

FEATURES

- One-on-one or group conversations
- Feedback with others
- Sharing thoughts
- “Hot wash up” based on emotion.

ENABLERS

- Adaptable
- Raw
- Different structures and combinations
- Springboard from industry
- Empowering students to talk and share
- Understanding/learning different cultures, ambiguity

CHALLENGES

- Capacity of students, staff and industry to participate
- Timeliness – needs to be immediate
- Cultural differences



DESCRIPTION

Debriefing can be used to assist students to reflect upon a work integrated learning (WIL) experience. It tends to be scheduled at the end of WIL and is often conducted in-person. Its other parameters are quite flexible; debriefing can be conducted one-on-one or in groups, as a formative or summative assessment, and may or may not involve a person acting as a facilitator. Debriefing can also be “specific guided” (i.e. led by set discussion questions for an intended outcome) or “open guided” (i.e. involving a general discussion of students’ learning experiences) (Winchester-Seeto and Rowe, 2018).

Methods:

- Peer review of students’ contribution
- Individual interview
- 360 Degree feedback
- Roundtable discussion

VALUE/IMPACT

For students: Debriefing empowers students to talk about and share their WIL experience in an honest way.

For industry: Debriefing allows industry partners to converse with students in a more informal environment, and can provide insight into students’ behaviours and thought process.

For universities: Debriefing provides opportunities for institutions to collect rich insight from students and industry on a WIL experience.

EXAMPLE IN PRACTICE

[BSN421 WIL Project](#) – QUT Business School

Students work in small teams with an industry mentor to develop then pitch a business idea to an industry organisation. At the end of semester, post-assessment, students and industry mentors from across the unit attend an informal celebration, involving debriefing of their semester’s experience, at the university bar.

RESOURCES

Dennehy, R.F., Sims, R.R., & Collins, H.E. (1998) Debriefing experiential learning exercises: A theoretical and practical guide for success. *Journal of Management Education*, 22, 9-25.

Kolbe, M., Weiss, M., Grote, G., Knauth, A., Dambach, M., Spahn, D.R., & Grande, B. (2013) TeamGAINS: A tool for structured debriefings for simulation-based team trainings. *BMJ Quality & Safety*, 0, 1-13

Stanford Innovation Hub - Debriefing with leadership class <https://vimeo.com/20614635>

Winchester-Seeto, T. & Rowe, A. (2018). Debriefing, the shapeshifter: How practitioners conceptualise debriefing for work-integrated learning. In J. Smith, K. Robinson & M. Campbell (Eds.), *WIL: Creating Connections, Building Futures – Proceedings of the 2018 ACEN National Conference* (pp. 118-122). Springvale South: Australian Collaborative Education Network Limited.