



Work Integrated Learning in the Curriculum

Edited by Sonia Ferns

Work integrated learning (WIL) connects students with industry, business, government and community with the intention of creating authentic learning experiences that strengthen students' capacity to develop work-ready skills. WIL has emerged as a key strategy for educational institutions in response to changes in tertiary education and the demand for graduates with work related capabilities. This Guide highlights the uniqueness of WIL and the opportunities and challenges it affords.

This HERDSA Guide is a timely and valuable resource providing insights into designing quality WIL experiences that address appropriate academic standards, crafting authentic assessment to evidence student capability, establishing and monitoring mutually beneficial partnerships, managing risk, developing institutional leadership and building staff capacity in WIL, and evaluating the impact of WIL. The Guide offers a range of existing, new and emergent perspectives about WIL in a global context and provides useful information for practitioners and institutional leaders that will enhance institutional understanding and leadership of WIL, resulting in strengthening partnerships between industry, community and universities.

This HERDSA Guide is a collaboration with ACEN, the Australian Collaborative Education Network.

To purchase this Guide and other HERDSA publications, please visit the HERDSA Website: www.herdsa.org.au





HERDSA new publications

HERDSA Review of Higher Education

Edited by Peter Kandlbinder

HERDSA Review of Higher Education is HERDSA's new online journal. It contains expert commentary on the latest developments in higher education research and development. The peer-reviewed articles are written by commissioned authors based on an annual survey of key issues in higher education. The articles describe how current issues are conceptualized within the literature and identify theories and practices that are shaping the outcomes of higher education, drawing out implications for policy, research and development. This online journal is free to download from the HERDSA website. A print-on-demand option is also available.

Leading Academic Networks

Shelda Debowski

Leading Academic Networks offers a complete tool kit for network leaders. Drawing on principles of leadership and management and successful network practices, it explores a highly strategic approach to leading networks and their executive committees. This practical guide offers insight into the nature and features of academic network structures and design; the role of the network leader; developing the network strategy; managing the network's activities, including financial and executive committee practices; developing an effective engagement strategy; and handing over to a new leader. Useful reflective tools are provided to assist networks and leaders in assessing their practices and effectiveness.

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ulum design, performance-based assessment, academic standards, risk management, institutional leadership, building staff capacity and evaluation strategies for WIL. The Guide offers a range of existing, new and emergent perspectives about WIL in a global context and provides useful information for practitioners and institutional leaders.

Designing and Using E-Assessments (2nd Edition)

Geoffrey Crisp

This Guide highlights some of the key issues surrounding the use of e-assessment and provides examples and practical advice on how teachers might engage students in more interactive online tasks. It presents a realistic view of what is now possible through the use of computers and the internet in higher education assessment. It specifically discusses the important relationship between learning, teaching and assessment, and presents a number of frameworks for aligning e-learning activities and e-assessment tasks. Numerous examples of how teachers can prepare engaging questions that will test higher order capabilities in students are provided.

Building Capacity for Leaders of Communities of Practice in Higher Education

Cassandra Star, Jacquelin McDonald and Judy Nagy

Communities of practice provide an avenue for developing connections between academics and professional staff to engage in supportive, cooperative learning. Leading such communities requires the capacity to foster an environment that builds and sustains a dynamic and engaged community, provides opportunities for members to share and grow practice, and consciously address both member and institutional goals. It is intended that users of the Guide will conceptualise, articulate, plan and reflect on the development of their facilitator/leadership role within the opportunities and challenges of their particular context. Users will identify and assess their relevant leadership capabilities to determine how they relate to, or need to be developed, in relation to the different phases and contexts of higher education communities of practice.