EDLD 644 LEARNING ORGANIZATIONS
WINTER 2016
4 credits

Instructor
Jo Smith, Ph.D.
Educational Methodology, Policy, and Leadership
Email: jos@uoregon.edu
Office: 112 Lokey Education Bldg
Office Hours: In person, via phone or over Adobe by appointment

COURSE MEETING DAYS, TIMES, AND LOCATION
Class meets Thursdays from 5-8:50pm.

All classes will be held over Adobe Connect. You can log on to class using the following URL:
http://empl.adobeconnect.com/edld644w16/

Please use a headset to avoid feedback and minimize audio issues. A wired high speed internet connection tends to work better than wireless. See the separate Adobe instructions for system requirements and additional information.

COURSE OVERVIEW
This course introduces graduate students to the components of organizational learning and performance: processes, systemic functions, culture, structure, leveraging and use of information systems to inform decision-making. The course requires a field-based study applying course content to conduct an organizational audit and prepare a scholarly article-type report.

STUDENT LEARNING OUTCOMES
By the end of the term it is expected that students will:

• Develop an understanding of learning organizations and what differentiates organizations that learn from those that do not.
• Understand past, current, and emergent models relevant to organizations in general, and education specifically.
• Apply learned theoretical frameworks to relevant, real-world examples.
• Identify elements of adaptive change within real-world examples.
• Conduct an organizational audit and written report in the style of a scholarly article.
• Further develop the capacity to lead learning organizations by focusing on key characteristics of quality leadership as well as identifying and utilizing various group process tools.
TEXTBOOK AND READING MATERIALS
- Additional readings as assigned will be available on Canvas.

### SCHEDULE OF TOPICS AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Date and topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **Week 1: 1/7**  
*Making Sense of Organizations*  | Scott, Chapter 1  
Senge, Chapter 2  
Bolman and Deal, Part I (p.3-40) | None |
| **Week 2: 1/14**  
*The Structural Frame*  | Wohlstetter, Smith & Gallagher (2013)  
Garvin, Edmondson & Gino (2008)  
Morgan, Ch 2  
Bolman and Deal, Part II (p. 41-112) | Reading response;  
Email Jo scores from Garvin,  
Edmondson, and Gino survey: los.hbs.edu |
| **Week 3: 1/21**  
*The Human Resource Frame*  | Slavin et al. (2013)  
Bolman and Deal, Part III (p. 113-182) | Reading response;  
Email Jo final paper work unit and issue per Garvin,  
Edmondson, and Gino survey |
| **Week 4: 1/28**  
Morgan, Ch 6  
Bolman and Deal, Part IV (p. 41-112) | Reading response |
| **Week 5: 2/4**  
Bolman and Deal, Part V (p. 243-301) | Reading response;  
Email Jo final paper to-do list and frame selection |
| **Week 6: 2/11**  
*Integrating frames for Effective Practice*  | Colyvs (2012)  
Senge, Part I  
Bolman and Deal, Chapter 15 (p. 303-322) | Reading response |
| **Week 7: 2/18**  
*Reframing in Action: Opportunities and Peril*  | Farrell (2014)  
Morgan, Chapter 7  
Bolman and Deal, Chapter 16 (p. 323-336) | Reading response;  
Email Jo final paper outline |
| Week 8: 2/25  | Reframing Leadership  | • Honig & Venkatedwaran (2012)  
|               |                      | • Scandura, Chapter 2  
|               |                      | • Bolman and Deal, Chapter 17  (p. 337-370)  
|               |                      | Reading response  |
| Week 9: 3/3  | Reframing Change, Ethics, and Spirit  | • Goertz, Olah & Riggan (2009)  
|               |                      | • Morgan, Chapter 8  
|               |                      | • Scandura, Section 5  
|               |                      | • Bolman and Deal, Chapter 18-19  (p.371-406)  
|               |                      | Reading response  |
| Week 10: 3/10 | Bringing it all Together and Epilogue  | • Scott, Part IV  
|               |                      | • Bolman and Deal, Chapter 20-21  (p. 407-435)  
|               |                      | Reading response; Email final paper draft to peer reviewers  |
| Finals Week: 3/17 |  | Organizational Audit: Due to Jo Thursday, March 17th by midnight via email  |

**Grading Components and Criteria**

Final grades will be based on the following elements:

1. **Reading responses (6 worth 5 points each = 30 points):** During Weeks 2-9, you will select six weeks in which to submit short (2-4 pages) reading response papers to Canvas. You will earn 3 points for submitting your response by midnight the Tuesday before class and 2 points for commenting on at least two other people’s submissions by midnight the Wednesday before class. You can pick any six weeks to complete these, but you should submit and comment in the same 6 weeks. You can comment on anyone’s work, but the assignments themselves are program specific, as follows:
   a. **PhD students** – submit 6 article critiques (based on the week’s scholarly article) akin to those done in Pro Issues
   b. **DEd students** – submit 2 each of the following types of writing:
      - Article critiques (based on the week’s scholarly article) akin to those done in Pro Issues
      - Reflection pieces discussing ideas from the week’s scholarly article or supplementary book chapter(s) that had particular resonance for you, ideas with which you disagreed, concepts you have seen in practice in your work unit, etc.
      - Memos to your colleagues/staff/boss in which you present an idea from any of the week’s readings for a professional development training.
Give a summary of the topic and make the argument for why you think your work unit would benefit from a PD on the topic.

c. **Licensure/masters students** – submit 3 each of the following types of writing:
   - Reflection pieces discussing ideas from the week’s scholarly article or supplementary book chapter(s) that had particular resonance for you, ideas with which you disagreed, concepts you have seen in practice at your work unit, etc.
   - Memos to your colleagues/staff/boss in which you present an idea from any of the week’s readings for a professional development training.

Give a summary of the topic and make the argument for why you think your work unit would benefit from a PD on the topic.

2. **Class participation (3 points per week = 30 points):** This class uses a combination of short lectures, in-class partner and small group work, and class discussions. It is important, therefore, that you complete all the assigned readings before each class and be prepared to participate fully in discussions and class activities.

3. **In-class debate (10 points):** You will work with a group to present either the pro or con side to how a particular education reform either harms or helps schools be learning organizations.

4. **Organizational audit (30 points):** Your final project is to conduct an organizational audit using one of the Bolman and Deal frameworks. Your audit can be conducted on any “work unit” such as a classroom, school, district, program, or organization. Your audit can be completed individually, in pairs, or in a group of three, should be between 15-20 pages long, and should include the following sections:
   
   I. **Introduction (2 pages, 3 points)**
      - Description of the organization/work unit
      - Discussion of the most pressing issue(s) (per Garvin, Edmondson, and Gino)
      - Research question(s)/purpose

   II. **Framework (2 pages, 5 points)**
      - Description of the chosen organizational framework from Bolman and Deal (structural, human resource, political, symbolic)

   III. **Methods (1 page, 2 points)**
      - Data sources (include how many people, documents, etc.)
      - Data collection and analysis
      - Limitations

   IV. **Findings and discussion (8-12 pages, 15 points)**
      - Findings mapped to framework

   V. **Conclusions (2-3 pages, 5 points)**
      - Conclusions
      - Recommendations
      - Areas for future research

Page 4 of 9
Final grades are based on the following scale: A+ 98-100%, A 94-97%, A- 90-93%; B+ 87-89%, B 83-86%, B- 80-82%; C+ 77-79%, C 73-76%, C- 70-72%. Any work scoring less than a C- will be required to be revised and resubmitted.

**STUDENT ENGAGEMENT INVENTORY**

Graduate students are expected to perform work of higher quality and quantity, typically with forty hours of student engagement for each student credit hour. For this course, the following table shows the number of hours a typical student would expect to spend in each of the following activities:

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hours student engaged</th>
<th>Explanatory comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course attendance</td>
<td>35 hrs</td>
<td>9 class meetings of 3hrs and 30 mins each (20 mins break)</td>
</tr>
<tr>
<td>Assigned readings</td>
<td>80 hrs</td>
<td>Includes text and supplementary reading materials (8 hrs per week)</td>
</tr>
<tr>
<td>Writing assignments</td>
<td>45 hrs</td>
<td>Includes reading responses (6 x 1 hr) as well as final paper preparation and writing (39 hrs)</td>
</tr>
<tr>
<td>Total hours</td>
<td>160 hrs</td>
<td>These are approximations. Reading and writing times will vary per individual</td>
</tr>
</tbody>
</table>

**ATTENDANCE AND ABSENCE GUIDELINES**

Active, participatory attendance is required to succeed in this course and master the course material and is worth 30% of the overall course grade (3 points per week), earned on the basis of class participation on in-class activities and discussions. If a student does miss class, it is the student’s responsibility to email the instructor prior to class. If no prior arrangements have been made before class time, the absence will be unexcused and 0 points awarded. In order to earn participation credits for the missed class, you will need to watch the class recording, obtain any distributed materials, and arrange for an alternate assignment to earn the missed credit. Contact the instructor in case of emergencies that preclude completing assignments as scheduled; late assignments are otherwise not accepted.

**EXPECTED CLASSROOM BEHAVIOR**

Classroom expectations include:

- Arrive on time, prepared for class.
- Attend for the duration of class.
- Participate actively in class activities.
- Respect the diversity of cultures, opinions, viewpoints in the classroom.
- Listen to fellow students and the professor with respect.
- Return from breaks in a timely manner.
- Do not use laptops for email, surfing, or other activities unrelated to class.
• Turn off cell phones and other electronic devices.
• Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

DIVERSITY
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
• Respect the dignity and essential worth of all individuals.
• Promote a culture of respect throughout the University community.
• Respect the privacy, property, and freedom of others.
• Reject bigotry, discrimination, violence, or intimidation of any kind.
• Practice personal and academic integrity and expect it from others.
• Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

DOCUMENTED DISABILITY
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

Mandatory Reporting
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
• https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
• http://around.uoregon.edu/mandatoryreporting
ACADEMIC MISCONDUCT POLICY
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

ADDITIONAL POLICY ON ACADEMIC HONESTY
Because you will be pulling together ideas and information from a range of different kinds of sources (including both popular press, the internet and scholarly journals) it is going to be very important that you summarize the main ideas in your own words, and attribute correctly any direct quotes or significant ideas from anyone else. Here is what the UO policy on academic dishonesty has to say about plagiarism on the Teaching Effectiveness Program’s website:

Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly by discipline. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. One quotes another person’s actual words or replicates all or part of another’s product;
2. One uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words;
3. One borrows facts, statistics, or other illustrative materials—unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

(http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html)
CONFLICT RESOLUTION
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1472 or surendra@uoregon.edu.

- Outside the College, you can contact:
  - UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
  - Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
  - Affirmative action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

GRIEVANCE POLICY
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.

IN CASE OF INCLEMENT WEATHER
In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.
COURSE INCOMPLETE POLICY
Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: https://education.uoregon.edu/academics/incompletes-courses