

WIL @ Deakin: Typology and Course Scaffolding

ACEN, Victoria-Tasmania Branch
February, 2016



TODAY'S PRESENTATION

1. WIL@Deakin definition
2. Expanded framework
3. Typology of authentic assessments
4. Authentic assessments scaffolded across a course

WIL @ DEAKIN: DEFINITION

...includes **any** learning task or experience that is:

- authentic (resembling what is expected of new graduates) and/or
- proximal (in relation to physical or digital workplaces, and professionals) ...



WIL @ DEAKIN: DEFINITION

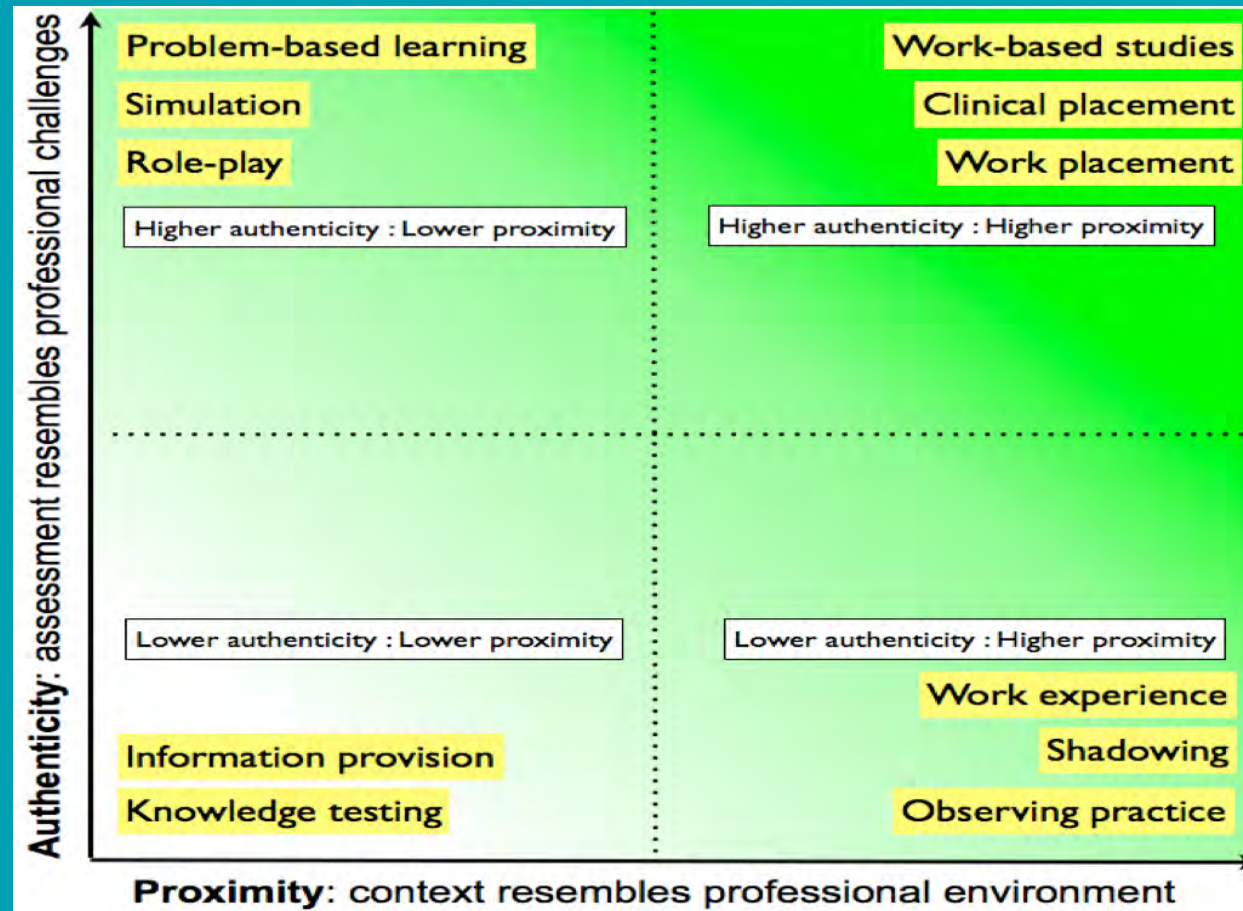
... for the development of graduate employability and career transition

(Oliver, 2015,

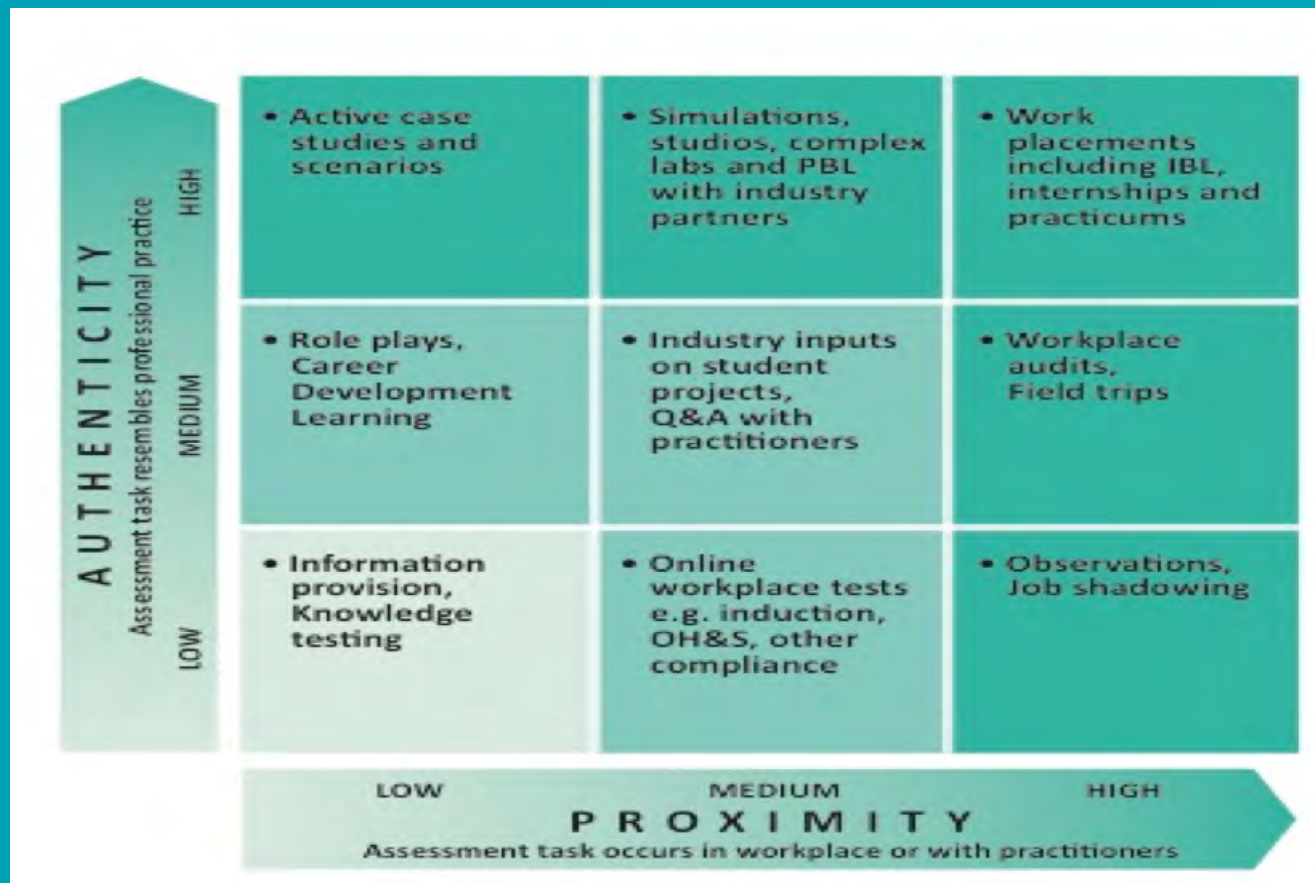
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DEAKIN'S INITIAL WIL FRAMEWORK



.EXPANDED WIL FRAMEWORK









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WIL TYPOLOGY

Table I: Typology of Authentic Learning Activities and Assessments

INTRODUCTORY WIL	2nd & 3rd YEAR WIL	WIL PLACEMENTS
<p> High Authenticity Low Proximity</p> <ul style="list-style-type: none"> • Simple simulations (online or live) without industry involvement • Case studies without industry involvement • Studios without industry involvement • Authentic simulation such as full lab/prac/design work with multiple responsibilities and contingencies but without industry involvement <p> Medium Authenticity Low Proximity</p> <ul style="list-style-type: none"> • Role plays without industry involvement • Career Development Learning activities such as composing resumes, job search activities, interview practice <p> Low Authenticity Medium Proximity</p> <ul style="list-style-type: none"> • Workplace checklist • Film or video of workplace or work practices (with permission) • Examination of workplace policy <p> Lower Authenticity High Proximity</p> <ul style="list-style-type: none"> • Job shadowing with minimal or no tasks <p>Observation of workplaces or work practices without detailed reporting</p>	<p> High Authenticity Medium Proximity</p> <ul style="list-style-type: none"> • Complex simulated face-to-face workplace environments with industry involvement such as moot courts; extensive role play simulations • Comprehensive simulated online workplace environments with industry involvement such as Lolesia and Bilby • Studios or practice clinics with industry involvement e.g. design studio or performing arts studio working with the industry and community; or allied health clinics staffed by students with industry supervision • Laboratory days in which students plan, design, set-up and conduct experiments alongside multiple responsibilities and contingencies... and which involves industry • Projects for organisations e.g. individual or student teams undertake consulting projects for industry personnel • Problem-based learning with/in organisations e.g. students work on solutions for real problems for real clients, similar to above • Community-based projects similar to industry projects, but with the involvement of not-for-profit/community sector • Capstone units in which students undertake a significant work-applied project for an organisation, similar to problem-based or project-based learning but integrating key learnings of whole course in analysis and reporting 	<p> High Authenticity High Proximity</p> <p>Work placements of various types, which can take place in any year, or at times, all years:</p> <ul style="list-style-type: none"> • Internships, practicums, co-op years, clinical placements, Industry Based Learning (IBL) • Industry-based (or community-based) projects undertaken in the workplace for a nominal period of time but not a formal placement. Includes industry supervision or feedback • Work Based Learning (WBL) where students are employed in an organisation and specifically fashion their studies around their work with University authorisation and guidance • Service learning where students undertake voluntary work in the not-for-profit sector and which is formally integrated with their studies

WIL TYPOLOGY

	<p> Medium Authenticity High Proximity</p> <ul style="list-style-type: none">• Workplace audits with involvement by industry• Job shadowing and undertaking of selected tasks with input from industry/sector• Field trips and work observations with direct interaction with industry resulting in analysis and reporting	
	<p> Medium Proximity Medium Authenticity</p> <ul style="list-style-type: none">• Q and A with industry in which students prepare, fully participate and integrate responses into assessment• Industry feedback on student work/presentations which students integrate into assessment• Input or feedback from industry on real case studies or industry projects• Mentoring by industry of student groups/individual students with ensuing student reflection	

(developed by Friederika Kaider, Rachael Hains-Wesson and Karen Young)

SCAFFOLDING WIL

Scaffolding authentic assessments across course:

- Discipline-specific authentic assessments
- Career Development Learning authentic assessments
- Aligned with Deakin Graduate Learning Outcomes (graduate capabilities)

SCAFFOLDING WIL ACROSS A COURSE- YEAR 1

	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
YEAR 1	<p>Students set up Folio, ePortfolio, Blog</p> <p>Guest speaker from industry/sector. Students prepare questions and analyse guest responses in relation to discipline topic/ project.</p> <p>DGLO 1 Knowledge 4 Critical Thinking</p> <ul style="list-style-type: none"> • Self-Profile • Goal setting to identify career and personal goals. • Knowledge, Skills and Abilities audit identifying experience and skills relevant to chosen field. • Inventory of DGLOs to identify skill level at beginning of course. <p>DGLO 3 Digital Literacy 6 Self-Management</p>	<p>Students document learning journey and evidence of skills development in Folio.</p> <p>Fieldtrip for observation. Students note and analyse observations.</p> <p>DGLO 1 Knowledge 4 Critical Thinking</p> <ul style="list-style-type: none"> • Identification of preferred learning style. • Reflective exercise to match learning style with strategies to maximize studies. • Market survey of career options from reputable employment sites. • Examination of jobs ads in sector/industry. • Identification of gaps in Knowledge, Skills and Abilities and development of an action plan to address these. <p>DGLO 3 Digital Literacy 6 Self-Management 8 Global Citizenship</p>	<p>Students document learning journey and evidence of skills development in Folio.</p> <p>Students analyse industry/sector case study and present summary face-to-face or online.</p> <p>DGLO 1 Knowledge 2 Communication 3 Digital Literacy 4 Critical Thinking</p> <ul style="list-style-type: none"> • Identification of strengths and limitations of communication in oral presentations. • Reflection on feedback from peers and teacher and development of strategy to improve presentation technique. <p>DGLO 6 Self-Management</p>



SCAFFOLDING WIL ACROSS A COURSE- YEAR 2

	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
YEAR 2	<p>Students document learning journey and evidence of skills development in Folio.</p> <p>Students interview industry/sector personnel as part of discipline topic/project.</p> <p>DGLO</p> <ul style="list-style-type: none"> 1 Knowledge 2 Communication 4 Critical Thinking <p>• Reflection on changes in past year to knowledge, skills and abilities. Plan for further improvement.</p> <p>• The interview with the practitioner could also be part of CDL with students reflecting on interviewee's responses. Students could assess their interest and match to position or organization.</p> <p>DGLO</p> <ul style="list-style-type: none"> 6 Self-Management 	<p>Students document learning journey and evidence of skills development in Folio.</p> <p>Students participate in an online simulated industry/sector scenario. Feedback provided by industry representative.</p> <p>DGLO</p> <ul style="list-style-type: none"> 1 Knowledge 4 Critical Thinking 5 Problem Solving <p>• Students assess their performance in a virtual team. They can also critique the team's use of technology for collaboration.</p> <p>DGLO</p> <ul style="list-style-type: none"> 2 Communication 3 Digital Literacy 7 Teamwork 	<p>Students document learning journey and evidence of skills development in Folio.</p> <p>Students work in a team on problem-based project based on industry/sector situation.</p> <p>DGLO</p> <ul style="list-style-type: none"> 1 Knowledge 4 Critical Thinking 5 Problem Solving 7 Teamwork <p>• Students evaluate self and peers' performance in team, assessing process as well as product/outcome. Reflection on self and peer feedback.</p> <p>DGLO</p> <ul style="list-style-type: none"> 6 Self-Management 7 Teamwork

SCAFFOLDING WIL ACROSS A COURSE- YEAR 3

	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
YEAR 3	<p>Curation of evidence of DGLO development in Folio.</p> <p>Students conduct a comprehensive workplace audit, including interaction with personnel, and analyse in terms of discipline principles.</p> <p>DGLO 1 Knowledge 4 Critical Thinking</p> <ul style="list-style-type: none"> Students review how they are tracking on advancing their DGLOs. Curation of evidence of DGLO development in preparation for placement and job search. Reflection on how to effectively communicate across different organizational and ethnic cultures and with different stakeholders. <p>DGLO 2 Communication 6 Self-Management 8 Global Citizenship</p>	<p>Curation of evidence of DGLO and disciplinary skills development in Folio.</p> <p>Students develop a strategic or implementation plan in response to an organisational scenario for organisational representatives.</p> <p>DGLO 1 Knowledge 2 Communication 4 Critical Thinking 5 Problem Solving</p> <ul style="list-style-type: none"> Students assess own and peer performance on presentation with emphasis on technique, communication and professionalism. Behavioural interviewing practice. <p><i>Deakinopolis interview techniques and group work resource:</i> http://www.deakin.edu.au/arts-ed/creative/writing/deakinopolis/Deakinopolis.html</p> <p>DGLO 2 Communication 6 Self-Management</p>	<p>Folio to include job-ready package of resume, cover letter, evidence of DGLO, disciplinary and other skills development.</p> <p>Capstone Unit comprised of significant project to address real organisational problem, involving industry/ community for briefing and/or feedback.</p> <p>DGLO All 1 2 3 4 5 6 7</p> <ul style="list-style-type: none"> Graduate Career Preparation Employment of job search skills to identify placement/internship or future job opportunities Update of resume in light of knowledge and skills developed throughout course and as evidenced in Folio. Preparation of cover letter for the position, including evidence of skills from folio <p><i>JobShop's Online Career Preparation Modules and other support.</i></p> <p>DGLO 2 Communication 3 Digital Literacy 6 Self-Management 8 Global Citizenship</p>



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