

Work Integrated Learning: An industry partners' perspective

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Our focus:



- * What is **Work Integrated Learning** in the Creative Industries context?
- * What are perspectives of **industry partners** engaged in the provision of internships?
- * How do these perspectives **impact our collaborative partnerships**?
- * How can we better **value the contribution of industry partners** in the provision of students' learning?

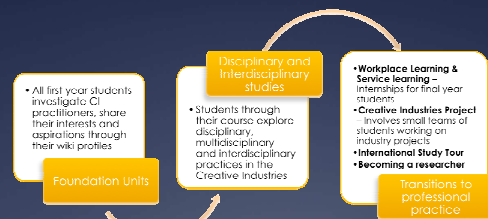
Work Integrated Learning



.... an umbrella term for a range of approaches and strategies that **integrate theory with practice of work** within a purposefully designed curriculum.

ALTC WIL Report National Scoping Study,
(Patrick et al, 2008:9)

Work Integrated Learning Creative Industries Course Map



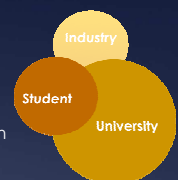
Creative Industries Internships



Cail at Youth Arts QLD

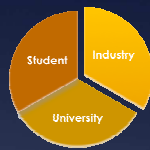
- * Available to all students
- * Internship undertaken intensively or extended over a year (100-200 hours)
- * Up to 200 industry partners involved - many small to medium enterprises
- * Assessment: CV, proposal, written reflective essay, IP evaluation

WIL Collaborative Partnerships in HE



- * Nature and quality of partnerships depends on level of involvement (Smith and Betts, 2000)
- * Establishing such partnerships is challenging. Problems related to:
 - different aims & expectations of partners (Colin & Tynjala, 2003)
 - limited academic engagement (Weisz and Smith, 2005)
 - lack of resourcing and recognition (Reeders, 2000)
- * More inclusive approach to the development and implementation of WIL curricula (Franz, 2007)
- * Creating more permeability between higher education & the world of work is a significant challenge (Brennan & Little, 2006)

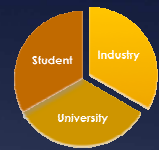
Industry perspectives



Reasons for engaging in the internship program

- ❖ **Source of extra labour....**
 - 'Catching up with work'
 - Potential source of new employers
 - 'New ideas' 'new technologies'
 - Adding value to existing team skills
- ❖ **Giving back....**
 - 'Empowering them'
 - 'Develop their skills'
 - 'Address issues in the industry'
- ❖ **Students as workers and learners**
- ❖ **Industry partners as trainers and mentors - SMEs**

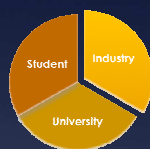
Industry perspectives



Perceptions of readiness to support and assess interns

- ❖ Often supervisors had little to no experience supervising interns or undertaking an internship themselves
- ❖ Many SMEs did not have dedicated person to induct, mentor & support
- ❖ Most felt comfortable assessing students against standards and providing written and verbal feedback

Industry perspectives



Perceptions of the partnership: Issues of communication and collaboration

- ❖ Most relied on interns for information rather than print material and email contact
- ❖ Some requested more face to face communication and others were adamant that they didn't require further communication
- ❖ Some had a desire for greater collaboration and 'collegiate approach' to the students' experience
 - Information on the interns' academic studies
 - Close the loop feedback of the effectiveness of their internship training

Ways forward



- * Industry partner perspectives need to be understood as more than external resources that informatively support WIL provision
- * Our industry partners need to be understood as fundamental contributors to a culture of learning provision that values work as learning not work as something that needs to be integrated with learning.

What does it mean for the internship program ?

Towards more collaborative partnerships

- Shift internship assessment to better **value learning at work**
 - increased weighting on industry partners' assessment
 - portfolio evidence
- Increasing industry partners' **contribution to the assessment** of student learning outcome
- Invite industry partners **into reflective dialogue with students** about ways internship experiences have challenged their notions of professional practice
- Enable industry partners' **feedback to inform continuous improvement** for courses and programs

Questions

