



APPLIES TO ACADEMIC YEAR 2011/2012

GRA 2426 Organizational Learning

Programme

Master of Science in Business and Economics, Master of Science in Business and Economics (HRM), Master of Science in Leadership and Organizational Psychology, Specialization Course

Responsible for the course

Cathrine Filstad

Department

Department of Leadership and Organizational Behaviour

Term

According to study plan

ECTS Credits

6

Language of instruction

English

Introduction

Learning outcome

Learning is considered vital to any organization for survival, change and innovation. Many scholars and practitioners have joined in the debate around the many faceted relationship between learning, knowing, development and organizational processes. As a consequence, the concepts of learning in organizations/organizational learning and knowledge management have grown into a number of approaches and perspectives. The aim of this course at the learning goals will be

*To give students and understanding of, and raise questions on, the nature of learning and knowing, recognising its complexity

*Provide students with different perspectives on how learning and knowledge concepts can be understood and facilitated in organizations

* Understand the importance of knowledge and be able to participate in the knowledge debate in a knowledge society

*Recognizing the challenges in the transformation from educational and theoretical knowledge to applied knowledge in professional life, and with this knowledge understand the role of education in a society

*Be able to analyze complex phenomenon and work independently

*Be critical and nyanced and able to balance own interpretation of relevant methods, both qualitative and quantitative

*Take responsibility of own learning procesess and knowledge development, both as students and in professional life

Prerequisites

A bachelor degree qualifying for admission to the MSc Programme

Compulsory reading

Books:

Filstad, Cathrine and Gunnhild Blåka. 2007. Learning in organizations. Cappelen

Articles:

A collection of scientific articles

Other:

During the course there may be hand-outs and other material on additional topics relevant for the course and the examination.

Recommended reading

Other:

Lave, Jean and Etienne Wenger. 1991. Situated learning : legitimate peripheral participation. Cambridge: Cambridge University Press

Rainbird, Helen, Alison Fuller and Anne Munro. 2004. Workplace learning in context. New York: Routledge
Wenger, Etienne. 1998. Communities of practice : learning, meaning, and identity. Cambridge: Cambridge University Press

Course outline

A social and cultural approach to learning:

- Defining the concepts of organizational learning, workplace learning, situated learning and knowledge management
- Do we really understand tacit knowledge and how can we learn tacit knowledge?
- The nature of social identity in organizational learning
- The nature of knowledge and change in organizations
- Communities of practice in organizations and the importance of informal learning arenas
- How to learn organizations to learn (deutero learning)
- The possibility of knowledge sharing in organizations and the importance of colleagues as role models
- Newcomers learning processes
- Emotionalizing organizational learning
- Learning in networks

Computer-based tools

Power-point presentations, It's learning

Learning process and workload

The course is structured as a combination of lectures, discussions, in-class activities, and compulsory student presentations. It requires a substantial amount of preparation by the students and active involvement during class.

A course of 6 ECTS credits corresponds to a workload of 160-180 hours.

Please note that it is the student's own responsibility to obtain any information provided in class that is not included on the course homepage/It's learning or text book.

Examination

20% - Class contribution (graded individually)

30% - Student presentations (two -four students) of cases or course literature

50% - Term paper written by up to 3 students

In this course class attendance is mandatory. Unexcused absence can result in a lower score. Specific information regarding student evaluation beyond the information given in the course description will be provided in class. This information may be relevant for requirements for term papers or other hand-ins, and/or where class participation can be one of several elements of the overall evaluation.

This is a course with continuous assessment (several exam elements) and one final exam code. Each exam element will be graded using points on a scale (e.g. 0-100). The elements will be weighted together according to the information in the course description in order to calculate the final letter grade for the course. You will find detailed information about the point system and the cut off points with reference to the letter grades on the course site in It's learning.

Examination code(s)

GRA 24261 accounts for 100% of the final grade in the course GRA 2426.

Examination support materials

Exam aids at written examinations are explained under exam information in our web-based Student handbook. Please note use of calculator and dictionary.
<http://www.bi.edu/studenthandbook/examaids>

Re-sit examination

It is only possible to retake an examination when the course is next taught.

The assessment in some courses is based on more than one exam code.

Where this is the case, you may retake only the assessed components of one of these exam codes.

Where this is not the case, all of the assessed components of the course must be retaken.

All retaken examinations will incur an additional fee.

Additional information

Honor Code

Academic honesty and trust are important to all of us as individuals, and represent values that are encouraged and promoted by the honor code system. This is a most significant university tradition. Students are responsible for familiarizing themselves with the ideals of the honor code system, to which the faculty are also deeply committed.

Any violation of the honor code will be dealt with in accordance with BI's procedures for cheating. These issues are a serious matter to everyone associated with the programs at BI and are at the heart of the honor code and academic integrity. If you have any questions about your responsibilities under the honor code, please ask.