Reflective Learning

Course Description

In this 5-week seminar, participants are introduced to a variety of strategies to examine and articulate knowledge gained outside of formal Higher Education settings. Knowledge, skills, and insights are acquired through life and work experiences. With critical analysis of the expertise, proficiency, and know-how learned through such experiences, their inherent unstated competences are made explicit. The goals of these reflective learning activities are to understand and explain how the knowledge, skills, and insights transfer to other tasks and settings.

Learning Outcomes

After completing this course, participants be able to:

- Describe the differences between tacit and explicit knowledge
- Apply strategies (such as inductive and deductive reasoning, collaboration, and generative interviewing) to identify tacit knowledge previously gained
- Describe and analyze experiences to articulate the skills, knowledge and capacities
- Identify core strengths and to develop continuing study.
Learning Strategies and Resources

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 Digication 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 may be found on D2L or via the following links:

Required Readings and Resources


https://www.youtube.com/watch?v=i15s9wH4uZA

https://vimeo.com/30451510

Participation

Participation is essential. In the event of your falling behind, it is imperative that you let your instructor know. In the online class, discussions are the primary way you will demonstrate your participation along with getting other assignments done. If you are taking this course onsite, showing up to class on time, participating in real-time and in D2L discussions are imperative.

Course Learning Deliverables

- Key Learning Experiences Worksheet
- Liberal Learning Outcomes Worksheet
- Generative Knowledge Interview Report and Reflection
- 4 Knowledge Snapshot Pages
- Learning Showcase Portfolio
Assessment

General Assessment Criteria for All Writing Assignments: All writing assignments are expected to conform to college-level standards of mechanics and presentation. See http://www.snl.depaul.edu/writing/index.html

Writing Center

“Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as–needed or weekly basis, scheduling up to 3 hours of appointments per week. Online services include Feedback–by–Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won’t necessarily be familiar with every course or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced writer.

Schedule your appointments with enough time to think about and use the feedback you’ll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.”

Grading

<table>
<thead>
<tr>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Participation in Discussion Topics</td>
</tr>
<tr>
<td>Weekly Assignments (5 @ 8 pts each)</td>
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<tr>
<td>Learning Showcase (1 @ 100 pts)</td>
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<td>Total</td>
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Grading Scale
Reflective Learning is designed as a Pass/Fail. To pass this course, you must earn at least a C- according to percentages listed below.

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

Course Schedule

See the D2L calendar for specific due dates.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments &amp; Resources</th>
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</thead>
<tbody>
<tr>
<td>One:</td>
<td>- Introductions</td>
<td>Complete Worksheet</td>
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<tr>
<td></td>
<td>- Identifying &amp; Organizing Key Learning Experiences</td>
<td>Read: “Habits of Mind” -and “The 10 Skills that Will Get You Hired”</td>
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<td>Two:</td>
<td>- Digitacion Presentation</td>
<td>Knowledge Snapshot Page #1  Read: The Knowledge-Creating Company.”</td>
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<td></td>
<td>- Reasoning Strategies</td>
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<td></td>
<td>- Crafting Learning Objectives</td>
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<td>Three:</td>
<td>- Generative Knowledge Interviewing Discussion</td>
<td>Knowledge Snapshot Page #3  Generative Knowledge Interview Video:  <a href="https://www.youtube.com/watch?v=i15s9wH4uZA">https://www.youtube.com/watch?v=i15s9wH4uZA</a>  <a href="https://vimeo.com/30451510">https://vimeo.com/30451510</a></td>
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<tr>
<td></td>
<td>- Doing a Generative Knowledge Interview (GKI)</td>
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<td>Four:</td>
<td>- Deduction and Liberal Learning Outcomes</td>
<td>Read: TBD  Knowledge Snapshot Page #4</td>
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<tr>
<td>Five</td>
<td>- Knowledge Transfer &amp; My Experience</td>
<td>Presenting Your Learning Showcase  Showcasing Your Learning Discussion</td>
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Course Policies

Grading Policies
To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum. Points may be deducted for late work.

**Pass/Fail Grades**

This is a P/F course, although students may request a letter grade assessment from their instructor in writing during the first 2 weeks of the course. The assessment style may not be changed after this period, with no exceptions. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

**Deadline to Drop the Course**

Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.

**Incomplete Grades**

If your instructor permits it and if you have extenuating circumstances, students must file an SNL incomplete grade contract with the instructor before the final session of the course.

**College and University Policies**

This course includes and adheres to the college and university policies described in the links below:

- [Academic Integrity Policy](#) (UGRAD)
- [Academic Integrity Policy](#) (GRAD)
- [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](#) (GRAD)
Additional Course Resources

University Center for Writing-based Learning

SNL Writing Guide

Dean of Students Office

Changes to Syllabus

This syllabus is subject to change as necessary. If a change occurs, it will be communicated to students in writing by the instructor.

Credits

This course was designed and produced by faculty and staff at SNL Online of the School for New Learning of DePaul University.

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