Authentic Assessment in Work Integrated Learning

Associate Professor Elspeth Frew
Department of Management & Marketing
La Trobe Business School
Name of subject: Experiential Learning Project

- Part of the Bachelor of Business degree
- BBus (Tourism and Hospitality)
- BBus (Event Management)
- Industry placement for academic credit (unpaid)
- 100 Hours
- Work undertaken – project or operationally based
La Trobe University Graduation Ceremonies

Examples of Internships
Faculty Prize Giving Ceremony
Awards Night and Gala Dinner for high achieving students
A fund raising event which celebrates “eskies”
Primary School Fair to raise funds for the school
Royal Melbourne Show
Experiential Learning Project

• Assessment – Report, Reflective Portfolio & Presentation

In the Report students:

• Provide a background to the organisation and their role
• Identify a work based problem that needs to be resolved
• Explain what the problem and how it is currently managed
• Provide suggestions on how it might be resolved
• Apply some theory that might be useful to help solve the problem
Example of a work based problem

Poor upkeep of a database.

- Accuracy and timeliness of data entered into database

Refer to theory of data collection, data analysis and data management
Example of a work based problem

Inadequate evaluation of the event to inform future events

Refer to theory of event evaluation, the event evaluation process, methods to use in event evaluation
Work-Based Problem

- Queuing at City Square collection point
- Week leading up to event day
- Participants collect their riding packs with rider numbers, rider jerseys, etc.

- **Queuing Theory** (Gross, D, Shortle, JF, Thompson, JM & Harris, CM 2013, *Fundamentals of Queuing Theory*, 4th edn, Hoboken: John Wiley & Sons Inc., Canada.)

Recommendations

Invest in Event Management software that would enhance the existing online registration process, by linking it to other processes, such as the picking up of rider packs, fundraising tips, and competitions as additional promotions.
Work Based Problem Identified

- Psychological effects on workplace productivity of eating lunch at your desk and sitting at a desk all day.
Recommendations

1. Change Lunch Time Structure
2. Convert Specific Area for a Lunch Room or Break Space.
3. Mid Week Change Up
4. Cleaning of Work Areas
To host a music event requires great time-management and organisational skills.

Sound Checks are a very important part of a music event

Strict rules and regulations must be followed for the comfort of others

A week prior to the event a conference popped up and interfered with the sound check times

It is important to Melbourne Public to keep a good working relationship with all immediate businesses
Recommendations:

All Stakeholders whether they are Internal or External effect Melbourne Public

“it is essential that the roles of all stakeholders in an event are clearly defined, and that their various contributions are clearly understood and carefully orchestrated.” (Allen, et 2011)

Recommending:

• Regular meetings with other venues

• Working with immediate competitors to ensure the South Wharf promenade is a popular among visitors

• Making sure all stakeholders/staff have great time-management, communication and organisational skills

“Communicative sensitivity” is defined as communicating effectively but also recognizing when communication is needed. (Thompson, N 2003)

Working together is far more effective than working against each other
Experiential Learning Project

- Time in class = 6 hours
- 2 x 3 hour seminars
- Seminars held in Weeks 1, and 12

First seminar

- Housekeeping – addresses the academic requirements of subject
- Occupational Health and Safety Issues
- Expected professional behaviour
- Communication and office etiquette
Experiential Learning Project

• Second seminar – Industry Day

• Students present the key findings from their Placement Report regarding their work based problem

• Seminar is attended by industry supervisors

• Allows us to showcase the university and encourage host organisations to continue their support in the next year
Props used by student to support her presentation on the Industry Day
Organisational Chart for Rydges Hotel
Her role was a Conference and Event Assistant
Student worked for a travel agency called Corporate Travel Management
Assessing the student presentations. Keeping a eye on the time for each student
A. What were the best aspects of this subject?

<table>
<thead>
<tr>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awesome subject, absolutely incredible experience. Definitely need more</td>
</tr>
<tr>
<td>subjects with practical experience available.</td>
</tr>
<tr>
<td>Work placement helps students reach the real experiences at the</td>
</tr>
<tr>
<td>professional environment</td>
</tr>
<tr>
<td>Completing placement every week.</td>
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<tr>
<td>- Learning from real-world</td>
</tr>
<tr>
<td>- Real experiences</td>
</tr>
</tbody>
</table>
Feedback

Student Feedback on Subject (SFS) Individual Qualitative Reports
(2015-BUS3ELP-1-BU-2-Day-EXT-Day-EXPERIENTIAL LEARNING PROJECT)

**B. What aspects of this subject were most in need of improvement?**

<table>
<thead>
<tr>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessen the work load, 100 hours plus a report and reflective portfolio and presentation, it too much. Ideally should combine the report and reflective portfolio into one assessment.</td>
</tr>
<tr>
<td>Possibly the seminars. I didn't find them to be much help as I already knew what was being taught.</td>
</tr>
<tr>
<td>- More seminars to help students in learning about academic theories</td>
</tr>
</tbody>
</table>
Where there is WIL...
there is a VU Bachelor of Marketing Communication student!

Sally Webster
Senior Lecturer Public Relations and Organisational Communication
Course Coordinator Bachelor of Marketing Communication
College of Arts
What is the Bachelor of Marketing Communication

- Integrated Marketing Communications
- Public Relations
- Professional Communications
- Corporate Affairs
- Advertising
- Branding
- Consumer Engagement
- Media Relations
- Digital Engagement
- Client Relationship Management
- Campaign Management
- Media Management – digital, online, outdoor, payTV, mobile, apps
- Return on Investment from campaigns (the PR outcome)
- Strategic Communications

and more…
Stephen Brookfield – The Four Lenses

where is the fifth lens...

...the professional lens
Who is our audience…

Our prospective students – our clients are:

* anyone with a passion, thirst or interest in marketing communication and how this can influence the world we live in.

Our students are:

* school leavers
* those returning from studies after a gap period
* pathway students from certificate and diploma courses
* mature age who are career transitioning or want to consolidate skills.
Bachelor of Marketing Communication Gives Students Opportunities

Focus on Industry Engagement

Students gain professional experience in current and leading edge industry trends so they graduate as Early Career Professionals by:

- working with clients on real projects,
- undertaking professional practice placements (internships),
- participating in internationally recognised industry competition, IAA Big Idea,
- partnering with industry mentors and industry coaches, including NAB and IBM, and
- managing the Student-led Communication Agency where students pitch for communication jobs, manage client briefs and work to client deadlines.
Engagement Agreements

In a professional setting it is becoming more and more critical to have an Engagement Agreement as it demonstrates that the relationship between the organisation (client) and the service provider agency is that of a partnership.

The Engagement Agreement is an agreement on how students agree to act and behave in a group. It is their set of behavioural protocols.
STREAT leading Australian social enterprise
Worked with VU Marketing Communication students for 3 years
Real Project and Client Brief and Professional Placements.

STREAT’ED
Flemington Cafe
Our Students achieve…

Professionalism…
Leadership…
Skills Development…
Professional Portfolio…
Career Development…
Industry Networks…
What our Year 1 Students say…

I would like to take this opportunity to thank you for such an interesting semester. I really appreciate the effort put into the course and can feel the enthusiasm from you; this is why I feel so strongly about the power of experience and passion, so thank you. I feel excited about my future in public relations and really feel your support.

I just wanted to say thank you so much for all of your tutelage, support and guidance last semester. It truly opened my eyes to an industry that I really want to explore further and the classes were really enjoyable, engaging and relevant. It just confirmed to me that the direction I want to pursue professionally and academically is the right one and this is where my passion lies. The exposure I experienced through the industry tours really tightened my desire and motivated me to actively seek out experience in this field. So thank you so much for the semester. It was truly a great and very formative class to be a part of and I'm really grateful.

Just want to say thanks for this semester. I definitely came to appreciate the hands on learning style you provided and the constant feedback was really helpful to me. I feel that this unit has really provided me with some forward thinking ideas and has given me a hands on view at what the communications industry actually entails. Which I feel would've taken a little longer to grasp in a less practical environment.
Our students are getting jobs

Achieved by:

• Delivering units to industry expectations
• Learning theory through practice
• Industry engagement and involvement in units
• Staff have combined professional expertise and teaching skills
• Promote networking and mentoring with industry professionals
• Professional standards in how to be an Early Career Professional

Graduate salary range from $40,000-$60,000

Melina Augoustakis
MCN Melbourne Strategy & Planning Director

Your students are all so wonderful, and to be honest, at a much higher calibre than those we find when we advertise on seek.
Thank you...
Sally Webster
Sally is currently a Senior Lecturer Public Relations & Organisational Communication, Course Coordinator Bachelor of Marketing Communication and Public Relations Specialisation Coordinator in Victoria University’s College of the Arts. In 2012 she was recognised with an Australian Government’s Office for Learning and Teaching 2012 Citation for Outstanding Contribution to Student Learning for ‘Creating a culture of trust and respect through engagement agreements.
In relation to authentic assessment, Sally offers units that require students to demonstrate authentic practice in meeting professional standards of behaviour in all of their academic work and communications with clients, peers and teachers. Her students must demonstrate that are Early Career Professionals. Her focus then is not just on authentic assessments, although that is a feature of her units, but pervasive expectations that student meet authentic industry standards early and consistently. For example, in one unit, students demonstrate their learning of marketing communication theory in developing a national campaign for a client and to professional expectations, such as the International Advertising Association (IAA) Big Idea competition. Previous clients have included Kids Helpline, Legacy Australia and Good Beginnings. Students develop their campaign by working closely with the client, answering the client brief and client expectations – all delivered to real deadlines and professional standards. Students are coached and supported by academic staff. Unit outcomes contribute to the student’s professional portfolio and skills as an Early Career Professional. Assessments replicate professional practices undertaken within the marketing communication workplace.
Work Integrated Learning - overview

- Me, my context

- Assignment work – scaled down realistic case studies

- Assignment work – engagement with real life
  - Contributing to existing projects
  - Capstone projects

- Work experience with industry partners
- Establish relationships with industry
Work Integrated Learning – my Context

Federation University, FOST, School of EIT
regional campuses – (Gippsland, Ballarat)
city campuses – partners teaching International students
(Adelaide, Melbourne, Geelong, Sydney)

Undergraduate and Postgraduate Students engaging in studies in Information technology

Core Knowledge, skills:
Computer Programming
Project Management
Communication
Design
Problem solving
Work Integrated Learning

Assignment work – scaled down realistic case studies

• Case study assignments, based on ‘real story’ scaled appropriately for assessment workload.

• Present students with a problem/scenario and they have to develop/present the solution e.g. write a computer program or write a business report or project planning document..

• Students have to think to turn the problem into a set of tasks they can achieve.
Work Integrated Learning

Assignment work – engagement with real life

2 examples:
• Contributing to existing projects
• Capstone projects
Work Integrated Learning - valuable

Assignment work – engagement with real life
Contribution to existing projects

Students engage with Open Source Community
assignment – contribute to a real project, reflect on your experiences.

“We while the actual contributions I made seem to me to be somewhat insignificant to the overall quality of the PHP documentation, I was personally acknowledged and thanked by one of the core documentation maintainers via the mailing list for becoming involved and contributing my first patch.”

“It was rewarding to see my contributions published in the official documentation.”
Motivation, self driven learning

“At some points I felt a little star-struck that the person I was talking to was a member of the core documentation team and I felt grateful to have an opportunity to engage with such influential community members whom I hold a great deal of respect and admiration for.”

“In the process of searching for a bug to resolve, I spent many hours reading the PHP documentation about various functions. From this, I have already learned of many functions that I did not previously know existed and have improved my depth of knowledge in other functions that I was already aware of.”

“It’s extremely rewarding to feel part of something that is important to many people.”
Assignment work – engagement with real life Capstone (team) projects

• Real clients, real problems, appropriate projects
• ‘good’ clients
• Mentoring/supervision
• (loose) deadlines, time tracking, progress tracking, deliverables
• ongoing feedback
• marking guidelines, clear (industry-based) goals
• prior curriculum support
Student choices, not too prescriptive

The practice of using a software project management plan document is mandated by curriculum where students undergo the valuable exercise of finding industry examples and having to judge what is relevant to their own project.

“I am really finding that the process of deciding what/not to use is very valuable”.

“the SPMP document was the most important document that we wrote”

Graduate comments:

“If I was more aware that I needed to learn as much as possible as was delivered in the units, so that I can be discerning in a real world project, I would have embraced the units even more”

“I think the SPMP was a good document, although the time (taken) to create the document was (a) large amount, it was evident in learning that documentation is a huge and important part of delivering a successful project….I am definitely more confident in my ability as a Project Manager and it has confirmed that this is my chosen career.”

“‘What I really hadn’t grasped from the project units until now is how valuable the actual experience was as a whole.’”
Students develop skills for industry

After their project course, 96% of students reported being confident enough of their skills to manage a new project, with 38% of these students reporting to be very confident.

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Dear Professor,

How are you doing?

I am not sure whether you will remember me at all or not. But I do remember you quite distinctly. I graduated from University of Ballarat, School of ITMS in Dec 2007. You taught me and my group a subject on Project Management where we used MS Access to create a database which would use historical data to suggest what crop should a local farmer grow in the upcoming season once a query is run. More importantly the emphasis was on the Project Management and SDLC aspect of the project.

Well I am writing after such a long time because I wanted to thank you for the way you taught us and guided us through that project. That particular subject sowed the seeds of an ambition to become a Project Manager in me which at a later stage matured into wanting to go purely in a management role.

Well in about 2 weeks time I am going graduate from another Masters from Cornell University in US, this time with a degree in Business Administration. I wanted to thank you for the way you guided. Had you not I would have never considered a career in management would have never thought of coming to Cornell. Post graduation I am joining Amazon in their Fast Track Operations Leadership Program and will be leading a team of around 500 people from day 1 with the eventual goal of managing a Business Unit with of nearly 1500 people within a year and half or maximum 2.

All this was possible because along my journey I was had the opportunity of great teachers like yourself. Many thanks.

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Warm regards,

Zubin.
Anecdotal feedback

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Presentations
Work Integrated Learning

Work experience with industry partners

- BIT (Professional Practice) – IBM
  1 year work experience spread over 3 years
  3 year degree over 4 years

- Advantages
  - Students learn on the job (sometimes prior to coursework)
  - ‘3 year interview’
  - students see the relevance of course work in the work place

- Problems
  - arrogance ‘I know this’ .. Fail on theory questions!
  - work/study balance

- Communication support
  - regular meetings with industry partner regarding student issues
Students talking about their experiences
Industry Liaison, relationships

- Bi-monthly faculty industry advisory group meeting
- Feedback from industry toward curriculum design/change
- Guest speakers from industry
- Relationships with industry – job opportunities for graduates
Work Integrated Learning - recap

• Assignment work – scaled down real case studies

• Assignment work – engagement with real life
  • Contributing to existing projects
  • Capstone projects

• Work experience with industry partners

• Establish relationships with industry
Background references

“The importance of ‘industrial strength’ project management documentation for final year computing students” K Keogh, A Venables WACE ACEN Asia Pacific Conference 2008

“The importance of project management documentation in computing students’ capstone projects” K Keogh, A Venables, 10th anniversary edition of the Asia-pacific journal of Cooperative Education. 2009