SHOWCASE

Exploring the complementary roles of academics and host supervisors in debriefing for student learning

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Unlike ‘traditional’ courses, work integrated learning (WIL) requires the involvement of both academics and a supervisor from a partner organisation to promote student learning. Its success relies on the effective interaction between universities and partner organisations (Orrell, 2011), underpinned by a shared understanding of the meaning and purpose of WIL (Peach et al., 2012). Recent research shows academics and host supervisors undertake complementary and differing roles in WIL (Winchester-Seeto et al., 2013).

Debriefing is considered ‘critical’ to WIL experiences (Shinnick et al., 2011) as it helps students create links between the classroom and real world settings, and improves their employability skills (Coll et al., 2009). Research on its use in WIL is, however, limited. Little is known about what approaches to debriefing are most effective for particular learning outcomes or the potential value to learning when academics and host supervisors employ complementary approaches.

This Showcase will explore complementary and differing roles of academics and host supervisors in debriefing. Specific questions include: What is the purpose of debriefing in WIL? When is debriefing used? What are the most effective approaches to debriefing for particular learning outcomes? How can academics and hosts most effectively and collaboratively work together to maximise student learning outcomes?

REFERENCES


