

**EOCS 4300**  
**Situated Learning &**  
**Teaching for the Workplace**



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# KNOWING

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Do not believe what you have heard.

Do not believe in tradition because it is handed down many generations.

Do not believe in anything that has been spoken of many times.

Do not believe because the written statements come from some old sage.

Do not believe in conjecture.

Do not believe in authority or teachers or elders.

But after careful observation and analysis, when it agrees with reason and will benefit one and all, then accept it and live by it.

**Buddha**

**(563 B.C. – 483 B.C.)**

# EOCS 4300

## Situated Learning & Teaching for the Workplace

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### *Introduction*

This course will examine applications of social learning theories and associated teaching practices as they apply to learning in the workplace. Additional emphasis will be placed on the importance of learning context, social influences and then on extracting inferences for teaching.

It is my firm belief that teachers of learners at all levels and contexts must have a command of how learners learn. This is prerequisite to becoming an expert teacher. This course focuses on social learning theories including such current topics as situated cognition, communities of practice and other new learning theories. These ideas and concepts are fast working their way into the modern workplace. No longer is teaching a function of standing up and giving information to learners. Increasingly, it is understood that learning is contextualized and information learned in an authentic context that has meaning and relevance to the learner is the most effective.

### *Course Description*

This course will cover theoretical and practical treatments of situated and social psychological learning theories as they apply in the work setting. Included will be such theories and practices as socialization theories, communities of practice, social constructivism, cognitive apprenticeship, reflective practice, clinical reasoning, authentic assessment and problems of application in work and organizational settings.

You will probably find that this course is different from others. Here, you will find that there is rarely a right or wrong answer...You will have to think to do well. Instead of trying to find "correct" answers, we will strive to find meaning for our personal and professional lives in the material that we will be studying.

### *Objectives*

These are my objectives for the class. You are probably entering the class with other objectives for your own learning. I would like for you to express those at any time during the semester. From my perspective, during this class you will empower yourself to do the following:

1. Describe and apply specific social learning theories that inform professional practices;
2. Synthesize social learning concepts and integrate them into your professional practice;
3. Identify and describe selected social learning theories;
4. Distinguish between the psychological and sociological learning paradigms;
5. Develop skills as a critical thinker and academic problem solver; and
6. Utilize elements of reflective professional practice in the workplace.

### *WebCT*

A website for this class has been developed. You can visit that site at <http://webct.uga.edu>. From this screen you enter your MyID Username and Password. Then you can access the course by clicking on EOCS 4300. The WebCT site contains the syllabus, all course materials, class presentations, readings, a bulletin board, a chat room, and many other features.

An important feature of the website is the ability to communicate on the course bulletin board and on the mail system. Also, please use the assignment drop for the submission of all assignments. DO NOT attach them to an e-mail, bulletin board comment, or a public or private mail. I will ONLY accept assignments on the assignment page. I will show you how to do this if you have not already had this experience.

### *Course Topics*

The course is divided into several topics and each is associated with a theme for reflection. The following is a table of each topic and subtopics along with the reflection theme. Each night of class will focus on the topics. Near the end of class we will engage in a reflection period that I expect you continue as you participate in the bulletin board discussion during the next week.

| Topic  | Class Number            |
|--|-------------------------|
| <p><b>Introduction to social learning theories</b></p> <ul style="list-style-type: none"> <li>▪ Making distinctions between psychological and social learning theories</li> <li>▪ Brief history of social learning theories</li> <li>▪ Overview of primary social learning theories</li> </ul> <p><b>Reflection theme:</b></p> <ul style="list-style-type: none"> <li>▪ What are Your Professional practices &amp; future expectations?</li> </ul>   | <p>Week #1</p>          |
| <p><b>Experiencing Learning in the Field</b></p> <ul style="list-style-type: none"> <li>▪ Visit to an off-campus learning site</li> </ul> <p><b>Reflection theme</b></p> <ul style="list-style-type: none"> <li>▪ What learning differences does a context make?</li> </ul>  | <p>Week #2</p>          |
| <p><b>Learning concepts from a social perspective</b></p> <ul style="list-style-type: none"> <li>▪ Reification</li> <li>▪ Socialization</li> <li>▪ To transfer or not to transfer</li> <li>▪ Reflection</li> <li>▪ Problem solving</li> <li>▪ Procedures</li> <li>▪ Reasoning</li> <li>▪ Mental processing</li> <li>▪ Facilitation</li> </ul> <p><b>Reflection theme:</b></p> <ul style="list-style-type: none"> <li>▪ How are key concepts of social learning theories applied to practice?</li> </ul> <p>-----</p> | <p>Weeks #3 &amp; 4</p> |
| <p><b>Historical figures &amp; social learning theories</b></p> <ul style="list-style-type: none"> <li>▪ John Dewey</li> </ul>   |                         |

| Topic   | Class Number |
|---|--------------|
| <ul style="list-style-type: none"> <li>▪ Piaget</li> <li>▪ Jerome Bruner</li> <li>▪ Sternberg</li> <li>▪ Many others</li> </ul> <p><b>Reflection theme:</b><br/>Who's Who among social learning theorists?</p>  |              |
| <p><b>Range of constructivist learning theories</b></p> <ul style="list-style-type: none"> <li>▪ Endogenous constructivist theories</li> <li>▪ Exogenous constructivist theories</li> <li>▪ Dialectical constructivist theories</li> <li>▪ Social Development (Vygotsky)</li> <li>▪ Genetic Epistemology (Piaget)</li> </ul> <p><b>Reflection theme:</b></p> <ul style="list-style-type: none"> <li>▪ Are my constructivist beliefs consistent with my constructivist actions?</li> </ul> | Weeks #5     |
| <p><b>Context as a continuum</b></p> <ul style="list-style-type: none"> <li>▪ Context in the classroom</li> <li>▪ Context as real life</li> <li>▪ Blended context, classroom &amp; real life</li> <li>▪ Teaching:</li> <li>▪ Contextual teaching and learning theoretical framework</li> </ul> <p><b>Reflection theme:</b></p> <ul style="list-style-type: none"> <li>▪ Reality and teaching – when is real real enough to make a difference?</li> </ul>                                  | Week #6      |
| <p><b>Experiencing Learning in the Field</b></p> <ul style="list-style-type: none"> <li>▪ Visit to an off-campus learning site</li> </ul> <p><b>Reflection theme</b></p>  | Week #7      |

| Topic   | Class Number              |
|---|---------------------------|
| <ul style="list-style-type: none"> <li>What learning differences does a context make?</li> </ul>  |                           |
| <p><b>Many Ways of Learning</b></p> <ul style="list-style-type: none"> <li>Multiple Intelligences (Gardner)</li> <li>Emotional Intelligences (Mayer &amp; Geher)</li> <li>Brain-Based Learning (Jenssen)</li> <li>Developing Reflective Judgment (King &amp; Kitchener)</li> </ul>                    | <p>Weeks #9 &amp; 10</p>  |
| <p><b>Reflection theme</b></p> <ul style="list-style-type: none"> <li>How does your brain work?</li> </ul>  |                           |
| <p><b>Activity learning theories</b></p> <ul style="list-style-type: none"> <li>Social Learning Theory (Bandura)</li> <li>Flexible Cognition Theory (Spiro)</li> <li>Adult Learning (Cross)</li> <li>Experiential Learning (Kolb)</li> <li>Andragogy (Knowles)</li> <li>Facilitation (CTL)</li> </ul> | <p>Week #11</p>           |
| <p><b>Reflection theme:</b></p> <ul style="list-style-type: none"> <li>What is the importance of experience to learning?</li> </ul>   |                           |
| <p><b>Experiencing Learning in the Field</b></p> <ul style="list-style-type: none"> <li>Visit to an off-campus learning site</li> </ul>   | <p>Week #12</p>           |
| <p><b>Reflection theme</b></p> <ul style="list-style-type: none"> <li>What learning differences does a context make?</li> </ul>   |                           |
| <p><b>Socialization learning theories</b></p> <ul style="list-style-type: none"> <li>Situated cognition (Lave)</li> <li>Legitimate peripheral participation (Lave &amp; Wenger)</li> <li>Communities of practice (Wenger)</li> <li>Teaching:</li> </ul>   | <p>Weeks #13 &amp; 14</p> |

| Topic | Class Number |
|-------|--------------|
|-------|--------------|

- Cognitive Apprenticeship (Brown, Collins & Duguid)
- Anchored Instruction (Bransford)

**Reflection theme:**

- How do we become socialized into membership in a community of practice?

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**Organizational learning theories**

- Reflective practice (Argyris & Schon)
- Learning Organizations (Senge)
- Double loop learning (Argyris)
- Group Transactional Analysis
- Teaching:
- Educating the Reflective Practitioner (Schon)
- Teaching for reflective practice (Schell)

**Reflection theme:**

- Reflection in action – reflection on action.

Week #15

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**Bringing it all together**

- Class projects
- Reflection on the meaning of social learning theories for our professional practice.

**Reflection theme:**

- What do social learning theories have to offer my professional practice?

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*Materials*

Because of the way that this course is structured, I have not yet found an appropriate textbook for this class. While there are many potential texts, most are written

for graduate students in a language that only sophisticated learning anthropologists and sociologists can appreciate. All of the readings for this class have been posted on the WebCT site. As the semester progresses, I will probably provide additional material throughout the semester. Because of the need to be environmentally responsible, all materials will be posted on the website. It is your responsibility to read the material. This can be done on-line, downloaded, or printed formats. If you do not have Adobe Reader, you will need to download a free copy from the Adobe website.

### *Course Requirements*

There are two basic requirements for this course. First and foremost **YOU MUST BE HERE!** This is a reading, writing, discussion, and reflection class. In order for you to get the most out of the class, you must be in attendance and actively participating. Here is my attendance policy:

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*“Everyone in the class gets one free miss with no questions asked. After missing one class, each class missed without a good reason will result in one grade letter reduction.”*

**There are NO exceptions to this rule!**

**If you must miss Class please let me know in advance!**

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Second, you will be expected to read materials prior to each class and participate in the bulletin board discussions each week. You can electronically access the bulletin board via the webct site.

Third, you will be expected to complete all assignments for this class. See the list of assignments provided in this syllabus. All assignments are also posted on the assignments page of the class WebCT site.

### *Grades*

Your grade will be based on your attendance, participation in class and the bulletin board, and your reflective journal. The criteria for each area are the following. It is not hard to get an “A” in this class, but you must pay attention to all three of these areas.

|            |               |             |
|------------|---------------|-------------|
| Attendance | Participation | Assignments |
|------------|---------------|-------------|

| Attendance         | Participation   | Assignments   |
|--------------------|---|---|
| Attend every class | <ol style="list-style-type: none"> <li>1. Actively participate in class discussions and reflections</li> <li>2. Read assigned materials prior to class</li> </ol> | <ol style="list-style-type: none"> <li>1. Complete two reflection papers (max. 5 pages) on learning subjects of your choice</li> <li>2. Describe and analyze a learning experience from your own life.</li> <li>3. Complete a final reflection paper on the entire class.</li> <li>4. As a team or as an individual, complete a service learning project &amp; report to the class</li> </ol> |

1. *Attendance.* For an “A” in this class, you cannot miss more than one class without a compelling reason.
2. *Class Participation.* You must actively participate in the class. This means that you must be an active member of the community participating in the class activities. See the chart above for details.
3. *Reflection Papers.* (Assignments 1A & 1B) See detailed description below (100 points, each).
4. *Analysis of a Learning Experience.* See detailed description below (100 Points).
5. *Service Learning Project.* A major assignment for this course is to create a service learning project. While the project does not have to be actually implemented, it is my hope that you will choose an area of your life that you feel passionate about and create a service project that will or could be actually implemented. Implementation IS NOT a criterion for a successful

grade. The following is a clarification of the assignment, an outline and suggested format for your project. Using this approach, you will be sure to embed principles of social learning theory and accepted principles of authentic instruction and assessment. Using one of the learning approaches discussed in this class, create a service learning project that is:

|  |
|--|
| • Near and dear to your heart or your professional practice;                       |
| • Based on one of the social learning theories that we are studying in this class; |
| • Situated in an authentic context;  |
| • Designed to provide an important contribution to a community                     |

You may complete this assignment as *a class*, *a group* or as *an individual*. If you work as a class or a group, I expect everyone to contribute equally to the project. I will develop some type of grading system that will assure that each person is held responsible for their share of the work (300 points).

6. *6. Overall Course Reflection*. See detailed description below (100 Points).

#### *More about Reflection Papers*

Reflection Papers (Assignments 1A & 1B). Describe your view of the utility of a theory for your present or anticipated work as an educator. Use the professional literature to back up your position. Selected reflection pieces will be posted on the WebCT that you can use for an example. To get started, consider using the following headings:

- My description of a social learning theory.
- My experiences of learning from this sociological perspective.
- Overall utility of this theory for teaching and learning.

As you become better at writing reflection papers, vary the heading and find your own reflective voice. Be sure to include references at the end of your paper. Get started on these papers early. I will grade your first papers using the “Track

Changes” feature of MS Word. If you would like to improve your grade, you may resubmit the papers.

*Analysis of a learning experience.* Most learning experts would agree that learning changes us all. Some would go so far as to say that learning is transformational (Phillips & Soltis, 1998). I would like to challenge you to reflect, in writing, on how a learning experience has changed your life. There are no page limits, but write with enough depth to demonstrate your understanding of how you have learned from experience.

*Overall reflection on the course.* Near the end of the course prepare a critical reflection on what you have learned in the course. I use the word “critical” so that you will feel free to write about the good, the bad, and the ugly. A useful tool in writing this paper will be your comments and those of others that have been posted on the bulletin board.

#### *Grading*

Consistent with my educational philosophy, I am more concerned with what you learn than your performance on an examination. Therefore, the grading will be based on rubrics established for each assignment. The Grading scale for this course is:

A = 100 to 91%

B = 90 to 81%

C = 80 to 71%

D = 70 to 61%

F= below 60%

#### *UGA Academic Honesty Statement*

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

The link to more detailed information about academic honesty can be found at:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>

### *Informed Students Want to Know*

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

### *Examinations*

There are no examinations associated with this class.

### *Contact Information*

You will have the best luck at reaching me by contacting me on e-mail. My e-mail address is jschell@uga.edu. You can also contact me on the WebCT site via the bulletin board or with private mail. My office telephone number is 706 542-4206.

### *Related References & Websites*

In preparing for this course, I have utilized the following references and websites. I recommend them to you for greater understanding of specific theories and learning concepts. Feel free to check out these sites. See if you can find more and better sites.

Bollen J. & Heylighen F. (1996): [Algorithms for the self-organisation of distributed, multi-user networks. Possible application to the future World Wide Web](#), in: Cybernetics and Systems '96, R. Trappl (ed.), (Austrian Society for Cybernetics), p. 911-916.

Bollen J. & Heylighen F. (1999): "[A system to restructure hypertext networks into valid user models](#)", New Review of HyperMedia and Multimedia, p. 189-213.

Heylighen F. & Bollen J. (2002): "[Hebbian Algorithms for a Digital Library Recommendation System,](#)" in Proceedings 2002 International Conference on Parallel Processing Workshops (IEEE Computer Society Press).

Bollen J. (2001): [A Cognitive Model of Adaptive Web Design and Navigation](#). A Shared Knowledge Perspective. (PhD Thesis, Vrije Universiteit Brussel) The wider conceptual framework, in which hypertext networks are compared with the associative organization of the brain, is presented in:

Heylighen F. & Bollen J. (1996): "[The World-Wide Web as a Super-Brain: from metaphor to model](#)" in: R. Trappl (ed.) (1996): Cybernetics and Systems '96 Austrian Society for Cybernetic Studies), p. 917.

Heylighen F. (1999): "[Collective Intelligence and its Implementation on the Web](#): algorithms to develop a collective mental map", Computational and Mathematical Organization Theory 5(3), p. 253-280.

Heylighen F. (2001): "[Mining Associative Meanings from the Web](#): from word disambiguation to the global brain", in: Proceedings of the International Colloquium: Trends in Special Language & Language Technology, R. Temmerman & M. Lutjeharms (eds.) (Standaard Editions, Antwerpen), p. 15-44.

See also: [Basic References on the Global Brain](#), with links to other papers discussing related ideas.

<http://www.gwu.edu/~tip/theories.html>

<http://www.ilt.columbia.edu/ilt/papers/JohnBrown.html>

<http://pespmc1.vub.ac.be/LEARNWEB.html>