

## 481-803 Creating the Learning Organisation

<b>Credit Points:</b>	25.00
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2009.
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: Not available
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Subject Overview:</b>	<p>This subject provides an introduction to what is meant by a 'learning organisation' and 'organisational learning'. The term 'learning organisation' has become increasingly popular in organisational theory and the management and change literatures. An organization, firm, or school that is capable of learning is deemed to be better at adapting to rapidly changing external circumstances and become more productive and efficient in accomplishing its goals. In talking about an organization that learns, the subject examines the various reasons for learning; the meaning of organisational as separate from individual learning; the different levels and type of learning, as well as structures and processes which either facilitate or hinder the learning which happens in organizations. Of particular importance are the concepts of the distribution of cognitive labour and socially distributed cognition which indicate that learning happens at all organisational levels. Some suggestions are made on how such organisational learning can be structured more efficiently in school, and non-school organisations alike.</p>
<b>Assessment:</b>	A paper of 6,000 words (75 per cent) and a research paper of 2,000 words (25 per cent), presented as a class paper.
<b>Prescribed Texts:</b>	None
<b>Recommended Texts:</b>	Argyris, C. and Schon, D. Organizational Learning II, Reading, MA: Addison-Wesley, 1996.
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Links to further information:</b>	<a href="http://www.edfac.unimelb.edu.au">www.edfac.unimelb.edu.au</a>
<b>Related Course(s):</b>	Doctor Of Education Doctor of Education Master of Education (Educational Management) Master of Education (Educational Management) Master of Education (Educational Management) Master of Education (Stream 100A) Coursework and Thesis A Master of Education (Stream 100B) Coursework Master of Education (Stream 150) Major Thesis Master of Education (Stream 150A) Coursework and Thesis A Master of Education (Stream 150B) Coursework

Master of School Leadership