Learning and Teaching Showcase #8

Teaching innovation that leads to student engagement, retention and success.

November 7, 2018
Presentation 1

When one size doesn’t fit all – integrating formal learning in a creative way to prepare graduates for an uncertain working environment.

Debbie Lord and Helen Weadon
Federation Business School
Managing and Building Relationships Showcase Presentation

When one size doesn't fit all – integrating formal learning in a creative way to prepare graduates for an uncertain working environment

Dr Helen Weadon & Ms Deb Lord
Federation Business School
Federation University, Australia
A short history of WIL at Federation Business School

1950’s Business Schools were very vocational – based on the master institution providing the detail and graduates “apprenticed” to industry – especially Accounting, Economics, CAE’s

1960’s evolution of Business Schools- adopting a more “scientific approach”- research programs became more important and publication rates became important performance indicators

1960-2018 incremental change but with the underlying notion of operating as a knowledge repository and preparing future business managers.

The last 2-3 years, greater connection with the community and industry with Advisory Board Collaboration the review of Programs and alignment with SDG’S- with the desired Outcome being an authentic WIL Experience that prepares graduates for employability
Creating a new vision for Business Schools in consultation with Industry
• **So what did we do?**

  Consulted with Business School Advisory Board and industry partners to create an experiential approach to Business education whilst monitoring student feedback
The Advisory Board input

Looks great. I want to do it myself!!!!
Well done – a lot of work.

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We developed curricula and pedagogy that were vocationally focused in support of employability objectives that included significant opportunities for our students… (Cade, 2008)

“Work is the primary activity of lives…. It provides us with feelings of self-worth and self-esteem (Hulin, 2014)
FBS Response to creating a new vision

- Reviewed courses for a balance between skills, content and values
- Explored Service Learning (Patrick, Peach, Pocknee, Webb Fletcher & Pretto, 2008)
- Embedded skills and values into courses, majors and programs
- Reviewed suitability, alignment and focus of assessment
- Expanded our offerings in double degrees and majors
Because we realised that....
Twenty first century business and management skills are critical in navigating the “age of disruption”
So what did we do?
Reflection and Response

If Nursing and Teaching students can have regular professional experience, why can’t Business students?
We began reconnecting via a contemporary approach to Business Education and WIL

ABDC believes that identifying relevant work experience and graduate employment opportunities are among the most vital aspects of a student’s experience. Evidence of the importance of this area is reflected in global student surveys, which consistently identify work experience and internships as a high priority and an expectation of students (ABDC, 2016)
Federation Business School’s response

Work Integrated Learning became a focus in programs….

- Arrangements negotiated with local business to provide opportunities for WIL
- Scholarships, internships, sponsorship and mentoring
- Plans to have as many academic staff as possible involved in supervision of these projects with prospects for research/publication opportunities
- Bachelor of Applied Management (2009)
- Integrated into Bachelor of Business (2015) and Bachelor of Commerce (2019)
- Future expansion into MBA
Which Work Integrated Learning courses are you eligible for?

- Are you a domestic student?
  - No: Have you completed 120 credit points in your program?
    - No: Have you completed 240 credit points in your program and have a GPA of at least 5?
      - No: BUENT3704
      - Yes: BUENT3704
    - Yes: BUENT3704
  - Yes: Have you completed 120 credit points in your program?
    - No: Have you completed 60 credit points in your program?
      - No: BUENT3700
      - Yes: BUENT3700
    - Yes: BUENT3700

- You are not currently eligible for any courses.
  - Keep studying

Applications are required for BUENT3704, BUGEN3705, BUGEN3750, and New Colombo Plan; eligibility for these courses does not guarantee a successful application.

For further information about Work Integrated Learning, please speak to Jill Don, phone (03) 5327 6147, or email business.wil@federation.edu.au
New major in
Professional Engagement (2019)

As of 2019, students in the Business School are now able to complete a major in Professional Engagement, as a result of our curriculum review, consultation with Businesses local to the University and with the support of our Advisory Board.

Consisting of 7 courses including the opportunity to work in not for profit organisations as well as travel to partner institutions, New Colombo Plan (Endeavourship Leadership Program) placements and volunteering events that are experienced by an individual that relate to the performance of some job (Quinones, Ford and Teachout, 1995)
Study plan for Professional Experience Major

Students are encouraged to pair their preferred discipline major area of interest: Accounting, HR, Entrepreneurship, Management, Marketing with a major in Professional Experience.

The student study plan is constructed to ensure the student has a practical experience each year of their degree – preferably each semester (7 courses in a major).
Enrolment Program Structure

Program Code – BDBS
Program Name – Bachelor of Business (Professional Experience)
Location – Berwick, Cranbrook, Mt Helen, Online

Year 2019

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<th>Course Name</th>
<th>Pre-requisites</th>
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Elective: See available courses and electives list.

Year 2020

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Year 2022

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Federation Business School – Industry Collaboration

WIL in action

Formation Phase
- Define UIC
- Identify partners
- Make contact
- Assess partners
- Negotiation
- Agreement signing

Organisational Phase
- Personal information
  - Timing
  - Location
  - Communication
  - Assessment clarified
  - Visits

Experimental Phase
- Authentic tasks
  - Mentoring
  - Supervision
  - Assessment

Evaluation Phase
- Self reflection of study
- Industry
- Report and presentation assessment

How do we know what they learnt incidentally? Skills and knowledge based on what the university believes to be the desired outcome.

Conceptual process framework for UIC
Evaluating the WIL Program

Delivering work-ready business graduates, keeping our promises and evaluating our performance

Jackson, Sibson, Riebe (2013)
“One of the great mistakes is to judge policies and programs by their intentions rather than their results”
Milton Friedman

<table>
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<tr>
<th>Types of Evaluation to Assess Effectiveness</th>
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<tbody>
<tr>
<td>Summative Evaluation</td>
<td>Knowledge, skills attitude gained during programme</td>
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<tr>
<td>Outcome/impact evaluation</td>
<td>Short-term (outcome) and long-term (impact) results</td>
</tr>
<tr>
<td>Policy Evaluation</td>
<td>Change in policy?</td>
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<tr>
<td>Replicability/transferability evaluation</td>
<td>Use in another setting or context</td>
</tr>
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Mertens & Wilson, 2012
Evaluation of WIL

Given the importance these different programs have for all stakeholders, it is surprising that we know so little about their impact on student outcomes (Rowe, 2017).

It is critical that we better understand what it [WIL] contributes to the current and future knowledge, skills and attitudes of young people who participate in these programs.
Weingarten, Deller and Hicks (2016), have appealed for more research to be undertaken on work experiences to determine whether they produce the desired results.

What is our vision for evaluation?

2019
What is our vision for evaluation?

2019

- Fair
- Purposeful
- constructive alignment

Summative and formative Evaluation of student progress

- Accuracy
- Utility
- Feasibility
- Propriety
- (Yarborough et al, 2011)

Industry-Business School Program - purpose outcomes and impact

- Mixed methods
- Constructivist
- Contribute to the lack of research on evaluation

Research evaluation
Questions, comments, suggestions