



Faculty of Social and Behavioural Sciences
College of Child Development and Education
Graduate School of Child Development and Education

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Course outline

Learning and Innovating in Organizations (7023B3001Y)

Bachelor year 3 / Minor Lifelong Learning in a Changing Society
Academic year: 2020/2021
Semester: 1

Coordinator: Dr. Frank Cornelissen
Lecturers: dr. Frank Cornelissen, dr. Tjip de Jong and drs. Rob Mioch

Amsterdam, August 2020

Please note: Due to the Covid-19 crisis, the information in this Course Outline may be subject to changes. Please make sure to check the Canvas page of this course regularly.

1. Introduction

Worldwide, governments strive for a well-educated workforce, schools want to educate and prepare learners for the 21st century, organizations work on developing cultures in which professional learning and work are intertwined and throughout our society individuals are encouraged to develop their talents and continue to learn. Lifelong learning has become very important, but at the same time it raises many questions. How can schools design innovative programs that prepare their pupils for our rapidly changing societies? How can low-skilled workers be supported in their learning? How can older workers continue to develop themselves? How can organizations create smart teams that innovate and come up with new solutions? What role can technology play?

In this project course students from diverse disciplinary backgrounds collaborate in consultancy teams of a ‘pop-up’ consultancy firm on real questions that concern lifelong learning and call for new, innovative solutions. Clients comprise diverse profit and non-profit organizations in the Amsterdam region, such as the city of Amsterdam, the national railroads (NS), the probation service, the national training center for the Judiciary, ManPower and innovative schools. Students meet in bi-weekly sessions and work with the support and input of the lecturers on their project. The final assignment consists of an advice to or product for the client and an individual reflection on the theory and practice of supporting lifelong learning in organizations.

2. Prior knowledge and the connection with other courses

This course is part of the minor Lifelong Learning in a Changing Society and the Bachelor’s program Educational Sciences. Students should have completed the first year of their Bachelor’s program. If in doubt about the entry requirements please contact the course coordinator.

3. Objectives

Knowledge and understanding

1. The student has knowledge and insight in the nature, processes and outcomes of lifelong learning in organizations.
2. The student has knowledge and insight in methods for fostering lifelong learning in organizations.
3. The student has knowledge and insight in the process of innovating (for lifelong learning) in organizations.

Applying knowledge and understanding

1. The student can apply the knowledge and insights from above in actively exploring, analyzing and advising on innovating and learning in organizations.
2. The student can combine consultancy and research skills for problem solving in an authentic situation.
3. The student can provide the client with insight in their own situation and the pathways for improvement.

Making judgements

1. The student is able to make judgments based on relevant information from organizational practice and scientific research about specific issues in the practice of

- developing lifelong learning in organizations.
- 2. The student is able to formulate and substantiate his/her own view.
- 3. The student is able to judge the views of others.
- 4. The student is open and critical towards his/her own view and those of others.

Communication

- 1. The student is able to collaboratively work with a client as well as with peers.
- 2. The student can distinguish the relevant stakeholders and involve them in the process of research and advice.
- 3. The student is able to provide both written and oral reports to clients about the analysis and advice on developing lifelong learning in organizations.

Learning skills

- 4. Students can guide their learning process towards their own learning goals.

4. Content

The course focuses on understanding of and advising on the way lifelong learning can be supported in organizations. With the guidance and feedback of the lecturers students will work together in small consultancy teams (3-4 persons) on authentic questions from a diversity of public and private organizations in the region of Amsterdam. Meetings will resemble the work of a consultancy firm and are designed from the perspective of collegial pedagogy in which students and lecturers are colleagues in course design, project work and learning. Theory will be explained in ‘Knowledge clips’ and discussed (online) on request. All Knowledge clips and literature can be accessed through the “Living Library” at Canvas.

5. Schedule

The course lasts 15 weeks with a kick-off and bi-weekly face-to-face office (workgroup) meetings and consult meetings.

- (1) **Kick off** – Introduction to the course, assignment and each other.
(Mandatory – Online – Friday Sept. 4th 14-15.30)
- (2) **Consult meetings** – Discussing topics from literature in relation to own questions a consultancy project.
(On request – Online – Bi-weekly – See schedule below)
- (3) **Office meetings** – Practicing skills and preparing actions with several sub-teams and a lecturer in one of the three workgroups.
(Mandatory – Face-to-Face – Bi-weekly – See schedule below)

The lectures run from September 4th through December 11th, 2020. Below the schedule of the meetings is provided. The schedule may be subject to change. Please check the announcements on Canvas regularly. Information about the schedule can be found at <http://rooster.uva.nl>.

Date	Session	Topic	Lecturer
4 Sept.	Kick off 14-15.30	Introduction	Frank, Tjip, Rob
9 Sept.	Office meeting 1 <i>Group 3 - 14-16</i>	Diversity & working in diverse teams	Ceren Abacioglu, Inti Soeterik
11 Sept.	Office meeting 1 <i>Group 1 – 9-11</i> <i>Group 2 – 11-13</i>	Diversity & working in diverse teams	Ceren Abacioglu, Inti Soeterik
18 Sept.	Consult 14-15.30	On request	Frank
23 Sept.	Office meeting 2 <i>Group 3 - 14-16</i>	Meet the clients	Tjip
25 Sept.	Office meeting 2 <i>Group 1 – 9-11</i> <i>Group 2 – 11-13</i>	Meet the clients	Rob
2 Oct.	Consult 14-15.30	On request	Frank
7 Oct.	Office meeting 3 <i>Group 3 - 14-16</i>	Design proposal for/with client	Tjip
9 Oct.	Office meeting 3 <i>Group 1 – 9-11</i> <i>Group 2 – 11-13</i>	Design proposal for/with client	Rob
16 Oct.	Consult 14.15.30	On request	Frank
19-23 Oct	@Client	Present Proposal to Client	
28 Oct.	Office meeting 4 <i>Group 3 - 14-16</i>	Project tuning	Tjip
30 Oct.	Office meeting 4 <i>Group 1 – 9-11</i> <i>Group 2 – 11-13</i>	Project tuning	Rob
6 Nov.	Consult 14.15.30	On request	Frank
12 Nov.	Office meeting 5 <i>Group 3 - 9-11</i>	Collecting and analyzing your data	Tjip
13 Nov.	Office meeting 5 <i>Group 1 – 9-11</i> <i>Group 2 – 11-13</i>	Collecting and analyzing your data	Rob
20 Nov.	Consult 14.15.30	On request	Frank
26 Nov.	Office meeting 6 <i>Group 3 - 9-11</i>	Reporting back to client	Tjip
27 Nov.	Office meeting 6 <i>Group 1 – 9-11</i> <i>Group 2 – 11-13</i>	Reporting back to client	Rob
4 Dec.	Consult 14.15.30	On request	Frank
9 dec	Office meeting 7 <i>Group 3 - 14-16</i>	End product for client	Tjip
11 Dec.	Office meeting 7 <i>Group 1 – 9-11</i> <i>Group 2 – 11-13</i>	End product for client	Rob
14-18 Dec	@Client	Present advice/product to Client	

Content description of the sessions

Sept. 4 – **Kick off: Introduction**

- Introduction to the course, assignment, and each other
 - Formation consultancy team and choice from portfolio
- Preparation: Write a motivation letter with personal learning goals
Explore the portfolio with assignments of clients.
- Read: Sessa & London (2015): Chapter 1

Sept. 9&11– **Office meeting 1 – Diversity & working in a diverse team**

- Becoming aware of the nature and role of diversity in our (working) lives
- Preparation: read article Rock, Grant & Gray (2016)

Sept. 18 – **Consult**

- Preparation: - Watch knowledge clips (see Canvas) of your own choice, read corresponding literature and email questions to Frank (L.j.f.cornelissen@uva.nl)
- If required, email questions/requests to Frank for other literature and knowledge clips that may support you in your project.
- Deadline emailing questions/requests: Sunday Sept. 13th

Sept. 23&25– **Office meeting 2 – Meet the clients**

Preparation will be shared in advance

Oct. 2 – **Consult**

- Preparation: - Watch knowledge clips (see Canvas) of your own choice, read corresponding literature and email questions to Frank (L.j.f.cornelissen@uva.nl)
- If required, email questions/requests to Frank for other literature and knowledge clips that may support you in your project.
- Deadline emailing questions/requests: Sunday Sept. 27th

Oct. 7&9 – **Office meeting 3 – Design proposals for/with clients**

Preparation will be shared in advance

Oct. 16 – **Consult**

- Preparation: - Watch knowledge clips (see Canvas) of your own choice, read corresponding literature and email questions to Frank (L.j.f.cornelissen@uva.nl)
- If required, email questions/requests to Frank for other literature and knowledge clips that may support you in your project.
- Deadline emailing questions/requests: Sunday Oct. 11th

Oct. 19-23 **@CLIENT: Meet with client and present/discuss proposal**

Oct. 28&30 – Office meeting 4 – Project tuning

Preparation will be shared in advance

Nov. 6 – Consult

Preparation: - Watch knowledge clips (see Canvas) of your own choice, read corresponding literature and email questions to Frank (L.j.f.cornelissen@uva.nl)
- If required, email questions/requests to Frank for other literature and knowledge clips that may support you in your project.

Deadline emailing questions/requests: Sunday Nov. 1st

Nov. 12&13 – Office meeting 5 – Collecting and analyzing your data

Preparation will be shared in advance

Nov. 20 – Consult

Preparation: - Watch knowledge clips (see Canvas) of your own choice, read corresponding literature and email questions to Frank (L.j.f.cornelissen@uva.nl)
- If required, email questions/requests to Frank for other literature and knowledge clips that may support you in your project.

Deadline emailing questions/requests: Sunday Nov. 15th

Nov. 26&27 – Office meeting 6 – Reporting back to client

Preparation will be shared in advance

Dec. 4 – Consult

Preparation: - Watch knowledge clips (see Canvas) of your own choice, read corresponding literature and email questions to Frank (L.j.f.cornelissen@uva.nl)
- If required, email questions/requests to Frank for other literature and knowledge clips that may support you in your project.

Deadline emailing questions/requests: Sunday Nov. 29th

Dec. 9&11 – Office meeting 7 – End product for client

Preparation will be shared in advance

Dec. 14-18 @CLIENT: Present advice/product to the client

6. Literature

- ❑ Sessa, V. I. & London, M. (2006). *Continuous learning in organisations: Individual, group and organizational perspectives*. New York: Psychology Press.
- ❑ Rock, D., Grant, H. & Grey, J. (2016). Diverse teams feel less comfortable – and that's why they perform better. *Harvard Business Review*. Retrieved at June 20, 2020 from: <https://hbr.org/2016/09/diverse-teams-feel-less-comfortable-and-thats-why-they-perform-better>
- ❑ A selection of articles.

7. Teaching methods

The course load consists of 9 EC (252 hours), i.e.: attending (2h) and preparing (8h) all seven office meetings (70h), attending the six consult sessions (9h), consultancy assignment (80h), individual reflection (16h) and exploring the literature, i.e.: watch knowledge clips (5h), read the course literature (36h) and the academic literature by choice for support of the own consultancy assignment (36h).

Self study: The students will independently watch the knowledge clips, study the course literature and choose additional academic literature that is relevant to their client's assignment and supports their advice. Insights from literature will be part of the discussions in the meetings.

Experiential learning: With the guidance and feedback of colleagues (i.e. lecturers and peers) students will work together in small consultancy teams (3-4 persons) on authentic questions from a diversity of public and private organizations in the region of Amsterdam. Office meetings will resemble the work of a consultancy firm and are designed from the perspective of collegial pedagogy in which students and lecturers are colleagues in course design, project work and learning.

Presentations: In preparation of the office meetings the consultancy teams will prepare presentations and questions/dilemmas will be discussed with colleagues (i.e. lecturers and peers).

Simulation: Students will practice conversation techniques for consultancy in simulation settings.

8. Effort requirements

For the success of the course it is essential that students attend each office meeting and show active involvement in the preparation as well as the attendance of the meetings. The consult meetings are not mandatory, but consultancy teams should actively use them for the support of their own project when necessary. Students are expected to study course literature on their own. In working on the assignments students need to show an academic and professional attitude: be curious, critical, proactive, supportive, ambitious and a good collaborator. If for any reason students are absent due to circumstances beyond their control, they need to notify their colleagues in advance (i.e. lecturers and their group members) before the meeting and let them know how they will cope with their absence.

9. Examination and feedback

Students will work collaboratively on a joint assignment and on their own individual assignment.

- **The joint assignment** consists of a consultancy project that results in an advice to the client on how to support lifelong learning in their organization. The end product will be presented at the client's organization and graded by the lecturers. See Canvas for the description of the joint assignment. **Deadline for the joint assignment is Monday January 11th, 2021.**
- **The individual assignment** consists of reflecting on supporting lifelong learning in

organizations and working in a consultancy team. Students will write a practical reflection on working in a consultancy team and a theoretical reflection on the way the development of learning cultures can be supported in organizations. Students will be asked to express and substantiate their own views with the course literature as well as additional literature. See Canvas for the description of the individual assignment. **Submission deadline for the individual assignment is Monday January 11th, 2021.**

On both assignments students will receive a grade and written response. For passing the course students need to receive a minimal mark of 5.5 on both assignments.

The grades of the two assignments make up the final grade: the joint assignment counts for 60% and the individual assignment counts for 40%.

10. Most important changes in response to student evaluations

This course is taught for the first time.

General information

11. Participating in education and exams

You can apply for courses in SIS. SIS is the UvA's Student Information System. You can only register for a course during the registration period. **Don't forget to unregister when you decide not to participate in a course.** If you do not attend a course for which you registered, the result recorded for this course will be 'NAP' (the Dutch abbreviation for 'non-attendance, counted as exam attempt'). Moreover, you will be preventing a fellow student from enrolling in the course.

If you fail the exam, the Education Desk will enroll you automatically for the resit.

12. Schedule changes

Information on the schedule can be found on <http://rooster.uva.nl>. Schedule changes will (also) be announced on Blackboard.

13. Web lectures

The College and Graduate school of Child Development and Education have a policy on web lectures. The coordinator provides information about the availability of web lectures in first part of this course outline. Web lectures are not substitutes for the regular lectures, but are meant as extra support for students. No rights can be derived from the contents of web lectures. It is not allowed to distribute web lectures or to make web lectures available to third parties.

14. Evaluation

UvA students are regularly requested to complete surveys or evaluation forms (either on paper or in digital format) in order to share their opinion on various aspects of their degree program and study process. The UvA needs this information to improve its programs and curricula. The College and Graduate School of Child Development and Education work with UvAQ. UvAQ (Quality Evaluations) is the method used by the University of Amsterdam for the harmonized evaluation of teaching quality. UvAQ provides reports for administrators, managers, course coordinators, lecturers and committees. It also provides reports for students. The staff who receive the report select the UvAQ information they require for their own specific purposes, thereby collectively helping to maintain the quality of teaching at the UvA and improve it where possible. Evaluating can also be a learning process for students, as it teaches you to think about what you have learned in this course. Try to answer the questions on the evaluation forms as honest and constructive as possible.

When necessary, the Education Desk will organize a panel discussion about the course evaluation. As a student, you can also request a panel discussion. A few weeks after the course ending, a student report will be available on Blackboard. This report contains a summary of the evaluation results based on the responses from you and your fellow students and a response from the course coordinator.

15. Teaching and Examination Regulations (OER)

In the Teaching and Examination Regulations (in Dutch: Onderwijs- en Examenregeling [OER]) you will find important information on for example exams and attendance. Make sure you inform yourself

about the rules stated in the Teaching and Examination Regulations. You can find these Regulations in the A-Z list on the student website.

16. Fraud and plagiarism

Please be aware of the regulations concerning fraud and plagiarism. Fraud and plagiarism are defined as any act or omission on the part of the student which makes an accurate assessment of his/her knowledge, insight and skills partially or wholly impossible. An example of fraud for instance is attempting during an examination to read what another candidate is writing, or exchanging information inside or outside the examination room. Plagiarism is for example making use of or reproducing another person's texts, data or ideas without complete and correct acknowledgement of the sources.

The Examination Board may impose the following sanction: the paper submitted may be declared invalid and the student may be excluded from participation in the examination of the course in question. There may be more severe penalties. In the event of serious fraud the Executive Board may permanently disenroll the student involved. For more information on this subject, go to the A-Z list on the student website.

17. Disputes

If you disagree with an examiner's decision, you can submit a letter of appeal to the Examination Board. The Examination Board will make a decision based on the evidence provided. If you disagree with this decision, you can file a formal appeal with the CoBex. Consult the student advisors for advice and the procedures. You can reach them by sending an e-mail message to studieadviseurs-powl@uva.nl.