



## Engaging the curriculum 'message systems' for work-integrated learning

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### Overview

- Rationale for work-integrated learning
- Spectrum of approaches to work-integrated learning
- Curriculum 'message systems': valuing work-integrated learning
- Examples of work-integrated learning models and reviewing curriculum 'message systems'



## A rationale for work-integrated learning



- Policy paradigm
  - Vocationalism
  - Employability skills
- Research evidence: the learners
  - Adult learners: Knowles (1978)
    - Perception of learning 'need' frames engagement/motivation
  - Nature of current students: generally 'worker-learners'
- Research evidence: pedagogy
  - Productive pedagogies
    - Curriculum relevance- salience
    - Connectedness to real world
    - Links theory and practice
- Work-integrated learning:
  - Overarching framework for many activities
  - Focus is often
    - The experience in the work place
    - Not work-integrated learning

## Connecting to 'work'



- **Authentic pedagogies (1)**
- **Site visits (2)**
- Work experience/placement
- **Community service-learning (3)**
- Industry projects/enterprise learning
- **Practicum/Clinical Placements (4)**
- Internships

## Curriculum ‘message systems’



- Curriculum: the organisation of content/experiences
  - Pedagogy: the processes of learning
  - Assessment: what is considered a valid ‘statement’ of the learning
- In thinking about work-integrated learning, do the ‘message systems’ value learning or actions that occur in the workplace? In what ways? How do these message systems align and provide a consistent message to students about the curriculum intent?*
- Framework for *integration* of work *and* learning requires
    - Close attention to alignment of curriculum ‘message systems’
    - Real engagement with workplaces
    - **A curriculum vision: transformation or replication**

## 1. Authentic pedagogies



- Draw from Authentic pedagogy (Newmann and Associates, 1996)
  - “Authentic instruction requires higher order thinking, deep knowledge, substantive conversations **and connections to the world beyond the classroom.**”
- “Authentic assessment involves students being expected to organise information, consider alternatives, demonstrate knowledge of disciplinary content and processes, perform elaborate communication, **solve problems connected to the world beyond the classroom and present to an audience beyond the school**”
    - (Newmann & Associates, 1996, p. 46)

## Authentic pedagogies



- How might curriculum message systems value work?
  - Assessment tasks
    - Real work problems to be solved
  - Pedagogy
    - Problem-based learning
    - Case-based learning

## 2. Work site visit



- Field visit
- Site visit
- Excursion

*How might curriculum message systems value work or work site?*

Pedagogy and curriculum

- Supporting engagement in site location
  - Inquiry model of learning
    - Systematic preparation tasks
    - On site tasks
    - Critical reflection tasks

Assessment

- Requires some assessment task that links to experience

### 3. Community service- learning



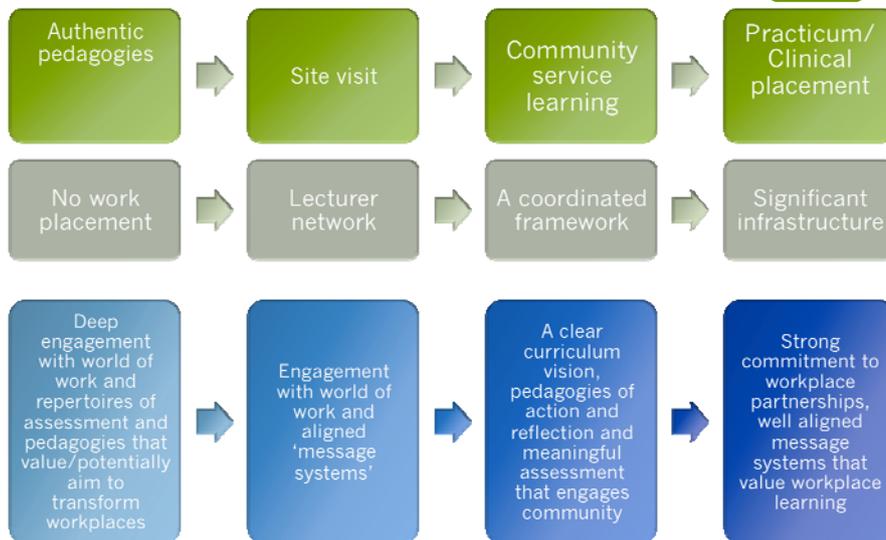
- **Not service but ‘service-learning’**
- “Service-learning combines service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content.”  
([http://servicelearning.org/what\\_is\\_service-learning/service-learning\\_is/index.php](http://servicelearning.org/what_is_service-learning/service-learning_is/index.php))
- **How might curriculum message systems value work or work site?**
- Curriculum vision
  - Clear purpose/ goal
- Pedagogy
  - That promotes engagement, action, critical reflection and meta-cognition
  - Project-based learning
  - Action-learning
- Assessment
  - Creating a meaningful assessment task

### 4. Practicum/Clinical placement



- Often stand-alone subject with some ‘technical’ preparation ‘lectures’ or ‘workshops’
- Often a professional requirement
- Specific opportunity to learn professional skills and knowledge
- **How might curriculum message systems value work?**
- **Pedagogy**
  - Demands experiential learning framework (ie Kolb)
  - Concrete experience
  - Observation and reflection
  - Forming abstract concepts
  - Testing in new situations
- **Assessment**  
Activity or task that demonstrates metacognition

## Work integrated learning- a possible continuum



## References

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