Course description

Organization Pedagogics – Learning and Leadership, 7,5 ECTS, Spring 2015

Jon Ohlsson & Camilla Thunborg

Organization Pedagogics is a research area studying learning and development of humans and organizations from different pedagogical perspectives. The research is concerned with issues of learning and development in and between individuals, groups and organizations as well as with organizational change and its preconditions for learning. Furthermore the impact on leadership enhancing or inhibiting learning is analyzed and discussed.

The course is a compulsory for students at the Master Programs of Leadership and Personnel, Work and Organizations and eligible for students in other Master programs, PhD students and exchange students at Stockholm University. On the one hand, and because of this mix of students there are great possibilities for exchanging experiences. On the other hand, all students are required to be well prepared for each course meeting in relation to the course literature.

In this course description we will outline the main idea of the course, its main learning outcomes, the exam and grades, the course design and schedule, the literature and a presentation for each course meeting.

Purpose

The purpose of the course is to deepen the knowledge and understanding about Organization Pedagogics as a research field, the central theoretical concepts and theories within the field and to analyze interesting research questions within organizations from different theoretical and conceptual perspectives.

Learning outcomes:

After the course you should:

- Describe the different theories and central concepts presented in the course
- Discuss the relation between different perspectives theoretically and conceptually,
- Analyze a practical case theoretically and conceptually,
- Discuss Organization Pedagogics as an empirical as well as a practical field.
Content and design

The course is concerned with processes of organizing daily work activities and how these processes enhance and/or inhibits learning and organizational development. Learning is discussed from different theoretical perspectives. Both individual and collective learning are discussed as central theoretical concepts.

The course is furthermore concerned with how competence and identities are formed and developed as well as how issues of gender are intertwined in this daily organizing. The course also deals with organizational change, the impact of different kinds of leadership and other ways of creating conditions for learning and development in organizations. More specifically the course consists of the following themes:

1. Organization Pedagogics, Organizations and Organizing,
2. Learning, Organizing and Identity,
3. Learning, Organizing, Competence and Rationality,
4. Gender and Organizational Learning
5. Learning and Organizational Change
6. Organization images
7. Decision making and Organizational Learning
8. Learning environments in the workplace

Within these themes theories and concepts are introduced as a point of departure for analyzing interesting research questions in organizations. The themes also create a base of knowledge within the research field. Through these themes research results from different types of organizations in private as well as public sector are presented.

During the course you are going to meet active researchers within the field of Organization Pedagogics. The meetings are a combination of lectures and seminars where you are required to read the literature in advance. During the meetings, you should be able to deepen your understanding about how concepts and theories are related to each other, how these theories can be related to different organizations and how they can be used to understand issues of organizational pedagogics generally and specifically. The idea is that you work with your own individual exam continually during the course.

Exam

The course is examined individually through essay consisting of two parts. In the first part theories and concepts within the field of Organization Pedagogics should be described and discussed. In the second part you should describe and analyze a self-chosen case from a theoretical framework within the field. You are thereby required to define theories and concepts within the field and to use them in your analysis. The exam should be uploaded in a specific file on Mondo. We recommend you to
work with the first part continually during the course. At the last seminar you are going to discuss your case in the second part.

Rubrics

Seven rubrics based on qualitative criteria are used in the course: A, B, C, D, E, Fx and F. A- E is passed and Fx and F is not passed. A student that has passed the exam is not allowed to renew his/her exam for a better rubric. For Fx the student are required to complement the exam in accordance with the comments from the examiners in one week. F requires a new exam.

The following contributions are required for each rubric.

A
The student is describing the theories, concepts and relation between these concepts in a clear and relevant way with references to the course literature. Furthermore the student presents a well-defined case and a problem in relation to the case that is deeply analyzed from a well-defined theoretical framework including concepts chosen from the course literature in a stringent way. The student has a critical, independent and reflective way of using theories and concepts in the analysis of the case.

B–D
For the grades B- D a reduction concerning inadequacies in the descriptions of theories, concepts as well as in the depth of the analysis and in the students way of being critical, independent and reflective in using theories and concepts within the analysis of the case.

E
The student describes theories and concepts and the relation between them even if there are inadequacies. The student analyse a case even if it is fragmentary and lack stringency. The student shows an ambition in critical, independent and reflective way of using theory and concepts in analysing the case even if it is not sufficient. The presentation is, despite the inadequacies clear enough for being able to follow the reasoning and valuing it in relation to the criteria of the grades.

Fx
The student describes theories and concepts too briefly and inadequate in relation to the course literature. The references to theories and/or definition of concepts are missing or show too many inadequacies. The analysis and discussion of the case are missing or presented in an inconsistent way. The student’s presentation lacks a critical, independent and reflective way of using theories and concepts in the analysis.

F
The student fail in describing the theories and concepts in a relevant way and the presentation is to a large extent irrelevant for the exam. Furthermore the presentation is unclear and impossible to relate to the learning outcomes.
### Schedule

<table>
<thead>
<tr>
<th>We/day</th>
<th>Date</th>
<th>Time</th>
<th>Place</th>
<th>Lecturer</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>13/Tue</td>
<td>150324</td>
<td>9.00-12.00 am</td>
<td>2411</td>
<td>Jon Ohlsson, Camilla Thunborg</td>
<td>Organization Pedagogics, Organization and Organizing</td>
</tr>
<tr>
<td>14/Tue</td>
<td>150331</td>
<td>1.00-4.00 pm</td>
<td>2511</td>
<td>Camilla Thunborg</td>
<td>Learning, Organizing and Identity</td>
</tr>
<tr>
<td>15/Tue</td>
<td>150407</td>
<td>1.00-4.00 pm</td>
<td>2511</td>
<td>Jon Ohlsson</td>
<td>Learning, Organizing, Competence and Rationality</td>
</tr>
<tr>
<td>16/Tue</td>
<td>150414</td>
<td>1.00-4.00 pm</td>
<td>2503</td>
<td>Susanne Andersson</td>
<td>Gender and Organizational Learning</td>
</tr>
<tr>
<td>17/Tue</td>
<td>150421</td>
<td>1.00-4.00 pm</td>
<td>2411</td>
<td>Pär Larsson</td>
<td>Learning and Organizational change</td>
</tr>
<tr>
<td>18/Tue</td>
<td>150428</td>
<td>1.00-4.00 pm</td>
<td>F12</td>
<td>Marianne Döös</td>
<td>Organization Images</td>
</tr>
<tr>
<td>19/Tue</td>
<td>150505</td>
<td>1.00-4.00 pm</td>
<td>2503</td>
<td>Thomas Backlund</td>
<td>Decision Making and Organizational Learning</td>
</tr>
<tr>
<td>20/Tue</td>
<td>150512</td>
<td>1.00-4.00 pm</td>
<td>2411</td>
<td>Peter Johansson</td>
<td>Learning environments in the workplace</td>
</tr>
<tr>
<td>22/Tue</td>
<td>150526</td>
<td>1.00-4.00 pm</td>
<td>2411</td>
<td>Jon Ohlsson, Camilla Thunborg</td>
<td>Seminar: Discussing dilemmas in Organization Pedagogics</td>
</tr>
<tr>
<td>23/Fri</td>
<td>150605</td>
<td>5 pm</td>
<td></td>
<td></td>
<td>Deadline for exams.</td>
</tr>
<tr>
<td>24/Fri</td>
<td>150612</td>
<td>5 pm</td>
<td></td>
<td></td>
<td>Deadline for complemented exams.</td>
</tr>
<tr>
<td>35/mon</td>
<td>150824</td>
<td>5pm</td>
<td></td>
<td></td>
<td>Deadline for re-exams.</td>
</tr>
</tbody>
</table>

All lectures are given at the Department of Education, Frescativägen 54 except from the 28th of April that is given in F12, Universitetsvägen 10 F.
The course is mainly based on articles and chapters from e-books that you can download from the library or in the system DIVA. Two books are available at Akademibokhandeln at the university campus.


Dixon, N. (1999). *The Organizational Learning Cycle: How We can Learn collectively*, chapter. 4 and 5. (To be downloaded from sub.su.se)


Course meetings

In this section the different course meetings and the literature to read in advance are described further.

**Course meeting 1 – Organization Pedagogics, Organization vs. Organizing**
March 24, 2015, 9.00 to 12.00 in 2411

*Jon Ohlsson & Camilla Thunborg*
jon.ohlsson@edu.su.se  camilla.thunborg@edu.su.se

This is an introduction to the field of Organization Pedagogics. We are going to introduce the different concepts: Organization and Organizing – Organization as a structure and Organizing as a process. We are also introducing different perspectives on organizing and the impact on these different perspectives in how to understand the research field Organization Pedagogics. Before the meeting you should read the following:


**Course meeting 2 - Learning, Organizing and Identity**
March 31, 2015, 1.00 to 4.00 pm in 2511

*Camilla Thunborg*
camilla.thunborg@edu.su.se

From the standpoint of Organization Pedagogics as a research field, the relation between the concepts organizing, learning and identity are further described and discussed. At first a brief overview of the field Workplace learning is introduced. There after learning is discussed in relation to the concepts Legitimate Peripheral Participation, Communities of Practice and Identity formation and change. The relation between learning, identity formation and organizing is further discussed. Before the meeting you should read:

Course meeting 3 - Learning, Organizing Competence and Rationality
April 7, 1.00 to 4.00 pm in 2511.

Jon Ohlsson, jon.ohlsson@edu.su.se

This meeting is concerned with collective learning processes, team learning and organizational learning. More specifically the organizational learning cycle developed by Nancy Dixon (1999) is going to be further discussed. This theoretical framework emphasis the importance of communication related to organizational learning. Ohlsson (2013) also claims that communication as important for team learning which is also highlighted at the meeting. The discussion of the concept of rationality is also a central issue in organizational research and of importance in relation to both team and organizational learning. Could action for example be regarded as rational or as rationalizations? Before the meeting you should read:


Course meeting 4 - Gender and organizational learning
April 14, 2015, 1.00 to 4.00 pm in 2503.

Susanne Andersson susanne.andersson@edu.su.se

From gender research we know that gender is reproduced in organizations, intertwined within the everyday organizational life, and therefore a constraining structure for organizations possibilities to learn and develop. To increase the gender awareness is therefore central for both public and private organizations. During the lecture gender mainstreaming will be presented, which is the main strategy that public organizations are supposed to integrate. Further, the lecture will focus on why it is especially important that managers, in both public and private organizations, with formal power are gender aware. A learning and development model for how achieve gender aware managers and organizations will be discussed. Before the meeting you should read:
Course meeting 5. Learning and organizational change
April 21, 2015, 1.00 to 4.00 pm in 2411.

Pär Larsson
par.larsson@edu.su.se

This meeting is focusing organizational change and learning and how they are related to each other. We start out of from a planning theoretical perspective that give emphasis to stability, routine and order but will focus more extensively on an organizing perspective that treat change as the normal condition of organizational life. From such a perspective we will discuss organizational conditions for learning as a prerequisite for change. Before the meeting you should read:


Course meeting 6- Organization images
April 28, 1.00 to 4.00 pm in F12

Marianne Döös
marianne.doos@edu.su.se

The idea of learning- orientated leadership is presented with the help of concepts as competence-bearing relations and relatronics. The understanding of competence is here related to interaction and relations as integrated in the carrying out of work tasks. Three organization images are presented and discussed.


Course meeting 7- Decision making and organizational learning
May 5, 1.00 to 4.00 pm in 2503

thomas.backlund@edu.su.se
Decisions are made at all levels within an organization. However, while most decisions involve the organizational members, it is not obvious that these decisions lead to, or are affected by, individual, collective or organizational learning. The purpose of this meeting is to problematize the relation between decision-making and organizational learning. Before the meeting you should read the following:


Dixon, N. (1999). *The Organizational Learning Cycle: How We can Learn collectively*, chapter. 4 and 5. (To be downloaded from sub.su.se)


**Course meeting 8 – Learning Environments in the Workplace.**

May 12, 1.00 to 4.00 pm in 2411

*peter.e.johansson@mhd.se*

This meeting puts focus on the learning environments in the workplace by discussing how the organizing of work influences the prerequisites for a work-integrated learning. We will cover structurally and culturally related aspects of importance for learning through work, and, how such aspects are linked to individual aspects. The discussions will be based on the following two journal articles:


**Course meeting 9 Seminar: Discussing dilemmas in organization pedagogics.**

May 26, 1.00 to 4.00 in 2411.

*Camilla Thunborg & Jon Ohlsson*

*camilla.thunborg@edu.su.se & jon.ohlsson@edu.su.se*

During this seminar your own dilemmas in organization pedagogics are going to be presented and discussed for further development in the final exam.

**Welcome to the course!**