

LEARNING TO WORK: WORKING TO LEARN

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Our Project

- This Lighthouse project set out to develop the capacity and capability of key faculty academics to design and deliver a coordinated approach to enhancing graduate employability through the development of scaffolded curriculum initiatives.



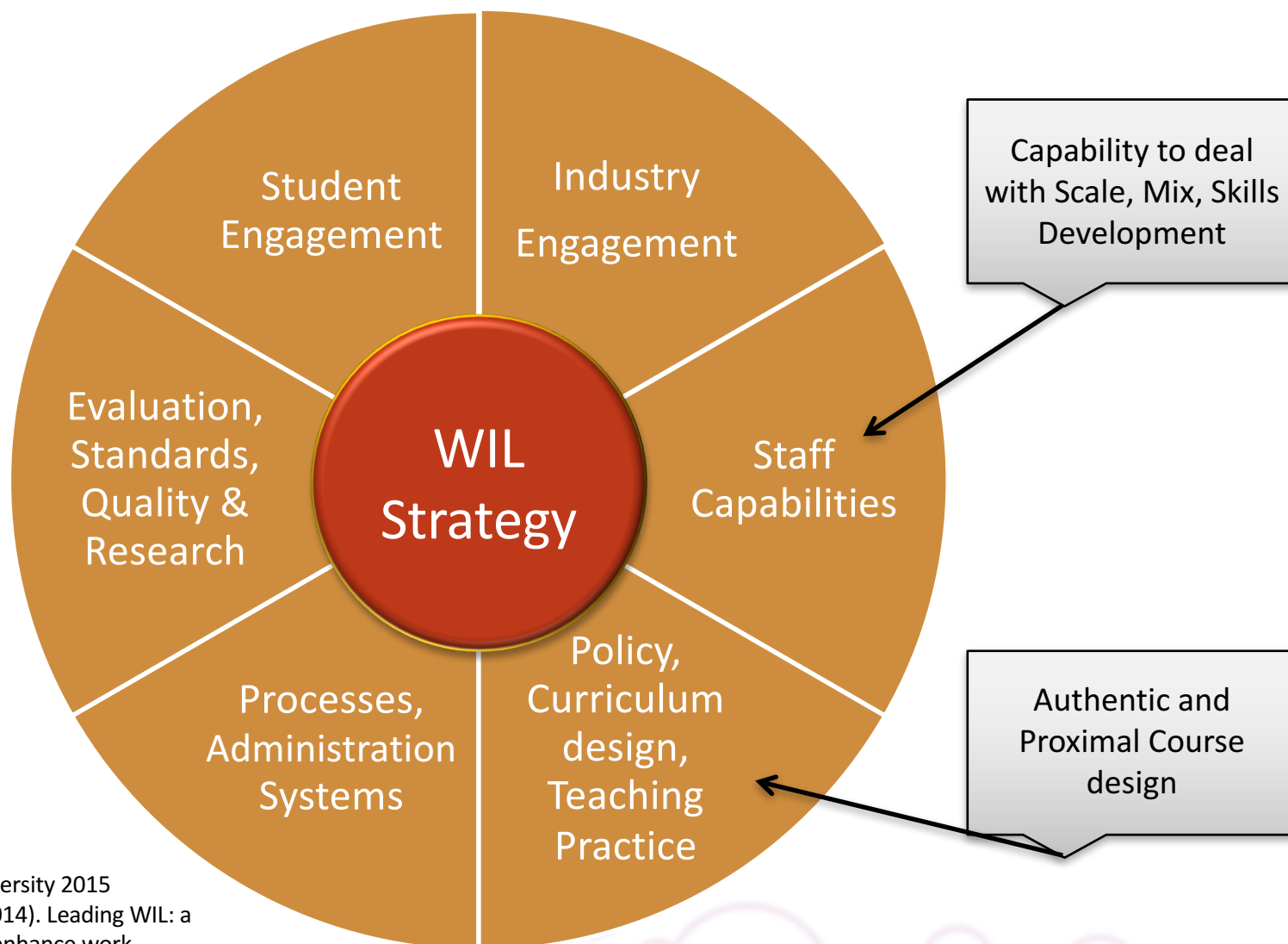
Our Goal



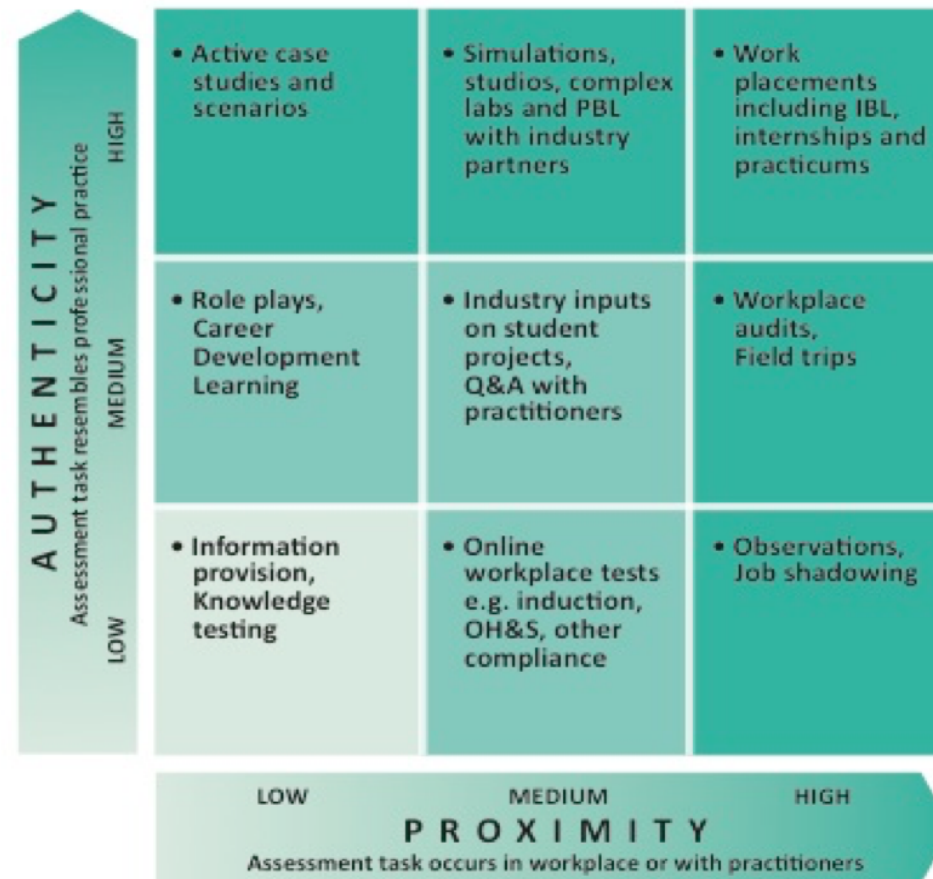
- Our intention in this project was to develop course directors so that they could understand, and implement within course curriculum, a range of WIL opportunities that students value and use to find employment, either within their discipline or outside their chosen discipline.
- By end of 2019, we will build into curriculum intentional student learning experiences that provide outcomes to enhance graduate employment outcomes.



Our focus



Our framework



Kaider, F., Hains-Wesson, R., Young, K. Deakin 2015
 Adapted from Beverley Oliver

Project Outcomes (so far)



What's WIL

- Intentional learning activities that expose students to authentic & proximal opportunities to help develop the transferable skills for employment, further education and active participation in their community.
- WIL activities should seek to provide students with the opportunity to learn how to apply specific discipline knowledge, skills & practice in the workplaces of the future

Building capacity/capabilities

- Dealing with scale, mix and skills
 - Focus on non-placement WIL ensuring that course directors understand the breadth of WIL
 - Bring industry on-campus: career events, showcases and exhibits, projects for industry, interview practice
 - Embed WIL opportunities into existing learning activities
 - Link graduate outcomes to authentic assessment activities
 - Prepare students through scaffolded opportunities and activities

Capacity is enhanced through belonging

- Stay in close and frequent contact with members to drive subtle and then pivotal changes through good practice and scholarship.
- Allow individual experts to be innovative in their contextualised curriculum – space for creativity and trying things is needed.
- Working effectively together in an informal steering group, not because we have to, but because the sharing is of direct benefit to all as practitioners.
- Mapping is a frustrating and flawed process: we map interpretations not outcomes.

Authenticity/Proximity

- Identification and development of case studies for each cell in our framework.
 - Example:
 - Raylene Cooke
- https://video.deakin.edu.au/media/t/0_ob5k504p



Industry relationships

- What motivates employers?
 - Talent pipeline builder/identifier
 - Completion of new and backburner projects
- What don't employers like?
 - Low ROI from short term placements
 - Lead time to recruit
 - Inflexible start time
 - Cumbersome legal paperwork
 - Weak students

Other outcomes

- Me in I Minute
 - <https://blogs.deakin.edu.au/meinaminute/>
 - Students write script in Year 1
 - Students update and deliver in Year 3
 - Example:
https://youtu.be/9vxl3y_ISs4
- Explaining VWIL to academics
 - https://video.deakin.edu.au/media/t/0_v6a4dvzd
- Faculty VWIL website
 - <http://www.deakin.edu.au/students/faculties/sebe/work-integrated-learning>