PROCESS IN ACTION REVIEWS

WIL Entrepreneurial Edge

FEATURES

- Focusses on articulating and evidencing through tangible objects, the capabilities developed throughout the process of creating project outcomes
- Captures the journey through reflective thinking and honest feedback and discussion.

ENABLERS

- Co-design with students and industry through iterative and collaborative projects
- Sense of autonomy developed through career relevance with industry practice and workplace skills.

CHALLENGES

- Students need guidance and practice of reflective learning and confidence to share and give and take feedback
- Skills of academics and industry practitioners to guide, mentor and coach the process.

DESCRIPTION

'Process in Action' assessments focus on articulating and reflecting on the process of designing and delivering project outcomes and the learning and skill development that is gained individually and as a team throughout this process. Assessments will vary in design and approach and can include reflective videos or learning logs, portfolios, posters and infographics and will encourage students to focus on their learning throughout the process, not just the endpoint artefact. Assessments designed to review the process in action require students to think carefully about what they do, when and how they do it, why they do it and what capabilities are being developed and evidenced throughout the journey. These assessments should be designed to encourage students to identify the project's relevance to their career development and increase their awareness of the workplace skills and professional identity they are developing.

Methods:

- Students are encouraged to use a variety of multi-media to evidence their reflections and development of entrepreneurial capabilities
- Learning and assessment activities that are relevant to industry, commonly focus on sharing feedback through team-based collaboration tools and software.

VALUE/IMPACT

For students: Critiquing and articulating entrepreneurial skills development throughout the process develops critical thinking and reasoning skills and insights into professional identity.

For industry: Reflects real world approaches, gives industry confidence that students can articulate and demonstrate self-learning and professional identity.

For universities: Builds staff capability to develop innovative learning designs and assessment processes. Co-design skills working on real projects with students and industry. Meeting student and industry expectations that students are developing skills to be ready for life and work.

EXAMPLE IN PRACTICE

Wicked Problems, Innovative Solutions – *RMIT*
Students work in teams to solve a real-life problem and co-create project outcomes. Each team have a Slack account with prescribed categories to monitor and articulate the learning process as the project is created. Formative assessments are added to Slack such as debrief yarning circles, workplace skill infographics, and reflective videos as the project tasks and deliverables are developed.

RESOURCES

Schön, D.A. 1983. The reflective practitioner: How professionals think in action, New York: Basic Books.
Ryan, M. (ed.) 2015. Teaching Reflective Learning in Higher Education: A Systematic Approach Using Pedagogic Patterns. New York, NY: Springer.
Coaching for success module https://www.edge-on-innovation.net.au/module04-welcome.html