

University of Toronto - Faculty of Information
INF 3900 Workplace-Integrated-Learning
Winter 2017
Course Syllabus (Sections 1 and 2)
Mondays 1-4, BL#205 (plus #525 when class divides)

Course Instructors

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This will be a highly interactive course that combines theoretical learning (readings and short lectures) with the real world experience of: (1) landing a co-op position (from letter writing through job interviewing to signing a contract); (2) working creatively and collaboratively to meet short deadlines in a team context; (3) providing actual peer-to-peer support and developing a cohort.

One-third to one-half of the majority of classes will include a working session for students to come together in pre-established teams to support each others job search process.

Course Description

Workplace-integrated-learning (W-I-L) is the umbrella term used to describe educational experiences that combine periods of in-class study with actual workplace experiences. While co-operative education falls under this broad rubric, it is interesting to note that the practice of learning in-situ has been around for at least a century. Conversely, the concept of workplace-integrated-learning is very much a twenty-first century phenomenon representative of an increasingly competitive and globalized information/knowledge economy premised on perpetual innovation. W-I-L is one solution to the problem of educating the next generation of productive workers so that they can "hit the ground running" and move the world forward in innovative and creative ways.

That said, the workplace is a different learning environment from the university. Where a university (or any formal educational setting) is student-centered and focused on facilitating student learning; a workplace is focused on its own strategic goals, stakeholders, and clients. Student learning is peripheral to the purpose of the organization. While it is assumed that any organization that employs a co-operative student has a commitment to the educational value of the experience for all parties, employers are not responsible for the student's academic

development. Thus, the co-operative placement provides the raw materials with which a student can do the work of integrating and reflecting upon the relationship between theory and practice, as well as the more personal work associated with their development as burgeoning professionals.

Finally, in order for learning to occur in the workplace, the processes associated with learning (cognitive, emotional, affective, etc.) must be made conscious and accessible to the learner. This is the overriding purpose of this course: to create independent, autonomous and self-directed learning professionals.

Course Learning Outcomes

2 components to this course: the theoretical & and experiential

(1) Theoretical Outcomes

On completion of this course, students will have

- developed a critical understanding of the "why", the "how", and "to what ends" individuals and groups engage in self-directed learning within today's information society and workplaces (and how this differs from the past),
- gained mastery over a variety of learning theories (primarily constructivist & phenomenological) through the exploration of their relevance to questions concerning workplace-integrated-learning and the student's own self-directed learning processes and learning goals,
- experimented with the tools and techniques (e.g., self assessments, exercises to develop self-reflexivity, conducting peer reviews, maintaining a learning journal, etc.) necessary for the development of their individual learning agendas and their growth as autonomous learners,
- strengthened their abilities to theorize (make sense of) the wider social, political, economic and technological context surrounding today's focus on workplace-integrated-learning (aka the university-industry-government complex) and articulate how this knowledge relates to their own learning and career trajectories,
- increased their familiarity with key management theories and concepts so that they may use these resources during their placements for the purposes of (1) successfully identifying and diagnosing problems/ challenges/ issues, (2) creative problem solving, and (3) critically reflecting on the theory or model,
- made sense of relevant but unstable educational and policy concepts like KSAs (knowledge, skills and attributes), competencies, and emotional intelligence thereby enhancing their ability to assess their own strengths and weaknesses in these areas, then translate these into learning goals, and speak with confidence of their value to future employers, clients, etc.

(2) Experiential Outcomes

- Developed an entrepreneurial spirit for job hunting
- Perfected the art of cover letter writing and CV design
- Strengthened interpersonal communications skills for the purpose of effective team working, providing peer feedback, and conducting presentations "that sell."

Relationship Between Course Learning Outcomes and Program Learning Outcomes

SLO#1 Students understand and are conversant with fundamental concepts, theories, practices, and technologies relevant to workplace-integrated learning, the management of information organizations, and the dynamics of contemporary information workplaces.

SLO # 6 Students continue in life-long intellectual growth beyond graduation. The Co-Operative program is designed to maximize the student's ability to master the skills associated with independent professional learning.

SLO for CCO #1 Students are competent in the research process and can apply an existing body of knowledge (for example a specific learning theory or management theory) to a critical analysis of a new question or specific issue (for example developing a tailored individual learning contract or understanding the source of workplace tension and, based on the theory, possible solutions).

Weekly Schedule and Readings

* read first

Week	1st 1/3 of class: Topics and Readings (S = led by Siobhan; C = led by Colin)	2nd 1/3 of class: Activities (J = joint; D = divided)	Final 1/3 of class	Assignments & Due Dates
1 01/09	[S&C] Course overview and introduction to topics	[D] Group formation for "Sell that Book" etc	N/A	Sell-that-Book assignment begins
2 01/16	[S] Work in the knowledge economy: from Daniel Bell to the Cyberteriat Anonymous. (2015, Jan 03). "There's an app for that; the future of work." <i>The Economist</i> , 414, 17-20. Retrieved from http://myaccess.library.utoronto.ca/login?url=http://search.proquest.com/docview/1641939000?accountid=14771 *Bell, Daniel. (1973) "The coming of the post-industrial society." <i>Business and Society Review/Innovation</i> , pp. 5-23 Johnson, Fawn (2014, Nov 13). "How Airbnb and Uber Are Changing the Nature of Work. The traditional 9-to-5 workplace is morphing into a project-oriented, place-neutral, DIY free-for-all." <i>The Atlantic</i> . Retrieved from http://www.theatlantic.com/business/ar	[J] Panel: Co-op Graduates: Experiences	Peer work/ Job prep	Blog

Week	1st 1/3 of class: Topics and Readings (S = led by Siobhan; C = led by Colin)	2nd 1/3 of class: Activities (J = joint; D = divided)	Final 1/3 of class	Assignments & Due Dates
	<p>chive/2014/11/how-airbnb-and-uber-are-changing-the-nature-of-work/425402/</p> <p>Thompson, Derek. (2015, June 2015). "A world without work." <i>The Atlantic</i>. Retrieved from http://www.theatlantic.com/magazine/archive/2015/07/world-without-work/395294/</p>			
3 01/23	<p>[S] Preparing professionals: higher education and WIL; the sociology of professions</p> <p>Cooper, Lesley et al. 2010. <i>Work integrated learning: a guide to effective practice</i>. Routledge. Introduction & Section I (pp. 15-54)</p> <p>Schon, Donald. 1983. <i>The reflective practitioner: professionals think in action</i>. Basic Books. pp.3 -- 49</p>	[J] Panel: Coop Supervisors (Tentative)	Peer work/ Job prep	Blog
4 01/30	<p>[S] Theories of learning: becoming a reflective practitioner</p> <p>Anderson, Erika. (2016, March). "Learning to Learn." <i>Harvard Business Review</i>, Vol. 94 (3):</p> <p>Kolb, D. 1983. <i>Experiential learning: experience as the source of learning and development</i>. Prentice Hall (selections) OISE 370.152 K81E</p> <p>*Schon, Donald. 1983. <i>The reflective practitioner: how professionals think in action</i>. Basic Books. pp. 49-69; 158-203; 287- 354</p> <p>Additional: Gibbs' <i>Reflective Cycle</i> (1988), Kolb's <i>Experiential Learning Styles</i> (1984) , and Moon's <i>Reflective Practice</i> (2006)</p>	[D] Exercise "What kind of learner are you" exercise	Peer work/ Job prep	Blog
5 02/06	[C] Effective communication in organizations. TBD	Collocated group presentation preparation	Peer work/ Job prep	Blog
6 02/13	[C] Understanding motivation in the workplace TBD	[D] Sell that Book group presentations	Peer work/ Job prep	Blog Week 1 of Sell presentations
7	[C] Building work relationships	[D] Sell that book group	Peer work/ Job prep	Blog

Week	1st 1/3 of class: Topics and Readings (S = led by Siobhan; C = led by Colin)	2nd 1/3 of class: Activities (J = joint; D = divided)	Final 1/3 of class	Assignments & Due Dates
02/27	TBD	presentations	Job prep	Week 2 of Sell presentations Case study due (1,200)
8 03/06	[S&C] Becoming a workplace ethnographer; organizational culture and politics Watson, Tony. (2016). "Making Organizational Ethnography." <i>Journal of Organization Ethnography</i> , Vol 1(1): 15-22	[D] Collocated group presentation preparation	Peer work/ Job prep	Blog
9 03/13	[S] WIL methods and approaches; creating a learning contract Cooper, Lesley et al. 2010. <i>Work integrated learning: a guide to effective practice</i> . Routledge. Section 2, Chapter 3 (pp.57-78)	[D] Learning contract exercise	Peer work/ Job prep	Blog
10 03/20	Case presentations (class divides)	[D] Case presentations	Peer work/ Job prep	Blog Week 1 of Case presentations
11 03/27	Case presentations (class divides)	[D] Case presentations	Peer work/ Job prep	Blog Week 2 of Case presentations
12 04/03	[C] Change agency and course synthesis	n/a	Peer work/ Job prep	Blog
13 04/10	n/a	n/a		Learning Contract due

Assignments and Learning Objectives

Deliverable	Value	Date due
8 reflective blogs	25%	Weeks 2 - 11
"Sell that book" presentation & handout	15%	Weeks 6 & 7
CASE study and presentation	10%	Week 7
CASE prepared for distribution to another group	15%	Weeks 10 & 11
CASE analyses & presentation		
Peer evaluation	5%	Weeks 10 & 11
Personal Learning Contract	30%	Week 13

Reflective Blog (8 reflections = 25%)

At the heart of effective workplace-integrated-learning is the ability to reflect critically on one's own learning. This requires a fair degree of self-reflexivity, humility, curiosity, and openness to a style of writing and thinking which may initially feel uncomfortable and artificial. Indeed, one of the key activities undertaken by students during the co-op placement is the maintenance of a learning journal which forms the basis for individual self-assessment and the talking points for the mid-placement and final reports.

Between week 2 and 11, student must write 8 "blog" entries to be posted to the discussion board on Blackboard. These entries should be no longer than 600 words and no less than 500. Student are asked to reflect on the week's topic and readings and/or their experiences with specific cover letter writing and/or interviews that have transpired over the previous week. Questions you might address include: what did I learn from these readings/experiences that I did not know before? How might the information in these readings/experiences apply to my coop experience or not? etc.

"Sell that book" presentation (15%)

There are many management and career advice books out there that deal with everything from what fork to use at a formal dinner and deciphering the dress code, to managing difficult co-workers, to maintaining a healthy work-life balance. We have selected 10 of these books that we feel have instructional value for co-op students heading into the workplace, and these are listed below. All of these are available from Amazon.ca (Kindle and/or paperback), and many are also available inexpensively second-hand from www.abebooks.com (as well as local second-hand bookstores).

In the first week of classes, you will be assigned to both a 4-person group and a book title from the above list. Your job is to read the book and as a team design and deliver a 15 minute presentation, the goal of which is to "sell that book." In addition to the presentation, you are asked to produce an informational one-sheet for distribution to the rest of the class. Here you may summarize the key points, suggest related readings, summarize reviews, describe the books relevance for co-op students and burgeoning professionals, etc.

At the end of the course, students will have a general knowledge of 9 key books in the field, and in-depth knowledge of one. The key learning objectives associated with this assignment include: exposure to professional literatures, practice in public speaking, and experience working in a team context.

Beating the Workplace Bully

https://www.amazon.ca/Beating-Workplace-Bully-Tactical-Taking/dp/0814436889/ref=sr_1_1?ie=UTF8&qid=1482260772&sr=8-1&keywords=beating+the+workplace+bully

The Five Choices: The Path to Extraordinary Productivity

https://www.amazon.ca/Choices-Path-Extraordinary-Productivity/dp/1476711712/ref=sr_1_1?ie=UTF8&qid=1482261078&sr=8-1&keywords=The+Five+Choices

The Essentials of Business Etiquette

https://www.amazon.ca/Essentials-Business-Etiquette-Greet-Success/dp/0071811265/ref=sr_1_1?ie=UTF8&qid=1482260911&sr=8-1&keywords=The+Essentials+of+Business+Etiquette

The Five Most Important Questions You Will Ever Ask about Your Organization

https://www.amazon.ca/Five-Most-Important-Questions-Organization/dp/1520019912/ref=sr_1_1?ie=UTF8&qid=1482261020&sr=8-1&keywords=The+Five+Most+Important+Questions+%28Drucker%29

Give and Take

https://www.amazon.ca/Give-Take-Helping-Others-Success/dp/0670026557/ref=sr_1_1?ie=UTF8&qid=1482261288&sr=8-1&keywords=Give+and+Take

Grit

https://www.amazon.ca/Grit-Angela-Duckworth/dp/1443442313/ref=sr_1_1?ie=UTF8&qid=1482261256&sr=8-1&keywords=Grit+Duckworth

How to Win Friends and Influence People in the Digital Age

https://www.amazon.ca/How-Friends-Influence-People-Digital/dp/1451612591/ref=sr_1_2?ie=UTF8&qid=1482261189&sr=8-2&keywords=How+to+Win+Friends+and+Influence+People

Labor in the Global Digital Economy

https://www.amazon.ca/Labor-Global-Digital-Economy-Cybertariat/dp/1583674632/ref=sr_1_2?ie=UTF8&qid=1482260858&sr=8-2&keywords=Labour+in+the+Global+Digital+Economy

The Seven Habits of Highly Effective People

https://www.amazon.ca/Habits-Highly-Effective-People-Powerful/dp/1451639619/ref=sr_1_1?ie=UTF8&qid=1482260971&sr=8-1&keywords=The+Seven+Habits+of+Highly+Effective+People

Toxic Coworkers: How to Deal with Dysfunctional People on the Job

https://www.amazon.ca/Toxic-Coworkers-Deal-Dysfunctional-People/dp/1572242191/ref=pd_sim_14_5?encoding=UTF8&psc=1&refRID=ET9AQJGMJD22AVE47RVB

CASE study and presentation (20%)

There are three phases to this assignment. At the end of week 6, the instructors will distribute 1 case skeleton (or seed) to each of the 10 groups in the breakout sessions. The seed will contain a cast of characters, an institutional setting, and a central problem.

Phase 1: 10% Due: Week 7

Write a ~1,200 word case study from the “seed” provided. You may add characters but do not change the setting or the main problem. Consider some of the theories and concepts that have been discussed in class and how any one might hold explanatory potential for your case. You are writing this case for another team to analyze and solve. (We will provide guidelines for writing case studies)

Phase 2: 15% Due: Week 11 or 12

Resolve the case provided to you by another group, and formulate an analysis and recommend courses of action to resolve the issue. Present your case and your analysis to the class. You will be graded, in part, on innovation and creativity...

Phase 3: 5% Week 11 or 12

Evaluate the work of the team responsible for the case you have written. (We will provide an evaluation matrix)

Annotated Personal Learning Contract (30%)

The learning contract or learning agenda provides students, workplace supervisors, and the university with a clear roadmap for the work placement. It comprises the learning goals that the student has identified as being most important for their academic and professional development. Sources of material for these learning goals include: those student learning outcomes developed for their concentration(s) and as reflected in required and elective course syllabi, professional competencies as identified by relevant professional associations (e.g., American Library Association, Knowledge Management Institute of Canada, Association of Information Systems, Association of Records Managers, etc.), as well as their own goals for the coming years "where do you want to be --professionally-- in 5 years?", etc.

The learning contract is specific and students must also develop methods for assessment of their progress, timelines, etc.

Learning objectives: (1) scaled-down strategic planning and project management skills, (2) enhanced understanding of their personal learning styles, and their strengths and weaknesses with respect to theoretical, practical, and technical knowledge and skills, (3) fluency in the language of their profession (vis-a-vis its requirements for new entrants).

Participation

This is a highly interactive course demanding active participation on the part of students. Interactive aspects of the course include: breakout groups, role playing, team work, class discussions and peer reviewing.

A note on technology: We expect all students to be fully present during our class. Please put your phones on silent and do not text during class. No matter how good our intentions, laptops are very distracting, especially during discussion-based classes. Therefore, we request that you do not use a laptop unless it is critical for your success in the course (i.e., note taking or having the readings in front of you). Please discuss with us in advance if you require the use of a laptop or other device. Otherwise, we will all take a break from screens during discussion and pull them out only if needed for classroom activities. Anyone engaging in disruptive use of technologies will be asked to leave the class. We reserve the right to modify this policy throughout the term.¹

¹ Thank you to Professor Nicole Cohen for modeling this practice and wording in her own courses

Course Policies

Grading

Please consult the iSchool's Grade Interpretation Guidelines (<http://current.ischool.utoronto.ca/grade-interpretation>) and the University Assessment and Grading Practices Policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>). These documents will form the basis for grading in the course.

Writing Support

As stated in the iSchool's Grade Interpretation Guidelines, "work that is not well written and grammatically correct will not generally be considered eligible for a grade in the A range, regardless of its quality in other respects". With this in mind, please make use of the writing support provided to graduate students by the SGS Office of English Language and Writing Support (<http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx>). The services are designed to target the needs of both native and non-native speakers and all programs are free. Please consult the current workshop schedule (<http://www.sgs.utoronto.ca/currentstudents/Pages/Current-Years-Courses.aspx>) for more information.

Academic integrity

Please consult the University's site on Academic Integrity (<http://academicintegrity.utoronto.ca/>). The iSchool has a zero-tolerance policy on plagiarism as defined in section B.I.I.(d) of the University's Code of Behaviour on Academic Matters (if you require further clarification, consult the site [How Not to Plagiarize](http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize) (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)).

Cite it Right covers relevant parts of the U of T [Code of Behaviour on Academic Matters \(1995\)](#). It is expected that all iSchool students take the Cite it Right workshop and the online quiz. Completion of the online Cite it Right quiz should be made prior to the second week of classes. To review and complete the workshop, visit the orientation portion of the iSkills site: uoft.me/iskills

Accommodations

Students with diverse learning styles and needs are welcome in this course. If you have a disability or a health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Services Office (<http://www.studentlife.utoronto.ca/as>) as soon as possible. The Accessibility Services staff are available by appointment to assess needs, provide referrals and arrange appropriate accommodations. The sooner you let them and I know your needs, the quicker we can assist you in achieving your learning goals in this course.

Academic Dates: <http://current.ischool.utoronto.ca/studies/academic-dates>

- Final date to drop full-year and winter session half (S) courses without academic penalty: Feb. 27, 2017