



Reflective Learning Undergraduate Course Information Guide

Course Number: LL 201 - 2 credits, 5 Weeks
Delivery Formats: Online Async

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Course Description

In this class, you will use a variety of strategies to surface and articulate knowledge you have gained outside of the formal college environment. Reflecting on past learning, you will use several methods for uncovering "tacit" knowledge and making it "explicit" to demonstrate and transfer skills to others in the workplace or other learning environments.

Learning Outcomes

After completing this course, you will be able to:

- Describe the differences between tacit and explicit knowledge
- Apply several strategies (including inductive and deductive reasoning, collaboration and generative interviewing) to identify tacit knowledge you've gained from independent learning.
- Describe your experiences, and articulate the skills, knowledge and capacities you gained from these experiences and show the impact of this learning on you and/or others.
- Prepare a learning showcase in which you identify core strengths and plan for future development of your learning.

Learning Strategies and Resources

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course any may differ slightly from what is presented in this document.

Writing, discussion and collaborative learning, including generative knowledge interviewing and peer feedback. At the end of this class, you will create a Learning

Showcase portfolio that you will share with others either electronically (via Digitation or another mode of your choosing). Both online and onsite versions of this course will use the Desire-to-Learn (D2L) platform for communication, readings, discussions (online) and document submission. No textbooks are required for this course. All required readings are housed in D2L under the Module sections in which they are assigned.

Required Readings

There is no textbook to purchase for this course. This course will draw on excerpted chapters from books in the field, relevant scholarly articles, news media articles on current events related to our content, and links to websites and online media (articles, videos, organizations, and other resources). All of these will be linked in D2L, and details will be provided in the course site as to what you should read/watch each week.

Learning Deliverables

- Identifying and Organizing Key Learning Experiences Worksheet
- Deduction and Liberal Learning Outcomes Worksheet
- Generative Knowledge Interview Report and Reflection
- 4 Knowledge Snapshot Pages
- Learning Showcase Portfolio
- Active Participation in D2L Discussions and Peer Feedback

Assessment of Student Learning

Grading Practices

Discussion Forum postings and class contributions will be assessed based on Timeliness, Relevance, Integration of Content, and Contribution to the Learning Community. Here are some ways to effectively contribute to class discussions:

- Offering ideas or resources and inviting a critique of them
- Asking challenging questions
- Articulating, explaining and supporting positions on ideas
- Exploring and supporting issues by adding explanations and examples
- Reflecting on and re-evaluating personal opinions, applying course information
- Offering a critique, challenging, discussing and/or expanding the ideas of others
- Negotiating interpretations, definitions and meanings

- Summarizing previous contributions and asking the next question
- Proposing actions based on ideas that have been developed

General Assessment Criteria for All Writing Assignments: All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Online Discussion Topics (6 @ 10pts each)	30%
Module Assignments (7 @ 10pts each)	40%
Learning Showcase (1 @ 100pts)	30%

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

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Course Schedule

Week or Module Title or Theme	Readings / Learning Activities	Graded Assignments
Week 1, Module 1:	"Habits of Mind" Casserly, Meghan, "The 10 Skills that Will Get You Hired" "Key Findings from 2013 Survey"	Discussion Forums: Introductions Observing Tacit Knowledge

	of Employers”	SCPS Scavenger Hunt Submissions: Identifying and Organizing Key Learning Experiences Worksheet
Week 2, Module 2:	Lamott, Anne, "Shitty First Drafts" Ikujiro Nonaka "The Knowledge-Creating Company."	Discussion Forums: Peer Responses to KSPs Submissions: Knowledge Snapshot Page #1 Knowledge Snapshot Page #
Week 3, Module 3:	Generative Knowledge Interview Videos with Melissa Peet	Discussion Forums: Generative Knowledge Interviewing Submissions: Doing a Generative Knowledge Interview (GKI) Knowledge Snapshot Page #3
Week 4, Module 4:	Trautman excerpts: "Knowledge transfer defined"	Discussion Forums: Knowledge Transfer & My Experience Submissions: Brainstorming Using Deduction and Liberal Learning Outcomes Knowledge Snapshot Page #4
Week 5, Module 5:		Discussion Forums: Showcasing Your Learning

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Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

School of Continuing and Professional Studies

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