INCORPORATING WORK-INTEGRATED LEARNING IN THE CURRICULUM: WHY, WHAT AND HOW?

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DEFINITIONS OF WIL

• The intersect and engagement of theoretical and practice learning. The process of bringing together formal learning and productive work, or theory and practice. Constructing one system using available knowledge from several separate sources. Cooper, Orrell, & Bowden (2010)

• A structured educational strategy which aims to merge theoretical knowledge gained in academic studies to workplace experiences. .....a bridge for the student between academic study present and their professional future. Martin, Rees, & Edwards (2011)

• An educational strategy in which students undergo conventional academic learning within an educational institution and combine this with some time spent in a workplace relevant to their program of study and career aims. Coll et al., 2009

• Umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum. Patrick, Peach, & Pocknee, 2008

• An educational approach that uses relevant work-based projects that form an integrated and assessed part of an academic program of study. Zegwaard & Coll (2013, APJCE)
A commonly held (old) criticism is that WIL are mere ‘bolt-on’ activities to the degree.

- They work independent of other learning activities
- May not include good measuring of student learning during WIL
- Any integration tends to be integrating classroom learning into a place of practice (often by chance, not by design)
- Seldom does it integrated WIL learning back into classroom learning

Integrated WIL into the curriculum (Johnston, 2011; Coll & Zegwaard, 2011)

- Preparatory curriculum, preparing students for the work-related activity
- Academic curricula, related discipline knowledge
- Work-related activities, the authentic application of the practice of work
- Linking the learning occurred from work-related activity back into the classroom
  - E.g., learning of different techniques, attitude, study skills, self-discipline, career clarity (Eames, 2003)
## TYPES OF WIL

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- **Work placements** (full immersion): This includes various forms of workplace engagement such as work placements, co-op placements, practicums, internships, WIL placements/experience, industry placements, field placements/clinical placements, community placements, IBLs, professional practice, summer research scholarships, apprenticeships, and shadowing.

- **Work-related projects**: This category involves projects and activities that are directly related to work, including applied projects, consultative reports/literature reviews, community-based projects, competitions, industry projects, entrepreneurship, relevant community projects (e.g., adopt a gully, habitat for humanity builds), community service (e.g., Marae service), capstones, and scenario-based learning (simulations).
FSEN CO-OP PROGRAMME

Year two

• Preparation for the professional workplace (10pt)
• Summer work placement (20pts). Minimum of 400 hours.

Year three

• Reflection of the professional workplace (10pts)
• Summer work placements (20pts). Minimum of 400 hours

Year four (for Science)

• A semester work placement (20pts).
RESOURCES - JOURNALS

  - Central co-op/WIL journal, open access
  - Online portal for resources (still being developed). Free access
- Journal of Cooperative Education and Internships (now retired, articles accessible through WIL portal)
- Journal of Workplace Learning
- Vocations and Learning
- Journal of Scholarship on Graduate Employability
- Journal of Adult Education
- Higher Education, Skills and Work-Based Learning
- Partnerships: Journal of Service Learning and Civic Engagement
- Journal of Service Learning in Higher Education
BOOKS

  • Buy at http://www.waceinc.org/handbook.html ($80US, includes shipping)
• The Work-Based Learning Student Handbook 2nd ed (Helyer, 2015)
• HERDSA guide: Work integrated learning in the curriculum (Ferns, 2014)
• International Handbook of Research in Professional and Practice-based Learning (Billett et al., 2014).
• How to make the most of WIL (series; Martin & Hughes, 2011)
  • 5 small booklets https://akoaotearoa.ac.nz/wil
• Work integrated learning: A guide to effective practice (Cooper, et al., 2010).
• Work-based learning: Bridging knowledge and action in the workplace 2nd ed (Raelin 2008).
• Learning in the Workplace: Strategies for Effective Practice (Billett, 2001)
REPORTS

• A Practical Guide for Work-integrated Learning (Stirling et al., 2016)
• The WIL [Work Integrated Learning] report: A national scoping study (Patrick et al., 2009)
• An exploration of the pedagogies employed to integrate knowledge in work-integrated learning in New Zealand higher education institutions (Coll et al, 2009).
• ASET good practice guide for work-based and placement learning in higher education (Wilson, et al., 2013)
• Good Practice Report: Work-integrated learning (Orrell, 2011)
• Work-based learning and work-integrated learning: fostering engagement with employers (Atkinson, 2016)
• Developing the Field of Work Integrated Learning (WIL) in Higher Education: A Scoping Study and Curriculum Inquiry (Rosse, 2015?)
• Work-integrated learning: Good practice guide (Windberg, et al., 2011)
• Work Integrated Learning (WIL): Designing and Implementing WIL Curricula (Smith and Simbag, 2009?)