Work Integrated Learning Guide to Good Practice

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Why a WIL Guide to Good Practice?

Drivers:

- Development of a common language:

  - Supports consistency,

  - Mutual understanding,

  - Comprehension of expectations.

- Response to UQ strategic intents, resulting in an increasing number of UQ academic and professional staff on-boarding to WIL.

- Aiding the transition of 'WIL-like' activities to WIL.

- Usable resource for practitioners- WIL is academic and practical.

WIL at UQ

"Learning experiences that explicitly integrate theory with practice within a purposefully designed curriculum to foreground employability"

UQ considers a course to be Work Integrated Learning if it meets the following criteria:

1. Provides an opportunity for students to integrate (or observe the application of) discipline-specific skills and /or theory into work practice; and

2. Students are assessed on their involvement in these activities; and

3. Learning objectives communicate the development expected from the activity.

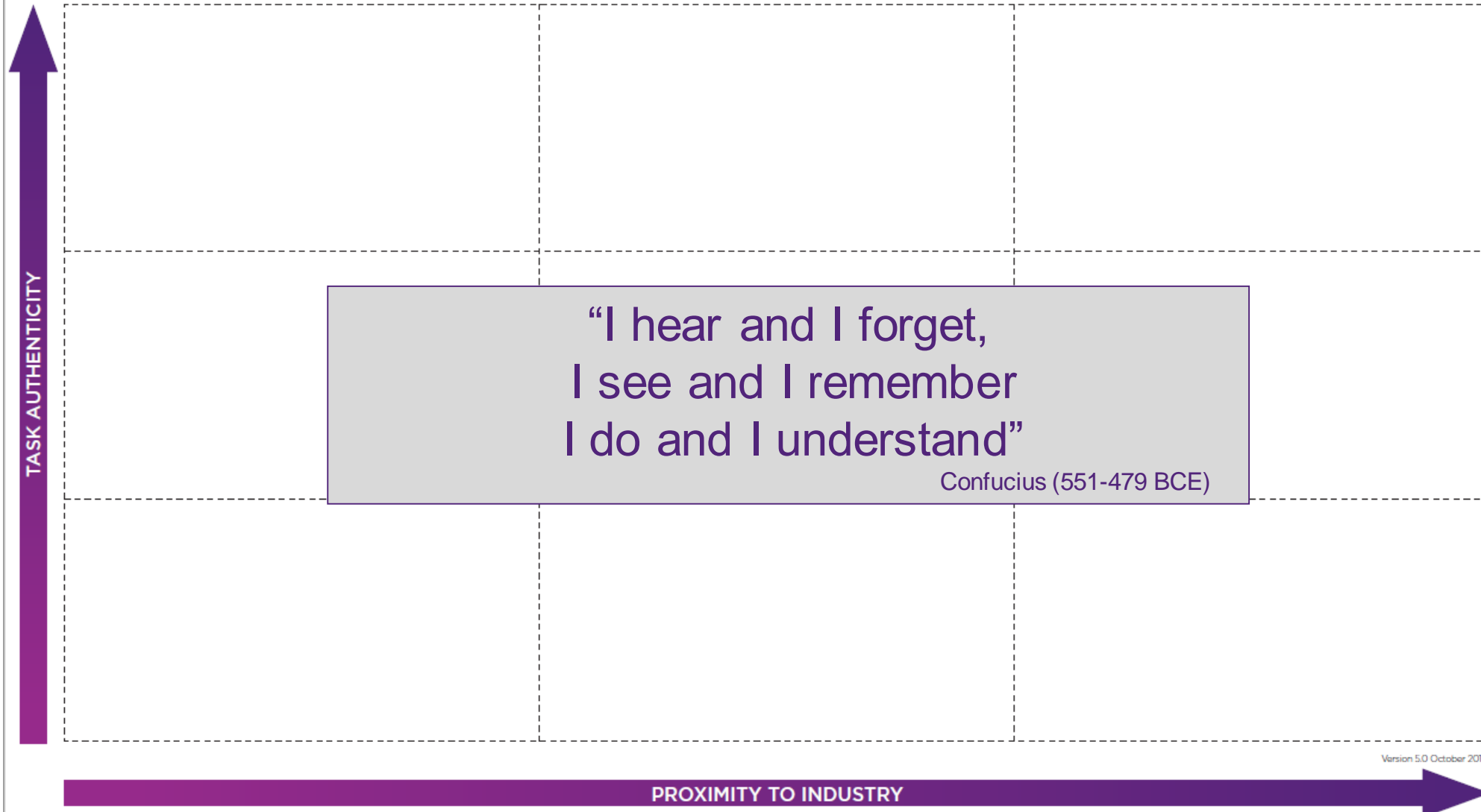# Authenticity and Proximity

Authenticity -   how closely the learning activity resembles tasks that might be encountered in normal work practice.

Proximity -   how closely the context of the task resembles a real work environment and the level of interaction with industry practitioners (physical authenticity).
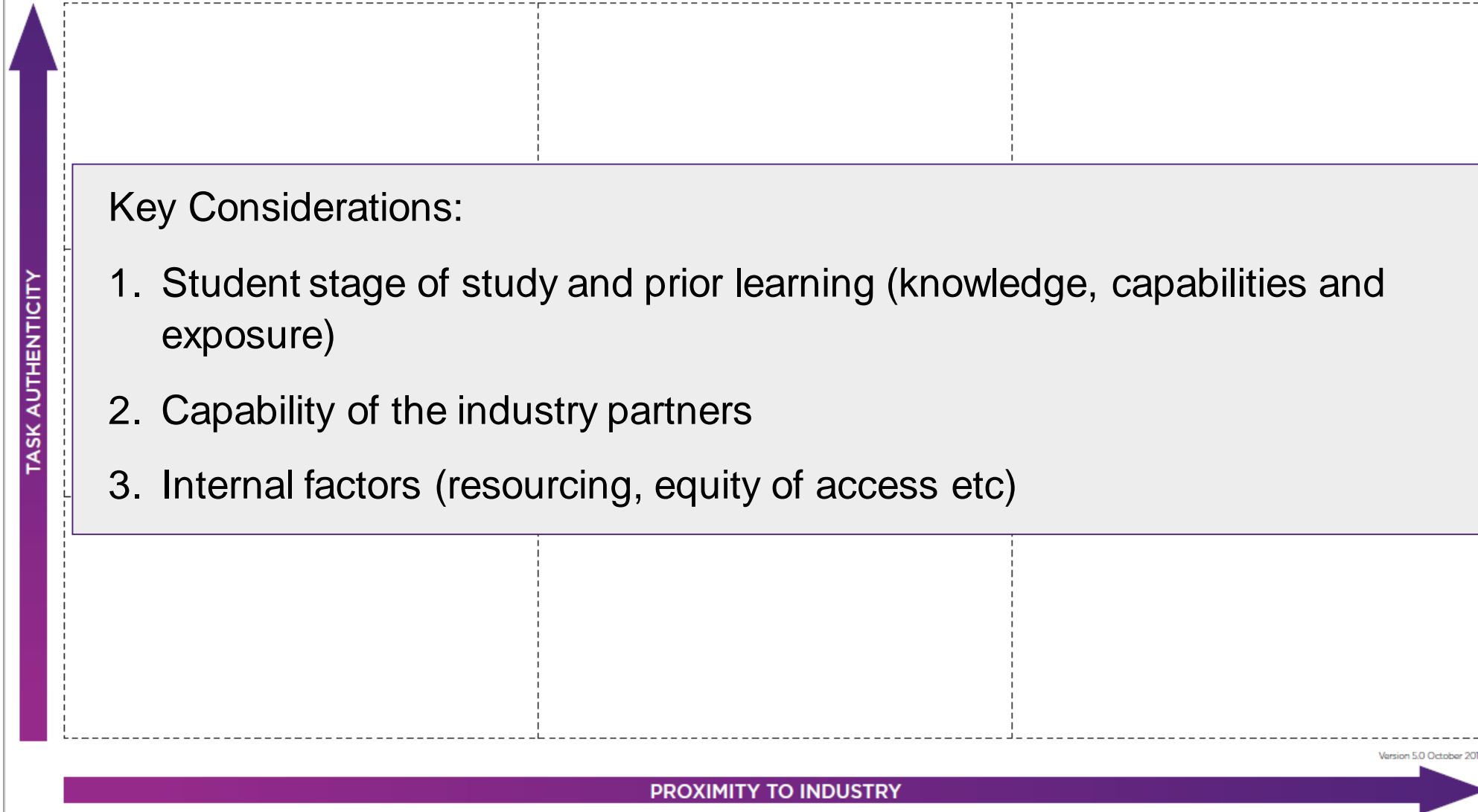
(Oliver, B. 2015)

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TASK AUTHENTICITY

> "I hear and I forget,
> I see and I remember
> I do and I understand"
>
> Confucius (551-479 BCE)

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Key Considerations:

1. Student stage of study and prior learning (knowledge, capabilities and exposure)

2. Capability of the industry partners

3. Internal factors (resourcing, equity of access etc)

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Mapping projects:

Creating a marketing campaign for an industry partner.

Project 1: Medium task authenticity / Medium proximity

Project 2: Higher task authenticity / Medium proximity

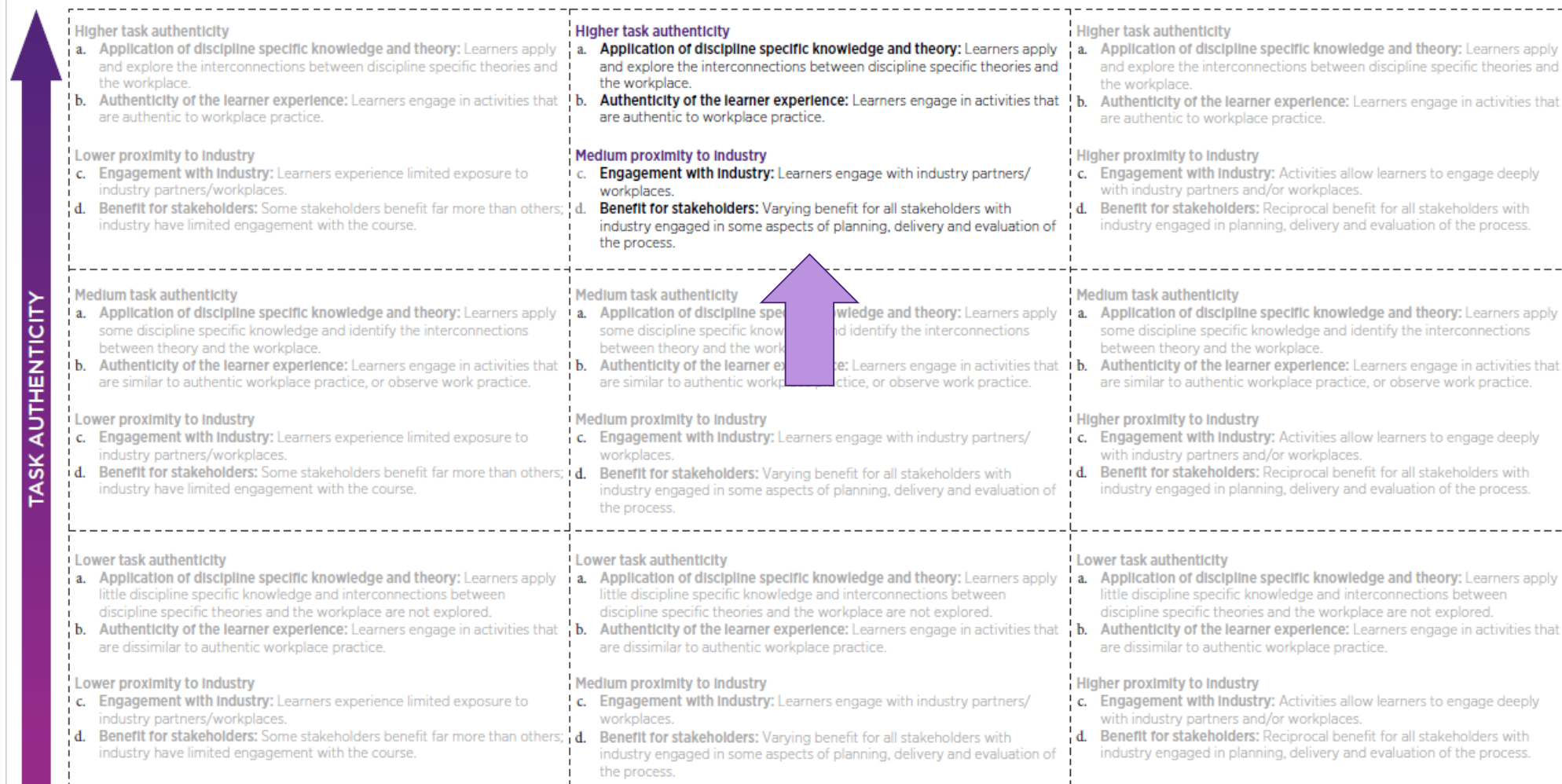Project 3: Medium task authenticity / Higher proximity

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The Guide to Good Practice in use

Q & A