Festival of Learning Showcase

Facilitator(s): Mrs Linda Lilly, Project Manager, Work Integrated Learning, Curtin Teaching and Learning

Strategic theme: Leading in innovative education

Subject Title: Innovative Ways of Enhancing Graduate Employability: A Poster Sharing Session

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Brief Description:
A poster presentation event, at which recipients of funded teaching and learning projects share the outcomes of their project by displaying them on a poster, presenting them on pin-up boards and discussing them with attendees. Presenters include recipients of:

- **Office for Learning and Teaching (OLT) Grants** who presented posters at the 2014 West Australian Network for Dissemination (WAND) Sharing Day and
- **eScholars Program research grants** awarded to academic staff at Curtin to develop a new strategy that transforms learning and teaching
- **Curtin WIL in Curriculum Funding**, special funding provided by Professor Jill Downie, DVC, Education, to support the development and implementation of new work integrated learning (WIL) initiatives in curriculum.

Benefits:
Disseminating the outcomes of funded teaching and learning projects, to inform, engage and inspire attendees.

**Time/Day:** 3 – 4.30pm, Thursday 19th March

**Duration:** 90 minutes

**No. of Sessions:** One

**Venue:** Engineering Pavilion, B 215, ground floor open space
Building Institutional Capacity to enhance access, participation and progression in work integrated learning (WIL)
Dr Deborah Peach, Matthew Campbell, Dr Keri Moore, Dr Theresa Winchester-Seeto, Sonia Ferns & Jacqueline Mackaway

Successful WIL activities offer many benefits to students and can contribute to a sustainable workforce for future economic growth. Yet some students face barriers in gaining access to full engagement with such activities. The aim of this project is to translate inclusive education principles into the WIL context in order to improve student access, participation and progression. Outcomes of the project include the creation of a community of practice, extensive literature survey, collection of practitioner perceptions and input into a draft Principles for Inclusive WIL, and development of a project website containing resources. [http://acen.edu.au/access-participationprogression/](http://acen.edu.au/access-participationprogression/)

Assessing the impact of WIL on student work-readiness
Sonia Ferns, Dr Calvin Smith, Leoni Russell

Separate studies were undertaken with students, graduates and employers to gather stakeholder perceptions of the value of WIL work placements to students in preparing them for the work place. Rigorous and multi-dimensional research revealed six dimensions of employability and highlighted the importance of:

1. Authenticity of WIL placement activity
2. Preparation and induction processes for students and hosts
3. Facilitated debriefing session for student reflection
4. Alignment of activity and assessments to WIL learning outcomes
5. Access to and quality of supervision

Quality in Australian outbound student mobility programs: establishing good practice guidelines for international Work Integrated Learning (WIL)
Dr BK Tan, Sonia Ferns, Dr Helen Flavell and Joanne Jordan

The Federal Government’s recent announcement of the New Colombo Plan highlights the importance of student outbound mobility in developing graduate work-readiness as well as Australia’s engagement in the international arena. International fieldwork, in particular, can provide rich learning experiences that support the achievement of graduate capabilities. Utilising the Delphi method this project will identify the minimum academic standards for student preparation, supervision and assessment in health sciences international fieldwork. A major outcome from the project will be the production of a user-friendly guide for international fieldwork in health, for both discipline specific and interprofessional learning.
Is Anybody Out There? Understanding the needs of online students living in rural and remote locations
Amy Cleasby and Len Nielsen (Ethics, Equity and Social Justice)

Showcases the diversity of the online/regional and remote student population and the retention issues they face due to studying on-line from a rural / remote location. Recommendations to academics and student services on how to enhance the student experience include providing digital support, streamlining the admissions process and providing wellbeing services.

One University’s Experience of Embedding the Australian University Teaching Criteria and Standards Framework: how Curtin has integrated this framework into its policy and practices
Tucker, B., Chalmers, D., Cummings, R., Stoney, S., Elliott, S., Wicking, R. & Jorre de St Jorre, T.

In 2013, Curtin University established an ambitious teaching and learning plan designed to enhance the student experience. As part of the plan, Curtin University developed its Teaching Excellence framework. The Australian University Teaching Criteria and Standards (AUTCAS) project provided a carefully researched and evidence based model against which Curtin University was able to benchmark and refine its Teaching Excellence framework thereby broadening and deepening the understanding of what constitutes good teaching in higher education at different levels across the university. The AUTCAS framework provided timely and critical input into the Teaching Excellence at Curtin criteria which was edited and contextualised to reflect the University’s individual character. Teaching Excellence at Curtin is now integral to evidencing good teaching and is aligned to role statements for teaching focused, clinical teaching and teaching-research, academic positions.

Towards a reciprocally informed work integrated learning (WIL) program embedded in the Spatial Sciences Curriculum
Dr Todd Robinson, Assoc Prof Ahmed El-Mowafy, Prof Bert Veenendaal (Department of Spatial Sciences)

Industry-driven criteria development of work-ready graduates in the Spatial Sciences: Industry contacts shared their notion of a work ready graduate. Online tools were used to compare student and supervisor ratings and thus identify anomalies or issues early on. Students were encouraged to reflect on their progress and this was tracked. Students noted that their capabilities improved over the duration of the project, including use of new equipment/technology, problem solving, communication, initiative and self-management.

Can traditional face-to-face clinical workplace visits be simulated in an online environment?
Yasas Botenne, Nagammal Nagendran, Louise Deshon (Medical Imaging Science)

The project sought to establish outcomes for clinical visits by visiting tutors in both traditional and online environments and compared student, visiting tutor and clinical supervisor satisfaction between blackboard collaborate and traditional face to face communication.

Visits to clinics in Geraldton, Busselton, Bunbury and Albany helped to strengthen industry relationships and established the impact of clinical visits by visiting tutor on the success of student placements. A program of engagement between clinical placement supervisors and visiting tutors, both face to face and using online means such as Blackboard Collaborate (access yet to be initiated at some remote or rural sites) is seen as vital to support students and optimise their learning while on placement.
**Building Learner Autonomy and Capacity for Community and Stakeholder Analysis and Engagement in Dietetic Students**
Dr Andrea Begley (Nutrition & Dietetics) and Dr Ann Firth

The aim of the project was to provide students in the new Masters of Dietetics with WIL experiences in first year before the second year professional mandatory 6 week placement. Students will work with external public health agencies to complete two competency requirements and experience inter-professional engagement.

Outcomes:
1. Enhance student learning of dietetic practice
2. Make efficacious the transition from novice (year 1) to competent practice (year 2)
3. Develop new industry partnerships for dietetics

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**WIL in Financial Planning: Using industry feedback to improve students’ understanding of the Financial Planning profession**
Elson Goh (Economics and Finance, CBS)

Industry perceptions of WIL were gathered during a meeting with industry and representative of the Financial Planning Association of Australia. Current course structure, engagement with industry to provide WIL opportunities for students and preparation for work experience opportunities were discussed. Improved preparation for WIL opportunities, especially in relation to the projects undertaken during placements, was highlighted as an area for improvement. Video resources and workshop materials were designed to enable students to appreciate and understand the activities involved in professional practice and reflect on how they are going to be part of the community when they graduate.

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**Developing an internship for the Tourism and Hospitality Major**
Assoc Prof Kirsten Holmes, Dr Michael Hughes, Assoc Prof Christof Pforr (Marketing, CBS)

The project team leveraged on existing relationships and partnered with the university Careers Hub to invite industry representatives to participate in focus groups and telephone interviews. The team gathered perceptions of representatives from tourism, hospitality and events, including small and large organisations and past graduates of their program, regarding the establishment of an internship program. The internship proposal will be presented to the school’s advisory board for feedback and final circulation to industry representatives, with the aim of developing a program to provide students with work experience and career planning opportunities.

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**A WIL initiative for the Human Biology PreClinical Degree**
Dr Phil Bourne, Dr Julianne Crowley (Human Biology, Biomedical Sciences)

Curtin’s Bachelor of Science (Human Biology Preclinical) Degree is a broad-based course which may suit students seeking a career in allied health but not yet ready to commit to a particular profession. It is an ideal degree if students are interested in learning more about human anatomy and physiology, biochemistry and evolutionary development, and provides a strong foundation for graduate-entry programs in clinical disciplines such as medicine, dentistry, nursing, physiotherapy, occupational therapy, pharmacy, audiology, optometry and speech pathology.

The Project team considered the introduction of WIL into the undergraduate Human Biology PreClinical Degree program (HB), to enhance their employability. Following consultation with Human Biology and Curtin Careers staff, interviews/focus groups were conducted with staff, students, alumni and industry to obtain their perspectives of the degree and potential career pathways.
Extension of WIL opportunities associated with presentation of Curtin's annual fashion graduation show case

Anne Farren (Design Technologies/Design & Art)

Position Descriptions related to fashion event management were written specifically catering to the requirements of the Curtin Fashion Graduate Showcase, to engage students in the job application process and build on existing industry relationships.

Indigenous Community Engagement through work integrated learning. Enhancing professional skills and promoting cultural awareness.

Michelle Johnston, Dr Bonita Mason, Chris Thomson, Professor Dawn Bennett (Media Culture & Creative Arts)

Student journalism stories from the Aboriginal Community Engagement unit, as published on Inkwire

Developing 21st Century fluencies using a suite of web-based applications

Dr Rachel Sheffield (Education)

Scientific Enquiry Unit for Pre-Service Teachers. Using Web 2.0 tools to engage learners in scientific enquiry problems such as Scooop.it; Voki; Bubbl.us and Padlet.

Volunteering to Learn: Enhancing learning in the student volunteering experience in Australian universities

Dr Rowena Scott and Assoc Prof Kirsten Holmes

Volunteer programs are growing in popularity in Australian universities as a means for students to engage with their communities at the same time as enhancing their employability. The project team gathered findings on the nature and range of student volunteering activities, and the learning associated with them and have developed draft good practice guides for each stakeholder group, including universities, host organisations, students and employers. The Volunteering to Learn project, funded by Australian Government’s Office of Learning and Teaching, is a collaboration of the four public Western Australian universities (Murdoch University, Edith Cowan University, Curtin University and University of Western Australia) and invited partner Macquarie University, along with Volunteering Australia and Volunteering Western Australia.

Issues Facing new supervisors: Undergraduate, Honours and Masters by Coursework

Assoc Prof Lynne Roberts (Psychology and Speech Pathology)

A range of common issues emerged from interviews with students, new supervisors and dissertation coordinators. For each of the following issues a range of materials is available on the Project website: http://www.dissertationsupervision.org/project-materials. These materials can be used by individual supervisors or for training purposes and may include:

- Vignettes prepared from student, supervisor and/or dissertation coordinator perspectives, reflecting the views presented during interviews.
- A brief review of literature on the issue
- Best practice suggestions
- Tools or resources for use by supervisors/students

Developing a Building Information Model for virtual and simulated engagement in building design and construction

Dr Vanissorn Vimonsatit, Moussa Leblouba, Tamiru Lemma (Engineering)

Developing a Building Information Model for virtual and simulated engagement in building design and construction, using technology such as Bentley AECOSim, Bentley Navigator, SketchUp Pro, SpacePilot Pro