

**Justice Institute of British Columbia**  
**COURSE OUTLINE**

<b>Course Code:</b>	<b>INDC115</b>
<b>Course Title:</b>	<b>Transforming Workplace Learning Through Social Media</b>
<b>Prerequisite Courses:</b>	<b>None</b>
<b>School:</b>	<b>Community and Social Justice</b>
<b>Division/Academy/Centre:</b>	<b>Centre for Leadership</b>
<b>Previous Course Code &amp; Title:</b>	<b>N/A</b>
<b>Course First Offered:</b>	<b>November 2011</b>

<b># of Credits:</b>	<b>1.0</b>
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**Course Description:**

Social Media is well known for its uses in marketing, sales and personal communication. Yet the potential of social media to enhance the way we learn remains untapped. In this course, you will explore how social media can facilitate workplace learning, increase learner engagement and deepen the impact of your existing training programs. Through the use of case studies and personal examples, you will examine a variety of applications for using social media as an educational tool. You will have the opportunity to begin to develop a social media educational plan for your organization.

**Course Goal(s):**

Upon completion of this course, you will have a greater understanding of how social media can be used to enhance workplace learning.

**Learning Outcomes:**

Upon successful completion of this course, the learner will be able to:

1. Describe and assess various types of social media (e.g. Facebook, LinkedIn, YouTube, Flickr, Twitter, blogs)
2. Describe how learning via social media is both different from and similar to more traditional types of learning
3. Explore and practice using a variety of social media tools as a regular consumer (e.g. non-instructional use)
4. Explore and practice using a variety of social media tools for instructional use
5. Plan and begin to implement organizational social media workplace learning strategy



**Course Topics/Content:**

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**Text and Resource Materials:**

**Required:**

**Recommended: Course Level:**

	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
<b>Total Class Hours</b>	14			

**Comments on Delivery Methods:**

**Course Grading System:**

	Letter Grades		Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

<b>Passing Grade:</b>	Pass
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**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting:**

**Other Course Guidelines, Procedures and Comments:**

This course is recommended for learners who play a role in training and development in their organization and are looking for ways to enhance workplace learning through the use of social media. No prior use of social media is required however overall familiarity / ability to use a computer is required (e.g. being able to navigate the internet, conduct searches etc.).

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

- Student Academic Integrity Policy
- Academic Progression Policy
- Admissions Policy
- Academic Appeals Policy
- Evaluation Policy
- Grading Policy

**Student Policies:**

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

- Access Policy
- Harassment Policy – Students
- Student Records Policy
- Student Code of Conduct Policy

**JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

**Critical thinking**

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

**Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

**Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

**Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

**Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

**Interpersonal relations**

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

**Inter-professional teamwork**

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

**Information literacy**

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.