A decorative graphic on the left side of the slide, consisting of several thin, curved, light brown lines that sweep upwards and to the right, and a solid red arrow pointing to the right, partially overlapping the lines.

# Lifelong learning for a dynamic global workplace: Constraints and opportunities of WIL assessments

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# National Context

- National WIL Strategy
- UA Audit and National Reference Group
- Measuring graduate outcomes: employability
- Employer feedback
- TEQSA – Third Party Providers, Course Design, Risk Management
- Higher Education Standards Framework
- ATN National WIL Working Party
- ATN grants – national funding
- Educational Services for Overseas Students (ESOS)

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Dynamic future:

How have these industries changed over the last decade?

- Retail
- Information technology
- Music
- Communication/media



# Workplace dynamics

- Career paths: multiple jobs, different careers
- High percentage (40 %) graduates start their own business
- Start ups are the largest contributor to job creation in Australia
- Working with complexity and uncertainty
- In one year, more knowledge generated than in previous 5000 years
- Fourth industrial revolution

# Employers are seeking

- Initiative
- Creativity and innovation
- Effective networking
- Collaboration and autonomy
- Self-motivation and proactivity
- Positive problem-solving
- Communication
- Flexibility/agility
- Ability to work in diverse contexts
- Ethical and professional behaviour
- Resilience
- Affective attributes





# The nature of the world of work

- Requires engagement of others
- Unpredictable
- Multi-disciplinary
- Context dependent
- Blurred boundaries
- Lifelong learning
- Personalised learning experiences



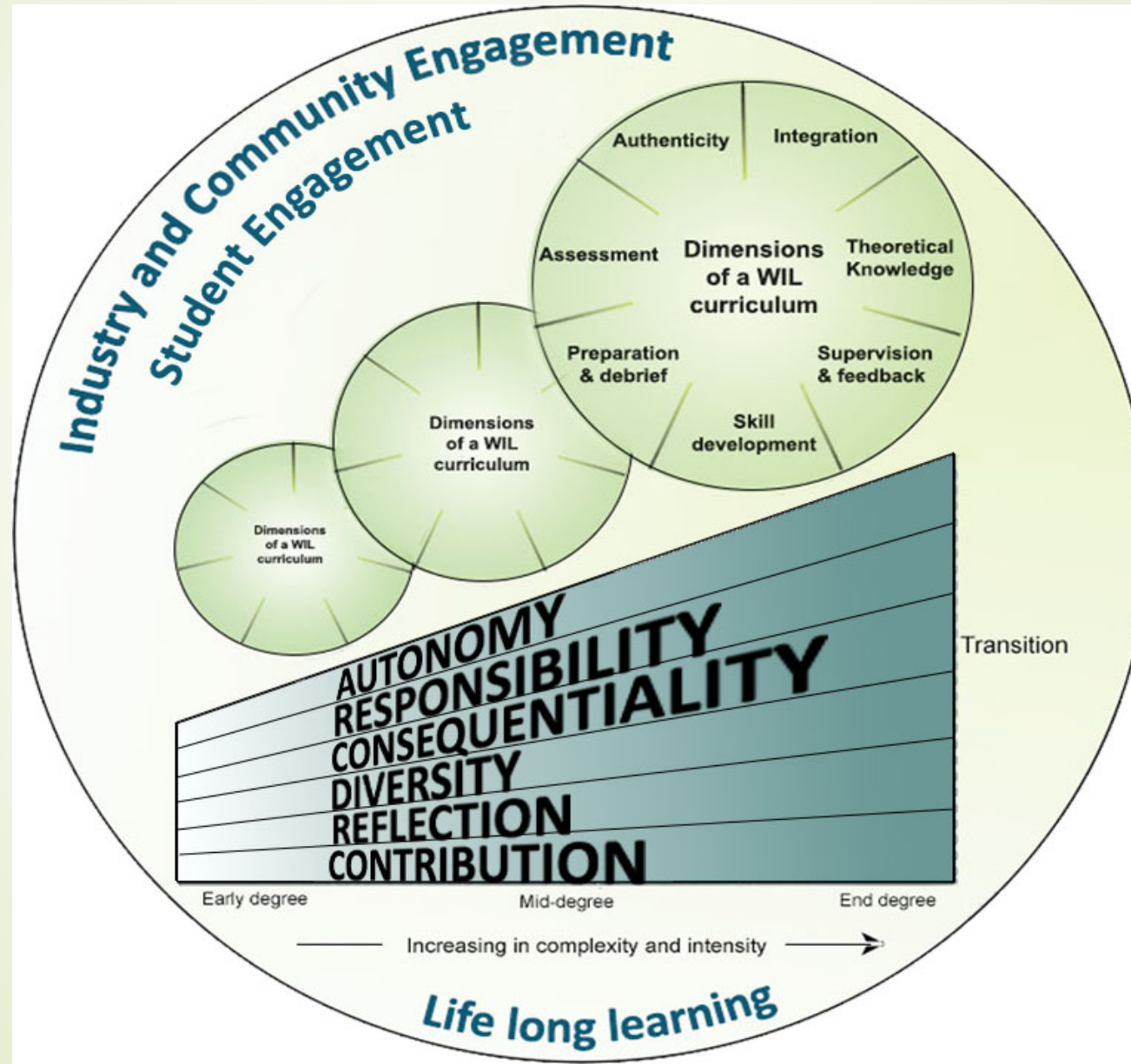
# What is WIL?

The integration of the knowledge of the discipline  
... with the practice of the real-world

A large, solid green circle containing the text "Work Integrated Learning" in a black, sans-serif font, centered within the circle.

Work  
Integrated  
Learning

# WIL Curriculum in Action





## Learning Outcomes should be:

- Active: Describes what students do
- Engaging: Students want to do it, see the relevance
- Comprehensible: Students know what it means
- Appropriate: Relevant to goals, career
- Scaffolded: Connected to other subjects
- Assessable: It is clear when it has been achieved
- Visible: Appears in relevant documentation

# Authentic Assessment

- Tasks designed to reflect real world scenarios (Shavelson, Klein, & Benjamin, 2009)
- Engaging and worthy problems of importance in which students must use knowledge to fashion performances effectively and creatively (Wiggins, 2009)
- A form of assessment in which students perform real-world tasks that demonstrate meaningful application of essential knowledge and skills (Mueller, 2012)

# Authentic Assessment Indicators: developmental

- Active engagement in real world scenarios
- Active engagement with authentic audience
- Level of responsibility
- Making a contribution
- Reflection and evaluation of performance
- Input from partners
- Professional autonomy
- Diversity of settings
- Connection to values – ethical practice



# Comparing traditional and authentic assessment types

(Adapted from Mueller, 2012)

<b>Traditional</b>	<b>Authentic</b>
<b>Selecting a response</b>	Performing a task
<b>Contrived</b>	Real-life
<b>Recall/recognition</b>	Construction/application
<b>Teacher-structured</b>	Student-structured
<b>Indirect evidence</b>	Direct evidence
<b>Convergent assessment</b>	Divergent

# Judging student proficiency

- Bands of competency/proficiency
- Levels and standards of performance
- Assessor/s
- Descriptors
- Weighting of assessments and criteria
- Level of thinking (AQF)
- Maximum feedback opportunities



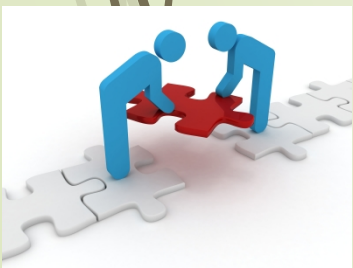
# Standards of Performance

- Unsatisfactory\*Needs Improvement\*Meets Expectations\*Exceeds Expectations
- Unsatisfactory\*Satisfactory\*Credit\*Distinction
- Unsatisfactory\*Borderline\*Acceptable\*Excellent
- Unacceptable\*Acceptable\*Good/solid\*Exemplary
- Developing\*Functional\*Proficient\*Advanced
- Unacceptable\*Developing\*Accomplished

## Activity

➤ Ponder on a personal powerful learning experience

- ❖ What did you learn?
- ❖ What was it like?
- ❖ Where did it happen?
- ❖ How did it happen?
- ❖ What made it powerful?



# Learning from Failure

- It is fine to celebrate success but more important to heed the lessons of failure. (Bill Gates)
- Failure should be our teacher, not our undertaker. Failure is delay, not defeat. It is a temporary detour, not a dead-end. Failure is something we can avoid only by doing nothing, saying nothing and being nothing. (Denis Waitley)
- By three methods we may learn wisdom: First, by reflection, which is noblest; second, by imitation, which is easiest; and third by experience, which is the bitterest. (Confucius)

# Student Responsibilities

Partners in their learning and progression

# Networks

- Take every opportunity to build and strengthen networks
- Use networks to extend 'knowledge flows'
- Capitalise on community networks in addition to industry networks
- Source mentors in relevant networks





# Confidence, clarity and curiosity

- Be self-aware
- Develop a career vision rather than a career plan
- Seek challenges
- Explore career options
- Identify actions to reach aspirations
- Commit to life-long learning
- Research careers and pathways



## Creating a portfolio

- Collect samples of work that evidence your work and experience
- Gather references and testimonials
- Maintain recollections of rich learning experiences
- Store awards, certificates and other forms of recognition
- Be responsible in the digital space



# Digital footprint

- A digital presence is imperative
- The interface between student and industry and community
- Repository to showcase skills
- A flexible, adaptable and current portal
- Promotes lifelong and life wide learning
- Holistic view of a person – the complete person
- Incorporates both formal and informal experiences
- Helps to build future



# Benefits of WIL partnerships

- Currency of curriculum and student learning
- Enriched scholarship, research and innovation
- Enhanced work-readiness of graduates
- Creation of effective relationships
- Leveraging connections that enable exchange of knowledge and learning
- Acting responsibly to community needs and building stronger communities
- Sharing of resources, skills, knowledge and funding
- Strengthened social, cultural and human capital
- Building a shared sense of commitment and responsibility
- Establishing mutually beneficial and sustainable partnerships
- Respect and acknowledgement of partners



# Emerging Features

- Multi disciplinary
- Flexible (length, place and space)
- Multi sector
- Community
- Entrepreneurial elements
- Co-designed with industry
- Engagement of alumni
- Rise of brokers/ third parties
- Scalable and sustainable



# Professional Identity

- Educational experiences designed to enhance the understanding of 'self' and professional identity
- Multiple factors that influence one's sense of professional identity
- Shapes how an individual approaches career (aspirations) and develops over a life time
- Constantly re-imaging as successes and setbacks impact
- Two characteristics: Awareness of one's own identity and flexibility to adapt and transfer skills to unfamiliar contexts (Hall, 2002)
- Definition: "the relatively stable and enduring constellation of attributes, beliefs, values, motives, and experiences in terms of which people define themselves in a professional role" (Ibarra, 1999. pp 764-765).



# Opportunities

- Flexibility and agility
- Alignment with industry/community, university and student expectations
- Motivating and engaging students
- Broker, develop and extend partnerships
- Work ready graduates
- Development opportunities for staff (dual roles)
- Research capabilities

# Challenges

- Securing ongoing funding to sustain, monitor and update governance processes and documentation
- Managing industry/community partnerships across the University
- Maintaining existing partnerships
- Maintaining currency of resources, research and website
- Reward, recognition and workload for staff
- Designing and delivering professional development for staff
- Competing agendas
- Capturing student satisfaction with WIL experiences
- Reporting

# Themes in graduate feedback

- University is theory focussed, not practical
- The degree is perceived as a 'ticket'
- Content driven – don't remember but that is okay, don't have to
- Assessment focussed, lots of assignments and exams
- Passive learning, not active
- Interaction/feedback with teaching staff most valuable but not frequent
- Industry engagement changes thinking
- Mentors and role models essential





# Where there is WIL there is a way but remember:

- Flexibility is key given the context-dependent nature of WIL
- Cater to diversity
- Professional learning and engagement is integral to institutional capability
- Inclusive WIL for students
- Individual capacity differs
- Shared understanding and agreed definitions
- Curricular or co-curricular or combination
- Delegation of responsibilities and ownership
- Acknowledgement and recognition for staff
- Resourcing







<https://www.youtube.com/watch?v=PcZg51ll9no&t=30s>

# Questions and comments

By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by imitation, which is easiest; and third by experience, which is the bitterest.

## Confucius

Challenging creative minds beyond the known is the driving force behind the collaboration between educational institutions and industry. The 21<sup>st</sup> Century workforce needs progressive minds who see beyond the here and now.

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<https://www.criterionconferences.com/blog/tertiary-education/partnerships-productivity-designing-implementing-wil-stem-disciplines/>