

# **Work Integrated Learning**

For all students

Making industry collaborations work

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# Workshop Structure

- WIL Overview
- Self-evaluation of industry engagement
- National guidelines on industry engagement in engineering education
- Scenarios: connecting students to industry partners
- New WIL opportunities
- Wrap-up

# Work Integrated Learning

## QUT Definition

Students engage with an industry and/or community partner

Students undertake authentic activities for the partner

Students are assessed in relation to these authentic activities



# Models of WIL

- Placements
  - Field experience, professional experience, community service placement, internship
- WIL Projects
  - Industry projects, community projects, work-based projects, fieldwork
- Service Learning
  - Community engaged learning, community based learning
- Other WIL activities
  - Site visits, shadowing, field observations, study tours
- On-site, On-campus

# Enhancing Industry Engagement in Engineering Degrees

## **Best Practice Guidelines and the Reflection Tool**

Male, S. A., & King, R. W. (2014). Best Practice Guidelines for Effective Industry Engagement in Australian Engineering Degrees.

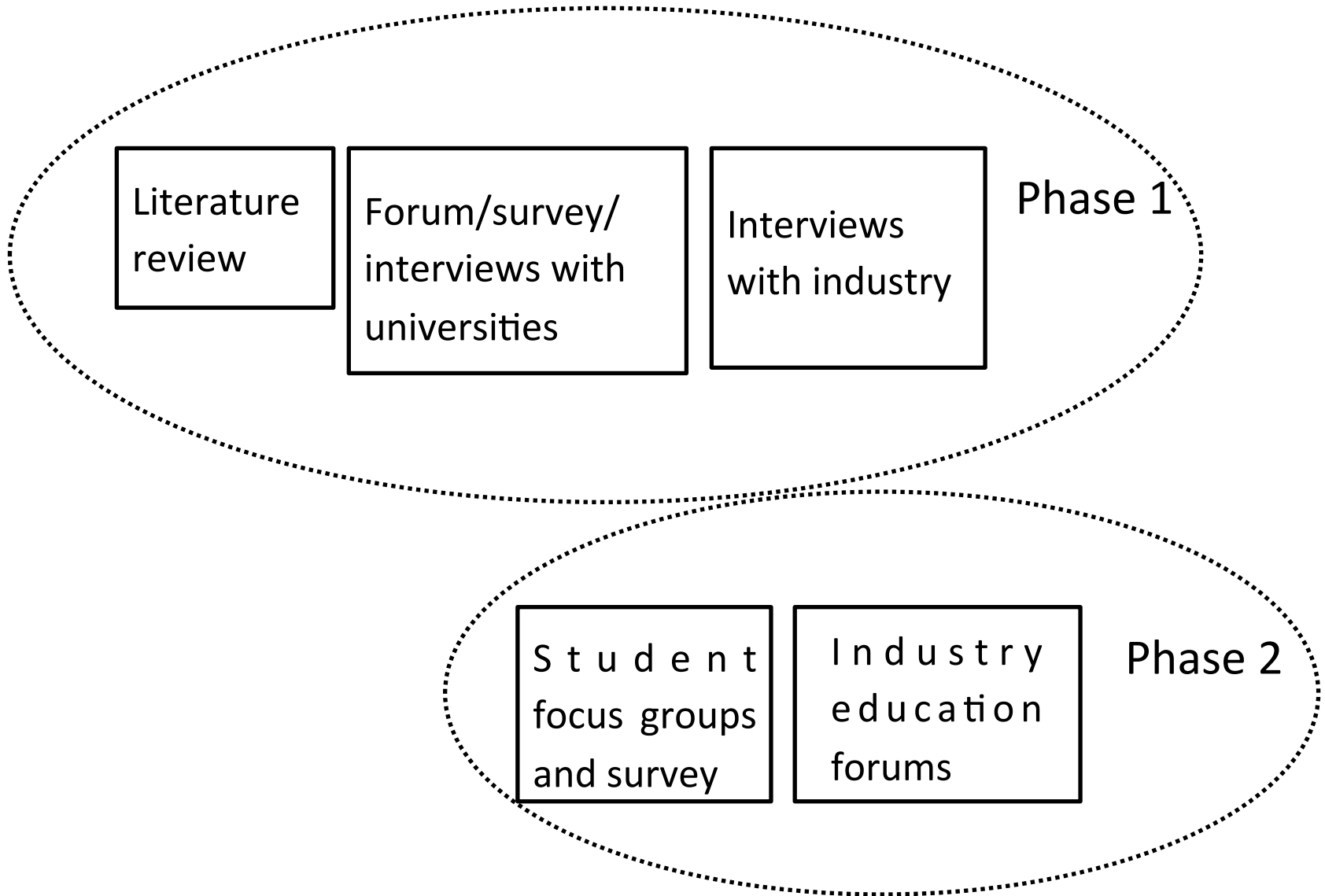
[https://www.engineersaustralia.org.au/sites/default/files/shado/ACED/aced\\_industry\\_engagement\\_guidelines.pdf](https://www.engineersaustralia.org.au/sites/default/files/shado/ACED/aced_industry_engagement_guidelines.pdf)

# Vision

By engaging in authentic problems, solutions, practices and roles, students will:

1. Improve their understanding of the concepts, tools and applications of disciplinary science and fundamental mathematics and sciences.
2. Comprehend the relevance of socio-technical competencies.
3. Develop the desired attitudes for practice.
4. Develop their identities as student professionals, and develop self-efficacy to achieve their goals.
5. Develop accurate perceptions of practice, in preparation for the transition to practice.

# Research Design



# Guidelines

- 2 Curriculum Themes
- 7 Recommendations for Faculties
- 3 Recommendations for Industry
- 6 Recommendations for Professional and Industry Bodies and Governments

(Recommendations listed on p3  
in Guidelines)



# Reflection on a Program

1. Using the reflection tool, consider one program that you are involved in, using the dark blue curriculum themes [Individual]
2. What are the common strengths and gaps? [Group]

# Themes and Relevant Recommendations

## Guidelines, p3

<b>Theme</b>	<b>Recommendations</b>
1a	F1
1b	F2,3,4,5,6,7
1c	F2,3,4,5
1d	F2,3,4,5,6,7
1e	F3,4
1f	F1b,c
1g and 2c	F3,6,7 (e-portfolio)

# Priority Actions

1. Identify three ADTL priority actions to support WIL for all student [Group]
2. Report your strategies to the wider group [Group Spokesperson]

# Connecting Students with Industry Partners



# WIL Engagement Scenarios

## [30 minutes]

Model	Describe a version of WIL that works in this context
Processes	Identify the processes required to connect the industry partner with the right students, or vice versa
Resources	Identify resources and systems that are needed to successfully connect students and industry partners
Challenges	Describe the key challenges to engaging with your industry partner / learner to produce a positive outcome

# Reporting

- Up-and-Away
- Jenny and the team
- Just-Getting-Started
- Jiro
- Dr X and Advancing-IT
- Max

# Innovation in WIL

- Service Learning
- Entrepreneurship
- Virtual WIL

<http://www.olt.gov.au/project-virtual-work-integrated-learning-engineering-students-2015>

# Virtual WIL Benefits

1. More reliable WIL for more students
2. More diverse WIL experiences than in one placement
3. Site visits often not experienced in a placement
4. WIL throughout the program



# Questions

1. Are you already using virtual WIL?
2. How can you see this being used in ICT?
3. How can you see it being resourced?
4. Would your university desire a modular model that you could expand?

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