

DePaul University
School for New Learning
Undergraduate Program
LL 202 Experiential Learning
Winter, 2019

Faculty: Susan C. Reed, Ph.D.
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Available by appointment

Hours: Thursday, 5:45-9:00 p.m.

Class will meet on the following Tuesdays during the ten weeks of the quarter:

Week 1 January 10
Week 2 January 17
Week 3 January 24
Week 6 February 14
Week 9 March 7

Location: Loop Campus, Room TBA

Credit hours: 2

Prerequisite: LL201 Reflective Learning or LL 103 Independent Learning Seminar.

Course Description:

Your knowledge from years of learning in the workplace 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.

In Experiential Learning students will continue the work begun in Reflective Learning or Independent Learning Seminar. In those courses you surfaced knowledge gained from personal and professional experiences. 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 class 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.

Learning Outcomes:

1. Explains criteria to identify 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 development.

Learning Strategies and Resources

Attendance and participation are essential. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your "tutor" for the missed session.

In order to prepare yourself for classroom discussion it is important that you have read any assigned work and completed assignments due before each class. The class will work collaboratively to complete documentation and presentation of learning.

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 Classlist. Student training opportunities and materials are now posted at

Learning Deliverables

1. Weekly reading assignments: come each week having read the assignment for the week
2. Weekly assignments that build toward the documentation of learning for credit.
4. Final presentation of learning for credit.

Grading Criteria and Scale

This class is graded on a Pass/No Pass basis only 70% of points =Passing grade: Students will receive a passing grade if they receive 70 points on assignments as indicated below. A passing grade is for the 2 credit hours for this course.

In addition, students may receive credit for prior learning upon completion of three drafts of their portfolio and presentation 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.

30% Class attendance and participation (6 points x 5 class sessions =30)

30% Weekly assignments (2.5 points x 12 assignments= 30)

30% Portfolio (10 points x 3 drafts=30)

10% Final Presentation (10 points)

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.

Course Withdrawal Grade (W)

January 18: Last day to drop the class with 100% tuition refund and no grade on transcript

February 22: Last day to withdraw from the class with a W grade

Course Schedule

Week 1 Jan 10 Reflecting on learning from experience

This week, we'll revisit tacit knowledge surfaced in an earlier course and engage in exercises to identify learning that is "college-level". We'll also learn about organizations' growing interest in knowledge transfer to promote innovation. By the end of this week, you will choose learning that will be the focus of your work this term.

Reading:

1. Kindred, J. (2014) A sociocultural perspective on work-based learning for the prior learning portfolio. *Prior Learning Assessment Inside Out*. 2(2).

Assignments:

1. Matching College-level Learning to Outcomes/Competence
2. Why I choose this topic

Week 2 Jan 17 Articulating learning from experience

Older knowledge is lodged in the brain beneath newer knowledge and requires social interaction to surface and articulate. By the end of this week you will have articulated your existing knowledge about your topic both orally and in writing.

Reading:

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

Assignments:

1. Knowledge transfer through GKI
2. Essay: What I know
3. Plan for demonstration of outcomes/competences

Week 3 Jan 24 Researching learning from experience

Your learning experience becomes college level when you relate it to the ideas of others who've written about your topic. In so doing, you'll broaden and deepen your understanding as well as locate words and concepts that will help you to document and present what you know that's related to your chosen outcomes. Over the course of the next three weeks, you will choose and annotate articles and books and prepare your presentation.

Readings:

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

Assignments:

1. Proposal of three sources (due by the end of week 3)
2. Annotation of three sources (due by the end of week 4)
3. Phone consultation with instructor (due by the end of week 4)
4. Complete first draft of presentation submitted to Writing Center (due by the end of week 5)

Week 6 Feb 14 Critiquing learning from experience

Effectively utilizing structured feedback from others is a skill that will promote your success in preparing for knowledge transfer as well as getting credit for your knowledge and skill. This week you will work with your partner and instructor to improve your presentation before submitting it to your reviewer who will also provide feedback. Your chosen outcomes/competence criteria will be used for this evaluation.

Readings:

1. UW Baxter Institute (2010) Giving, receiving and using feedback.
2. Setting up knowledge transfer (Powerpoint)
3. Leonard,-Barton and Swap (2014) The GE Global Research Centers Story in *Critical Knowledge Transfer: Tools for managing your company's deep smarts*

Assignments

1. Feedback to my partner (due Week 6)
2. Complete second draft of presentation (due Week 6)
3. Contract for a Knowledge Sharing Process (due Week 7)

Week 9 Mar 7 Presenting learning from experience

You have articulated and documented your knowledge and will make your final presentation for college credit. What have you learned in this class that you can use to improve the utilization of knowledge within your organization? How will you build and document knowledge in the future?

Assignments:

1. Complete final presentation of prior learning
2. Plan for additional portfolios
3. Complete either 1) *Independent Learning Pursuit Submission Form* or 2) *Course Match for PLA* form as directed by instructor.

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](#)

About the Instructor

Susan Reed is a member of the SNL Resident Faculty and earned her Ph.D. from Northwestern University. She has taught urban policy for many years and has several publications in the area of mental health and long-term care. Susan works with an organization that advocates for long-term care reform called Health and Medicine Policy Research Group; and is active in her own community organization. In recent years, Susan has also published on the experiences of adult students who engage in community-based learning.