inside Out*. 2(2).
2. Taylor, K. and Marienau, C. (2016) Practices that enhance adult learning in *Facilitating Learning with the Adult Brain in Mind*

Discussion

- 1.1 My learning story (due end of Week 1)

Assignments:

- 1.2 Matching College-level Learning to Outcomes/Competence (due end of Week 1)
- 1.3 Why I choose this topic (due end of Week 1)

Module 2 (1/15) Articulating learning from experience

Reading:

1. Peet, M. (2012) Leadership transitions, tacit knowledge and organizational generativity. *Journal of Knowledge Management*. 16:1, 45-60.

2. Leonard, Barton and Swap (2015) Capturing Deep Smarts—with Help in *Critical Knowledge Transfer: Tools for managing your company's deep smarts*

Discussion

2.1 The need for knowledge transfer in my organization (due end of Week 2)

Assignments:

2.2 Providing feedback to your interview partner (due end of Week 2)

2.3 Essay: What I know (due end of Week 2)

2.4 Plan for demonstration of outcomes (due end of Week 2)

Module 3 (1/22) Researching learning from experience

Readings:

1. Taylor, K and Marienau, C (2016) Why the adult brain likes PLA: Part II. Council for Adult and Experiential Learning

2. Read, Lamont (1994) Shitty First Drafts in *Bird by Bird*

Discussion

3.1 Researching learning from experience (due end of Week 3)

Assignments

3.2 Consultation with Instructor (due end of Week 3)

3.3 Annotation of five sources (due end of Week 3)

3.4 Complete first draft of presentation submitted to Writing Center (due by the end of week 4)

Module 4 (2/12) Documenting learning from experience

Discussion

4.1 The challenges I'm facing (due end of Week 5)

Assignments

4.2 Feedback to my partner (due Week 5)

4.3 Second draft of presentation (due Week 6)

Module 5 (2/26) Presenting learning from experience

Reading:

Leonard, Barton and Swap (2015) The GE Global Research Centers Story in *Critical Knowledge Transfer: Tools for managing your company's deep smarts*. Boston, MA: Harvard Business Review Press.

Discussion

5.1 Knowing what I know now... (due end of Week 7)

Assignments:

5.2 Knowledge transfer contract (due Week 8)

5.3 Final PLA Draft (due end of Week 9)

5.4 Plan for additional PLA (due end of Week 10)

5.5 Submit ILP/PLA form with final presentation (due end of Week 10)

Course Policies

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy](#)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)
[Protection of Human Research Participants](#)
[APA citation format](#)

Other resources for students:

[University Center for Writing-based Learning](#)
[SNL Writing Guide](#)
[Dean of Students Office](#)