

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

helps
preparing workplace
workforce continually
weather **WIL**
instigate
needs **skills**
Beyond **community**
producing risk
adapt understand economic
engage ment
challenged industry bolsters meet empowers recover
highly facilitates deep drawn adaptive
high vocational operating
work conceptual downturns capacities equipped navigate
cross-sector build technical capital transition plan apply
skilled downturn ensure human need foundation students

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

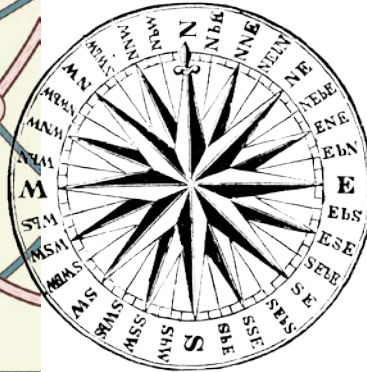
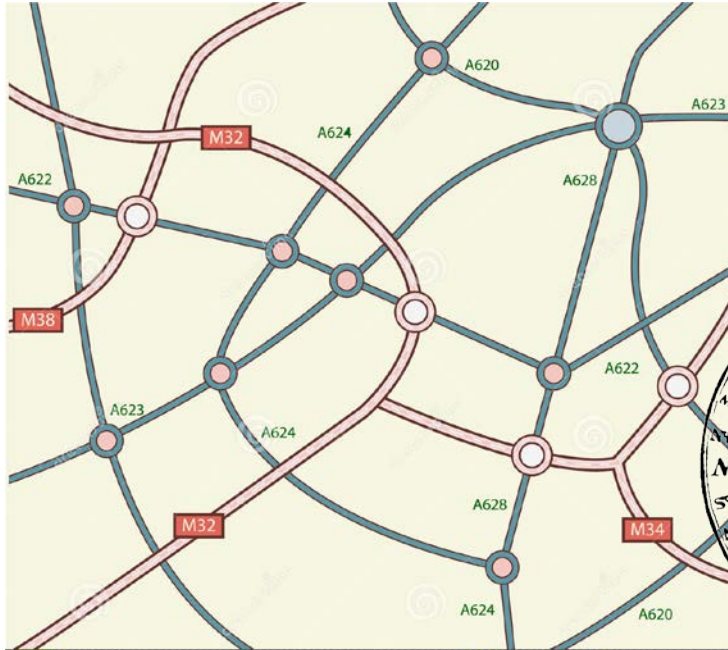
1960's evolution of Business Schools- adopting a more “scientific approach”- research programs became more important and publication rates became important performance indicators

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

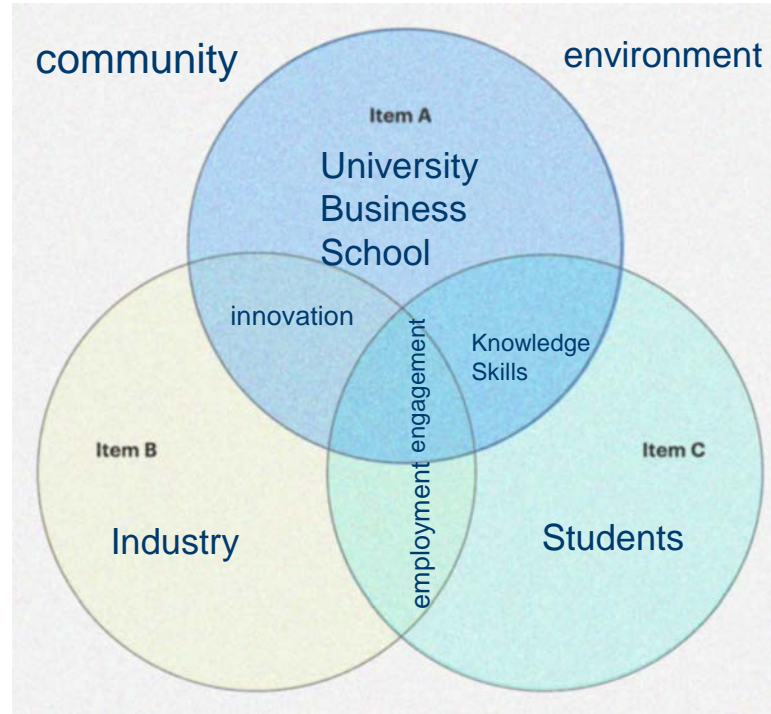
- Reviewed courses for a balance between skills, content and values
- Explored Service Learning (Patrick, Peach, Pocknee, Webb Fletcher & Pretto, 2008)
- Embedded skills and values into courses, majors and programs
- Reviewed suitability, alignment and focus of assessment
- Expanded our offerings in 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)

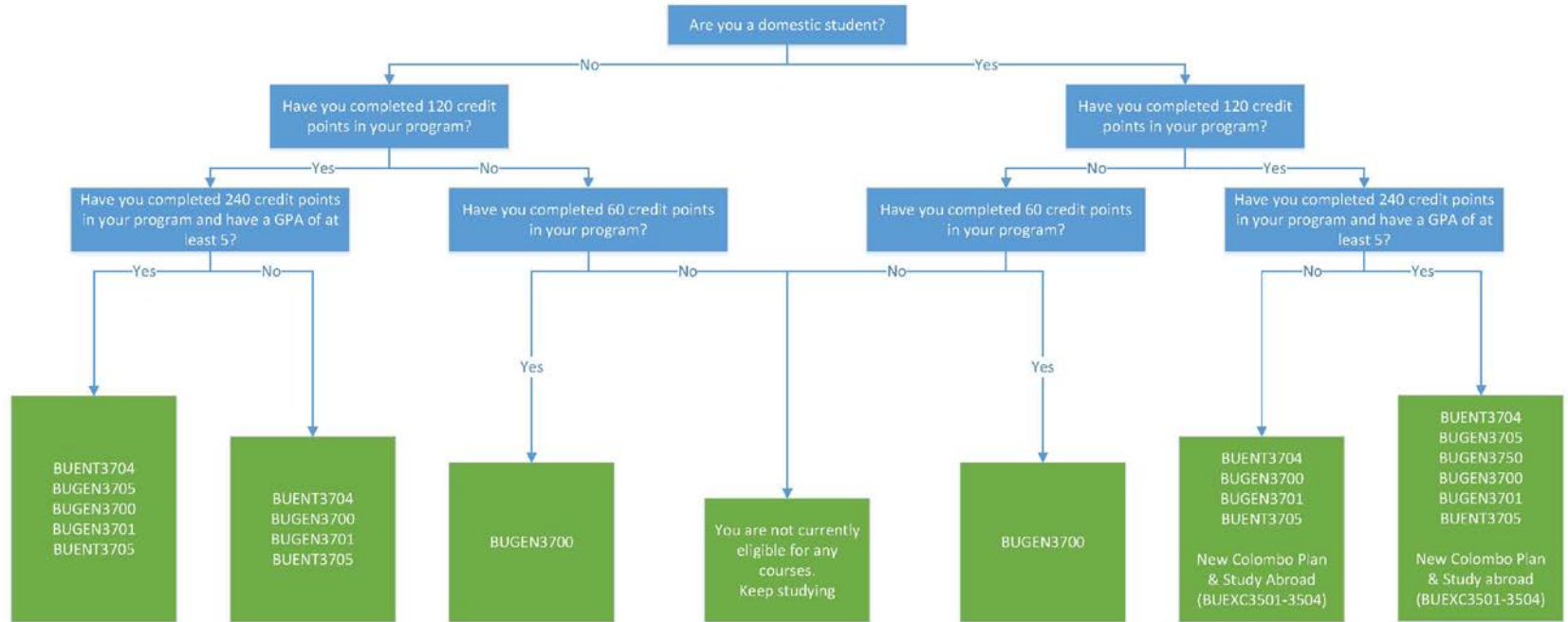
Federation Business School's response



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?



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 – BB5

Program Name – Bachelor of Business (Professional Experience)

Location – Berwick, Gippsland, Mt Helen, Online

Year 2019

Semester 1	Course Code	Course Name	Pre-requisites
	BUGEN1525	Preparing for Professional Experience	Nil
	BUACC1508	Principles of Accounting and Finance	Nil
	BULAW1502	Fundamentals of Law	Nil
	BUMGT1501	Management Principles	Nil
Semester 2	Course Code	Course Name	Pre-requisites
	BUMKT1501	Introduction to Marketing	Nil
	BUECO1509	Principles of Economics	Nil
	Elective	See available courses and electives list.	
	Elective		

Year 2020

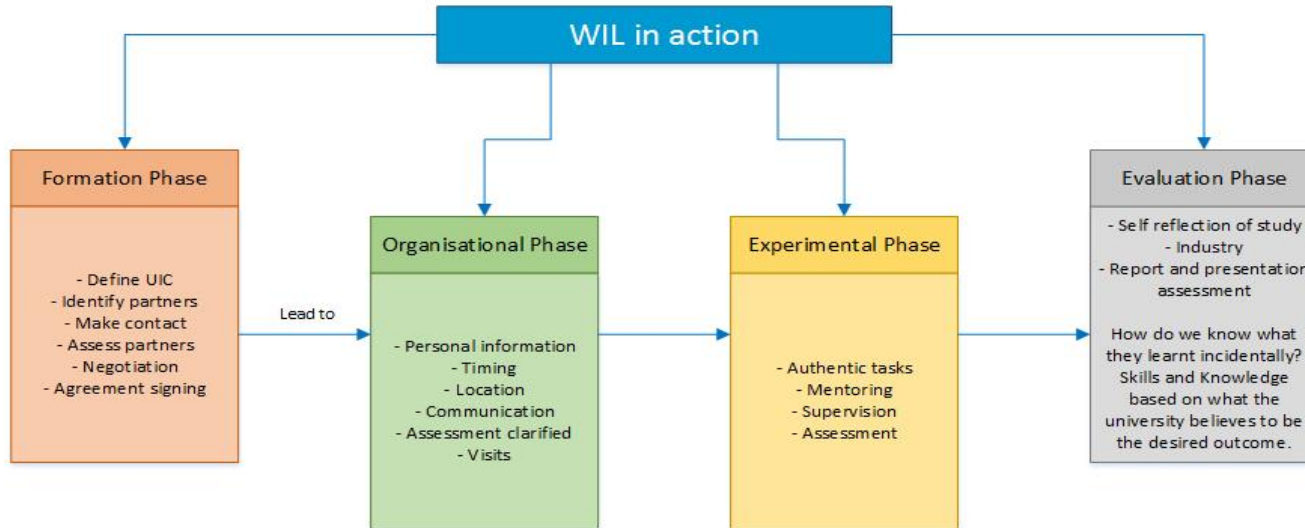
Semester 1	Course Code	Course Name	Pre-requisites
	BUENT3704	Business Consulting Project (Enactus)	Successful completion of at least 8 courses (120 credit points)
	BUGEN2630	Principles of Responsible Business	Nil
	BUMGT2621	Business Communication	Nil
	BUMGT2602	Managerial Research Methods	Successful completion of at least 6 courses in the Program
Semester 2	Course Code	Course Name	Pre-requisites
	BUGEN3700	Industry Experience Project (Community Projects)	Successful completion of at least 4 courses (60 credit points) from BB5
	BUENT3705	Work Integrated Learning: Industry based case studies	Successful completion of at least 8 courses (120 credit points)
	Elective	See available courses and electives list.	
	Elective		

Enrolment Program Structure

Year 2021

Semester 1	Course Code	Course Name	Pre-requisites
	BUGEN3750 or BUGEN3705	Work Integrated Learning – 30 CP Industry Based Learning Project (IPP) or Business Internship 1	Student to submit application form or completion of at least 16 courses with GPA 5 or above in at least 12 courses taken.
	BUGEN3701 or BUEXC3501	Work Integrated Learning – 15 CP Business Simulation or International Exchange Study	Successful completion of at least 8 courses from BB5
	BUMGT3739	Creativity and Innovation	Nil
	Elective	See available courses and electives list.	
Semester 2	Course Code	Course Name	Pre-requisites
	BUGEN3750 or BUGEN3705	Work Integrated Learning – 30 CP Industry Based Learning Project (IPP) or Business Internship 1	Student to submit application form or completion of at least 16 courses with GPA 5 or above in at least 12 courses taken.
	BUGEN3701 or BUEXC3501	Work Integrated Learning – 15 CP Business Simulation or International Exchange Study	Successful completion of at least 8 courses from BB5
	Elective	See available courses and electives list.	
	Elective		

Federation Business School – Industry Collaboration



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

Types of Evaluation to Assess Effectiveness

Summative Evaluation	Knowledge, skills attitude gained during programme
Outcome/impact evaluation	Short-term (outcome) and long- term (impact) results
Policy Evaluation	Change in policy?
Replicability/transferability evaluation	Use in another setting or context

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**

