

INTEGRATING STUDENT-CENTERED LEARNING IN A COMPENSATION MANAGEMENT COURSE

**Dr. Stephanie G. Ward, St. Mary's University, San Antonio, TX
Bill Greehey School of Business, St. Mary's University, San Antonio, TX**

ABSTRACT

The purpose of this paper is to present the systematic process used to integrate a learner-centered paradigm into a particular course, Compensation Management, taught at a small, private southern university. The institutional setting does operate primarily under the instructional paradigm though university administration is supportive of the learner-centered paradigm. This Compensation Management course is currently required for all Human Resource majors and is also available as an elective course to all other business majors. Specifically, this paper will identify the steps used to transition the course toward a learner-centered environment. The steps include identifying the professor's teaching and learning philosophy, initiating learner-driven strategies, developing learning activities, incorporating evaluation tools, and addressing learning outcomes.

INTRODUCTION

John Tagg asks the question, "What are colleges for?" in his recent 2003 book, *The Learning Paradigm College*. For some professors, the answer comes quickly and easily, but for others the question may be one that requires pondering before it can be answered. The answer to the question begins with exploring our educational paradigms. Tagg (2003) suggests that the answer to the purpose of colleges is driven by the dominant paradigm facilitated by the institution. Two paradigms, the instructional paradigm and the learning paradigm, currently dominate higher educational environments with the instructional paradigm being the more traditional, mainstream framework (Tagg, 2003). John Tagg (1995; 2003) states that the difference between the instruction and learning educational paradigms is that in an instructional paradigm what colleges do is defined by some specified methodology or administrative structure while the learning paradigm is defined by what students learn and do. Tagg (2003) states that the learner-centered paradigm "envisions the institution itself as a learner and over time it continuously learns how to produce more learning with each graduating class, each entering student." He contrasts the learner-centered paradigm to the instructional paradigm, which focuses on the established institutional structure, mandated timeframes, course plans, and completed degrees as indicators of learning occurring within the educational setting. The learning paradigm broadens the focus of the educational environment to include not only those instructional activities, but also addresses the role of fit with the university and degree choice, integration of learning across courses, value of extracurricular activities, and reflection on personal mission and purpose. Tagg (2003) identified these aspects as

qualities that produce a thought provoking, risk-taking, and deep-introspective perusal to learning.

Tagg (2003) suggests that the instructional paradigm shapes our learning perspective due to its prevalence within our colleges. Working at an institution following the instructional paradigm does not mean that a professor must give way to the instructional paradigm if his espoused theory supports the learning paradigm. Shifting to a learning paradigm can happen individually. Incorporating learner-centered education is not relegated to the institutional administrators. Any individual can choose to incorporate the learning paradigm into their learning philosophy.

The purpose of this paper is to present the systematic process used to integrate a learner-centered paradigm into a particular course, Compensation Management, taught at a small, private southern university. The institutional setting does operate primarily under the instructional paradigm though university administration is supportive of the learner-centered paradigm. This Compensation Management course is currently required for all Human Resource majors and is also available as an elective course to all other business majors. Specifically, this paper will identify the steps used to transition the course toward a learner-centered environment. The steps include identifying the professor's teaching and learning philosophy, initiating learner-driven strategies, developing learning activities, incorporating evaluation tools, and addressing learning outcomes.

TEACHING & LEARNING PHILOSOPHY

The first step is to examine how the professor's instructional activities align with his or her teaching philosophy. Before we can understand how to implement this process, it is crucial to gain a perspective of the importance of the professor's role in a learner-centered experience. Most professors, if asked, would probably state that the purpose of the college is to promote learning for students. In other words, as educators, we espouse that higher education's purpose aligns with the learning paradigm. Yet, when we closely examine our daily behaviors we may find that our "theory-in-use" (Argyris, Putnam, & Smith, 1985) is dominated more by the instructional paradigm aspects.

The compensation management course revision resulted from a personal examination of the professor's theories-in-action. A drastic, innovative revision of the professor's theory-in-use was needed to support her espoused theory. That is, the course components needed to be aligned with the professor's stated learning philosophy. Originally, the compensation management course was taught through the traditional "instructional" paradigm. Course content was provided via instructor lectures, application exercises, and short answer examinations. The course syllabus contained detailed objectives, activities, expectations, and a course schedule focused on lecturing the entire compensation management textbook. In other words, the syllabus stated what the students were going to learn, how they were going to learn, and what pace they would learn, thereby creating a classroom learning environment that essentially forced all students to learn in the way the professor thought learning was successfully attained.

The learner-centered approach calls for students to direct their own learning and to integrate their knowledge across all courses. Weimer (2002) distinguishes between student-centered and learner-centered as a matter of responsibility. Being learner-centered provides the opportunity for students to be responsible for what they are doing with their educational process. Students, however, look to professors to structure the course, the content, and determine their performance evaluation. Students typically follow the objectives provided by the professor without questioning the importance of those objectives. If the professor's teaching philosophy is grounded in the learner-centered paradigm but the classroom activities are instructional-paradigm driven, then the students are left to grapple with the professor's real learning intentions. At the very least, the student's true learning can be undermined by the inconsistencies in the professor's theories-in-action. To fully implement the learner-centered approach, students must identify the importance of not only what they are learning but also why they are learning and how that learning will be integrated into their life experiences. Having the professor's course activities aligned with his or her espoused teaching philosophy will provide a more conducive environment for the learning-paradigm to become rooted.

In the compensation management course, several paradigm shifts occurred to accomplish the needed philosophical alignment. First, the professor changed her approach to her role in the learning environment. She became a learner the same as everyone else in the class. Because it is the professor's philosophy about teaching and

In the compensation course, a learning guide rather than a syllabus was used. Appendix A includes the course learning guide. The learning guide provided, very little, if any, direction about learning expectations. Rather, discussions about what learning processes, interests, and choices were appropriate took place during the first several class meetings. Several students floundered with how learning would be evaluated, what learning would be considered important, and the overall goal for the course. Numerous questions were asked about whether they really could learn what interested them rather than what the professor thought was important. Considerable trust had to be built among the students and the professor before the learner-centered paradigm was accepted.

Ultimately, the students demanded that more structure be provided. While the professor expressed concern that the demanded structure by the students was not consistent with the learner paradigm, the students stated that the nebulous expectations associated with the learning opportunities were far too risky for them to assume. Through this communication, the students taught the professor that introducing the learner-centered paradigm into a mainstream instructional paradigm institution requires compromise. The learning strategy process resulted. This process addressed both the students' need for less risk and the professor's need to remain learner-centered.

Essentially, the professor identified which learning opportunities (specifically discussed in the next section) students could complete and the students developed the course learning strategy and how each learning opportunity would be determined successful. Table 1 below provides the learning strategy for the compensation course. To reinforce the professor's learner-centeredness, a consensus decision-making model was honored. The professor had no more or less voice in the strategy development process than any other learner in the course. The strategy was not implemented until all learners voiced support for the strategic goals. The learning strategy process took approximately three class meetings before consensus was reached.

TABLE 1 THE LEARNING STRATEGY	
COURSE STRATEGY: To learn the content and process of compensation management, to apply to everyday life while meeting performance standards.	
LEARNING OPPORTUNITY	PERFORMANCE STANDARD
Personal Odyssey	<ol style="list-style-type: none"> 1. Number inquiries completed 2. Quality of response on strategic contribution
Learning Project	<ol style="list-style-type: none"> 1. Number of assigned exercises completed 2. Accuracy of information 3. Clarity of information
In-Class Activities	<ol style="list-style-type: none"> 1. Relation to course content 2. Strategic contribution 3. Peer and Professor evaluation

Inquiry Dialogue	<ol style="list-style-type: none"> 1. Extension of course content 2. Strategic contribution 3. Peer and Professor evaluation
Personal Assessments	<ol style="list-style-type: none"> 1. Accuracy of knowledge expressed

LEARNER-CENTERED ACTIVITIES

As individuals reflecting on our own experiences, we know that individuals learn in different ways, at different times, and through different mediums. If we accept that students learn differently, then developing courses with homogeneous learning environments can result in fewer opportunities for students to learn in their own way. To engage students of all learning capabilities, the professor developed multiple learning opportunities. Each opportunity provided all learners ways to achieve the strategic goals of the course. Students could participate in any of the opportunities resulting in a student portfolio of relevant work products by the end of the semester. Together, the learning activities required students to develop, use, and/or extend their writing, critical analysis, problem solving, oral communication, financial computation, strategic, and verbal persuasion skills. Because the learning activities were highly interactive, students could integrate any combination of skills to attain their learning goals. The interactive nature of these activities also provided students the ability to integrate information from any source such as other past or current courses, work, social, and personal experience, and their own intellectual interests. These aspects transition the course from the professor communicating knowledge to the student to a highly charged, thought provoking, intellectual inquiry. The following are the learning activities included in the Compensation Management course along with a description for each activity.

- Personal Odyssey -- This writing experience evolved throughout the semester with inquiries being continuously added. Any learner had the opportunity to post inquiries regardless of whether he or she was participating in this activity. Students who chose to participate in this activity responded to the inquiries throughout the semester. Students were not limited to writing only about the inquiries. They could include any information they perceived to be crucial to their learning experience. To culminate this activity, students wrote a summary reflection paper that explained how they had achieved the learning strategy for the course.
- Learning Project – The learning project consisted of multiple exercises that culminated in the completion of a compensation manual developed for a hypothetical organization. Students used a workbook that guided them through the process; however, students individualized the manual according to the compensation management knowledge they were learning. Students made decisions with limited expertise. Some students applied the knowledge they gained from work experiences while others used information found through their research efforts. Each student could customize his or her manual to emphasize the different components of a compensation system that supported the strategy he or she developed for the hypothetical organization.

- Dialogues -- Students also had the opportunity to explore a specific compensation topic not addressed within the textbook. Students led an interactive discussion with other learners about topic they investigated. Examples of dialogues delivered during the semester included research findings on teacher compensation, pay differentials between U.S. and Mexican workers employed by U.S. companies operating in border cities, and retirement account reporting regulations.
- In-Class Activities – Students led activities focused on reinforcing course content learning. These activities differed from the dialogues such that the dialogues reached beyond the textbook content while these activities reiterated the textbook information. The range of activities led by the students included Family Feud and Hollywood Squares games to prepare for exams, “What don’t you know” questionnaires to identify areas of learning that needed to be revisited, learning project exercises, and quizzes to assess learning progress.
- Personal Assessments – Verbal and written assessments were conducted throughout the semester. Assessments provided learners the necessary feedback on whether they were learning the course content to support the strategic goals of the course. Students were not required to participate in the assessments; however, most students did choose to participate in at least one verbal assessment. Additionally, one student who did not choose to participate in the assessments did observe the second verbal assessment and asked for feedback on her individual responses to the assessment items.

LEARNER-CENTERED EVALUATION MECHANISMS

A student-driven evaluation approach called a grading schema was implemented to reinforce the paradigm shift from instructor-imposed learning to learner-centeredness. The grading schema was designed to support both the learner-centered paradigm and the university’s grading policy. Appendix B represents a sample grading schema.

Each student decided which learning opportunities would be considered for evaluation and how important each opportunity would be in his or her final evaluation. Essentially, each student in the class could decide to be graded completely differently from anyone else in the class. Again, considerable trust and communication occurred over multiple meetings before students were able to accept the perspective that how they were evaluated was completely determined by their own interests and choices. Once the student completed his or her grading schema, no changes were allowed. This mandated structure was necessary to adhere to the university grading policies and to maintain fairness among all learners.

To maintain fairness among the students, each student had to allocate the same number of total points. All learning components were evaluated based on a predetermined number of points. For example, if a student chose to allocate the total 500 points to the Personal Learning

Odyssey, then his or her grade for the Odyssey would be worth five times its predetermined value of 100 points, the number of points his or her overall Odyssey contribution was worth. The grading schema worksheet calculated each student's final grade based on a percentage of evaluation points to individual points for each learning component the student chose to include in his or her grading schema.

Interestingly, as the semester progressed, several students chose to engage in learning opportunities that they did not originally include in their grading schemas for evaluation. For example, one student led all learners in an experiential exercise to help everyone understand a particular learning project concept more deeply. Yet, this student had not included the project or leading an in-class activity in her grading schema.

LEARNING OUTCOMES

During the course, the students and the professor expressed learning in a variety of ways. As the learning experience progressed throughout the semester, many changes in the learning focus and the pace of activities occurred, but the flexibility of the less rigid course structure provided opportunities to respond to the real-time learning that was happening. The lack of structure and the learner-centered focus actually provided students experience with uncertain environments giving them skills that are highly valued in the business world. By revising the curriculum of the compensation management course, the opportunity for students to determine their pace, focus, and interests provided them the ability to integrate their learning into their lives and position themselves onto a path of lifelong learning.

Oftentimes, the professor also found herself engaged in the real-time learning of being a teacher. The flexibility of the course allowed the students to question a compensation issue or voice the desire to research a topic in greater depth. These instances provided the professor opportunities to investigate answers and topics that were not originally included in the course content. Through these experiences, the professor was free to engage as a learner rather than as an instructor. The ultimate indication that a professor's theories-in-action are aligned is when he or she becomes a learner in the classroom rather than simply an instructor.

Beyond the individual learning that occurred for each of the compensation management course participants, teaching evaluation data support the positive effects of incorporating learner-centeredness into the classroom. Previously, when this compensation management course was originally taught under the instructional paradigm, the overall course evaluation score average was 6.67 on a 1-9 scale. The revised compensation course using the learner-centered paradigm received an overall score average of 8.36 on a 1-9 scale. Additionally, when asked whether the student learned a lot, the original compensation course average score = 3.92 on a 1-5 scale while the revised course average score = 4.45 on a 1-5 scale. Also, when responding to whether the instructor provides freedom to ask questions, students in the original course responded with an average score = 4.33 and the score for the revised course = 4.9 on a 1 to 5 scale. This anecdotal feedback does find that more positive learning outcomes occur when courses include a learner-centeredness approach. Students also provided qualitative feedback through the open-ended comment section of the end-of-semester course evaluations. Some of the student comments included:

- “This class in of itself was a learning experience for me. The Professor [sic] helped us individually to achieve many goals but also shared knowledge of compensation to obtain some real-life application.”
- “Most original class I have ever taken. I learned more in this class because of the unique presentation of the material. I was able to apply my knowledge and reinforce learning.”
- “It was nice to have the freedom to choose how we wanted to be graded – however it was also hard to get used to it. I thought the class strategy was a great idea because it made me think why during the dialogues, activities, journals which helped when working on the manual. The dialogues/activities were good – I felt I learned from them but maybe there should a limit to the # we can do because they took up a lot of time. The issue with time – I feel we did not have enough time to successfully complete the manual and learn the basics from the book. Either set up class so we’re learning how to do the manually or split the course into two semesters – one with textbook learning and one with manual application.”
- “The Professor [sic] knows the information and was always available to help us out when we had questions; new learning experience was interesting and offered a different value to the course.”
- “Love the grading schema – love ability to learn my way – allow me to grow as a student”

Another illustration of the power that learner-centered courses can have on students can be seen with how they are applying their knowledge within the workforce. Several students who took this compensation course during the Fall 2005 are now working paid compensation internships. One student is working with a compensation-consulting firm. Another student is directly responsible for conducting job analyses and writing job descriptions for a non-profit organization. A third student is involved in performance appraisal and compensation decision-making for a home healthcare organization. Each of these students engaged in the compensation course differently, yet each student credits the learning they experienced in the course as preparing him or her for the myriad of activities and decisions he/she is now performing.

REFLECTIONS

Every time a professor facilitates a course the opportunity for a learning experience can happen. As discussed in this paper, this compensation course was certainly no exception. Upon reflecting on the initial experience of including the learner-centered paradigm in this course, several new modifications are suggested. First, in reality, the semester timeline of the course caused some students to buy into the learner-centered concept before enough trust was built for their acceptance. Instead of requiring the grading schema to be determined by learners prior to engaging in learning components, a process that allows learners to submit a learning portfolio toward the end of the semester would accomplish the flexibility of learning more completely. Second, have all learners, including the professor, write a reflection essay describing their positive and negative experiences of the learning process and how they will continue their compensation management learning. Without this component, it is possible for the

learners who did not participate in the Personal Odyssey to end the course without addressing and implementing the course strategy. Third, an additional lab time focused specifically on the development and application of the learning project is needed. Much of the student feedback indicated that the traditional three-hour weekly class meeting was simply not adequate for this learning experience. The learning project is quite comprehensive. Providing a lab component to the course allows learners to fully engage in the hands-on application of developing a compensation system.

CONCLUSION

While a compensation management course was used to illustrate how a professor could incorporate the learner-centered paradigm, the nature of learner-centeredness can be implemented in any learning environment. The first step cannot be taken without the professor accurately assessing his or her own teaching and learning philosophy. Neall professors' espoused theory is consistent with the learner-centered paradigm. For those

REFERENCES

- Argyris, C., Putnam, R., & Smith, D.M. (1985). *Action science: Concepts, methods, and skills research and intervention*. San Francisco, CA: Jossey-Bass.
- Tagg, J. (2003). *The Learning Paradigm College*. Boston, MA: Anker Publishing Company, Inc.
- Weimer, M. (2002). *Learner-Centered Teaching*. San Francisco, CA: Jossey-Bass.

APPENDIX A

ST. MARY'S UNIVERSITY
SCHOOL OF BUSINESS AND ADMINISTRATION
HR4360 – COMPENSATION MANAGEMENT
LEARNING GUIDE
BEGINNING IN FALL 2005

FACILITATOR: Dr. Stephanie Ward **OFFICE:** Alkek 210
Assistant Professor **CLASSROOM:** Alkek 233

TELEPHONE: 436-3709 **FAX:** 431-2115 **EMAIL:** sward1@stmarytx.edu

OFFICE HOURS: **Whenever my door is open and**
Monday 9:00 a.m. – 10:30 a.m. & 3:00 – 5:00 p.m.
Tuesday 9:00 a.m. – 11:00 a.m. & 12:30 – 2:00 p.m.
Wednesday 9:00 a.m. – 10:30 a.m.
Thursday 9:00 a.m. – 11:00 a.m.
Also By Appointment

LEARNING SCHEDULE: **Everyday, every minute including directly with students on:**
Mon/Wed. 10:45 – 1:35
Mon/Wed. 6:30 – 9:15

REQUIRED TEXTS: Martocchio, J. 2004. *Strategic Compensation, 3rd Edition*, Upper Saddle River, NJ: Prentice Hall

Henderson, Richard I. 2003. *Exercise Book: Compensation Management in a Knowledge-Based World, 9th Edition*, Upper Saddle River, NJ: Prentice Hall.

ADDITIONAL MATERIALS: I highly encourage you to incorporate any books, articles, stories, personal experiences, and knowledge from your entire learning environment to share, explore, question, and expand the continuous learning process learning for all of us involved in this course.

LEARNING GOALS AND OBJECTIVES INITIATED THROUGH THIS COURSE:

Departmental:

1. All learners will be able to identify, define, and integrate compensation concepts with previous and future learning.

2. The compensation manual project will provide learners numerous opportunities to analyze characteristics of compensation scenarios and determine the appropriateness of their own decisions as compensation decision-makers.
3. By participating in discussion groups, learners will use their information technology skills to initiate study on various philosophies and ethics associated with current organizations and existing compensation systems.

School of Business and Administration:

1. All learners will study compensation theory, structure design, and system implementation to develop an understanding about current practices. This understanding will be integrated with each learner's existing philosophy to guide decision-making.
2. This learning opportunity will provide all learners with critical thinking, strategic thinking, oral and written expression, and information integration opportunities.
3. Through oral presentations and written requirements, learners can incorporate their knowledge and appreciation for clarity, accuracy, and professionalism.

LEARNING PREPARATION:

1. 60 hours of lower-level course work which includes MT1305 (Finite Math), MT1306 (Calculus for Business), AC2310 and AC2320 (Principles of Accounting I and II), and EC2301 and EC2303 (Principles and Problems of Economics)
2. Specific Prerequisites for this Course include a Junior Standing and HR3325W.

CATALOG DESCRIPTION OF THIS LEARNING OPPORTUNITY:

An examination of compensation systems that support and advance organizational strategy. Topics include, but are not restricted to the following: types of compensation, internal and external compensation equity (job evaluation systems), pay systems, performance appraisal systems, employee benefits, role of unions, contingent workforce considerations, budget management legal requirements, and new trends.

METHODS OF LEARNING:

Learning together will be facilitated with any opportunity related to our learning outcomes. These learning opportunities may include but are definitely not limited to discussions, experiential exercises, community projects, evaluations, and presentations. The learning that occurs for each of us may come in different ways at different times. The most important aspect of this experience is that our learning is relevant to increasing our own competence so that each of us can apply what we have learned in our daily lives.

NATURE OF THE LEARNING EXPERIENCE:

This learning opportunity is about traditional and new types of compensation, reward systems, labor costs, benefits, and administration. Current business issues and trends will be used to expand and integrate the textbook's perspective. Ultimately, this course is designed to facilitate learning and application about today's compensation practices used by compensation analysts into your overall educational experience.

If you are interested in human resources, management, or motivation, then this is the learning opportunity for you. This is will not be an experience where you enter, sit, listen, and leave. This opportunity will be interactive, mobile, and thought provoking. You will have several hands-on experiences that solidify your understanding about implementing, administering, and evaluating compensation systems used in organizations. You will be working for your entire future. In fact, you are working now whether you are receiving money or not. What you learn will be relevant regardless of whether you become a compensation analyst or not simply because you are a working individual.

LEARNING POLICIES:

- 1. Attendance and Tardiness:** Please see attached policy.
- 2. Academic Honesty:** Please see attached policy.

LEARNING ASSESSMENT:

Your progress in this learning opportunity will be assessed based on the learning goals established by yourself and the facilitator. You will develop a learning portfolio that will be used to determine your learning successes and failures. Remember, a failure is really the greatest opportunity for learning. We will constantly revisit concepts and experiences until learning mastery has occurred. Sometimes you master learning a concept or an experience quickly and other times you may find that considerable effort is needed multiple times before you believe you have mastered your learning. This process will be an on going, relationship building experience where we will all engage in exploring, questioning, expanding, and developing our knowledge. The point of this learning opportunity will

be to take what you remember about business and society concepts and apply that learning to compensation specifics so that you will know how to apply and implement compensation strategy throughout the remainder of your work life. Because our university uses a grading system to facilitate evaluation of student learning, we will incorporate the grading system into this learning experience. However, you will have an integral role along with your professor in establishing the appropriate evaluation system for your learning. We will meet individually at the beginning of the semester to develop your grading schema. An example of the grading schema is attached to the end of this learning guide.

LAST DAY TO DROP WITH AN AUTOMATIC “W”: NOVEMBER 4, 2005

LAST DAY TO DROP: NOVEMBER 16, 2005

THE LEARNING PORTFOLIO:

This learning experience will be demanding and complex. You will need to be proactive and responsible for your learning. You will exponentially increase your learning potential by preparing before you join in each opportunity. This preparation will enable you to more fully engage in our learning activities. Asking questions will increase your comprehension. I highly encourage you to probe and entertain critical thoughts beyond our classroom walls.

Every learner’s ability is unique to him or herself. Success is based on how well you use your own learning style. Each person has something unique to contribute. Let’s challenge each other and ourselves by deeply engaging in this cooperative learning environment. You will also want to utilize any and all learning resources -- textbook, exercise book, peers, outside information, professor, etc. -- to not only achieve your learning goals but to also accurately integrate your knowledge into your work. Each of the following opportunities has been designed to promote your learning and expand your repertoire of skills.

Personal Learning Odyssey:

Each person will embark on a learning odyssey that will consist of assessing and understanding your existing knowledge, learning philosophy, learning outcomes, and learning comprehension. We will all be visiting and revisiting these ideas and concepts about what does it mean to be a learner, how am I a learner, what am I learning and not learning, where can I learn more, and how can I use my learning. Through this process, each of us will be able to comprehend our role in this learning experience and engage in a deeper exploration about how compensation impacts society, organizations, and ourselves. To facilitate your odyssey, each learner will have access to either Blackboard or a

paper notebook to record your odyssey events. You may choose to incorporate your odyssey learning into your grading schema.

Personal Learning Project:

You will engage in the role of a compensation specialist for a hypothetical company, Olympia, Inc., during this semester. You are responsible for designing a complete compensation manual for Olympia, Inc. that ultimately meets the organization's strategic goals. This learning experience will be facilitated via assignments from the exercise book and accompanying software. Additionally, you should not limit yourself to only these resources. Other sources of information such as 10K reports, Internet sites, public data, Bureau of Labor Statistics, Statistical Reference Index, etc. can greatly add to the quality of your learning experience. In keeping with the spirit of our learning environment, you will be responsible for setting your own schedule for competing this project. A suggested schedule is included in the learning agenda included at the end of this learning guide. However, you may facilitate the completion of your manual to accommodate your style, comprehension, and personal commitments. Ultimately, each learner will need to submit a completed manual to the professor no later than the end of class on Monday, November 28th, 2005.

Unfortunately, projects submitted after the deadline will not be evaluated. My rationale is really very simple. If you have worked very hard throughout a learning experience, then you should also receive a thorough evaluation of your learning successfulness. The deadline was determined to offer each learner the most possible time for completion while also providing the professor with ample time to evaluate your efforts. Therefore, to successfully fulfill our commitments to this learning opportunity, all learners without exception must adhere to this deadline.

You may choose to include this project into your grading schema. This project will be the culmination of multiple exercises throughout the semester. Of course, we will be discussing the project during our learning experiences. If at any time, you would like to explore your learning about this project with me directly, please let me know. The final evaluation of the project will be based upon the quality, completeness, and adequacy of your overall compensation plan's ability to attain the goals of Olympia, Inc.

Personal Learning Activities:

During this learning experience, you will have the opportunity to facilitate several different types of activities during class. Each learner, including the professor, will initiate multiple learning activities during our learning opportunity times together. These activities will be introduced during class

time to facilitate everyone's learning and application of the concepts. In-class activities might include quizzes, muddy points, question debates, one-minute papers, exercises, group work, etc. These activities should be experiential in nature but do not need to be limited to the textbook or our classroom. While we will spend some time in class exploring and questioning the content of the textbook, the majority of our time together will consist of activities that spark dialogue about the course content. These activities are an opportunity for you to personally shape the learning experience that we will be experiencing. In other words, you have the ability to influence what we learn, how we learn, and why we learn.

You may choose to include these activities in your grading schema. We will develop an activities schedule throughout the semester. Evaluation of your learning activities will be based upon each activity's relevance, contribution, importance, and timeliness to the ongoing course content discussion.

Personal Dialogue:

To extend our learning of compensation and to gain a sense of the complex compensation issues existing for today's organizations, each learner will engage in leading a dialogue opportunity. The focus of each dialogue opportunity will be focused on a current compensation topic. At the beginning of the semester, we will develop a list of topics that can be used to facilitate dialogue opportunities. You may lead your dialogue using a variety of mediums. Some examples might be a presentation, a group discussion, a game, a simulation, etc. Obviously, since this opportunity centers around creating dialogue you will need to verbally lead and engage all other learners throughout this opportunity. This learning experience will help extend your current presentation skills. You may include this opportunity in your grading schema.

Personal Assessment:

You will have three opportunities to indicate your mastery of the course content. Your first two assessments will include all learning that has occurred about the course content included in the textbook, dialogue, and activities. In other words, you will have the opportunity to indicate your mastery of any learning that has occurred. Each of these assessments will occur via verbal questions asked by the professor of each learner during one of our designated meeting times.

Additionally, you will have the opportunity to integrate your entire learning experience with a written assessment. Each learner will submit to the professor questions that they would be interested in examining. The

professor will then provide the final questions used to assess each learner's mastery over all learning (content, dialogue, activities, odyssey, project, etc.) that has occurred. For graduating seniors, written assessments must be submitted no later than the end of class on Wednesday, December 7th, 2005. For non-graduating seniors, written assessments must be submitted no later than ? As with the submission deadline for the project, no written assessments will be accepted after the deadline.

APPENDIX B

The Grading Schema

STUDENT NAME: Example Student Schema
 STUDENT I.D.:
 COURSE : HR4360 - COMPENSATION
 MANAGEMENT
 DATE:

	MINIMUM	EVALUATION	GRADING	ALLOCATION	GRADING EXAMPLE:			
	POINTS	POINTS	SCHEMA	DIFFERENCE	EARNED POINTS	%ALLOC	FINAL POINTS	
Personal Learning Odyssey	0	100	100	0	80	100%	80	
Personal Learning Project	0	100	75	25	75	75%	56.25	
Personal Learning Activities	0	25	25	0	20	100%	20	
	0	25	25	0	20	100%	20	
	0	25	25	0	25	100%	25	
	0	25	25	0	0	100%	0	
Personal Learning Dialogues	0	25	50	-25	25	200%	60	
	0	25	50	-25	25	200%	60	
	0	25	0	25	0	0%	0	
	0	25	0	25	0	0%	0	
Personal Assessment								
	Verbal #1	0	25	20	5	25	80%	20
	Verbal #2	0	25	20	5	20	80%	16
	Written	0	50	85	-35	35	170%	59.5
TOTAL POINTS		500	500	0	360		416.75	

Comment [SW1]: Each learner will complete the grading schema column.

By signing below, I agree to the above grading schema which I voluntarily choose for this course. I understand that each of the above components will be assessed a grade value based on my choices above. I also understand that this grading schema will not

be changed by either the professor or myself for any reason at any time during the remainder of this Fall 2005 semester.

FINAL COURSE GRADE 0.8335

FINAL LETTER GRADE B-

Date: _____

Student Signature: _____