

## A basic Transactional Analysis (TA) model

Dear USQ Bloggers

Have a look at the attached model, which may be very familiar to some of you. All WBL students are of course mature and normally in full-time employment with significant professional experience and how we communicate with them as equals is of course key to their learning experience.

However the "ego-states" of Parent - Adult - Child (PAC) proposed by Berne (1964) and Stewart and Joines (1987) can be useful in understanding aspects of the student-tutor role. How can we communicate with our candidates in the Adult to Adult state when the complex roles of student and tutor often encourage Parent - Child interactions. This is of course an old model but none the worse for that. For those of you interested just key "Transactional Analysis" into Google and go from there.

### 1 attachment



USQAssessing work based projects.doc



USQAssessingRAL.doc

## Welcome to the work based learning blogging week

Dear USQ Bloggers

Welcome to the WBL blogging week! I look forward to communicating with you all. Couple of basics:

This is the first time I've hosted a blogging session, so of course will try to avoid blunders, and will be constantly reflecting on the process so do please share your reflections too.

USQ is 10 hours ahead of Middlesex University in London, but hopefully the difference in time zone won't impact too much on our virtual conversations.

Given that Work Based Learning is new to USQ I thought I'd start with one of the things at the heart of higher education teaching and learning; namely the learning facilitation relationship between a WBL tutor and a learner.

## Work-integrated learning

Dr Jenny Naish is Head of International Development within Middlesex University's award winning National Centre for Work Based Learning Partnerships of which she was a founding member. She was awarded a National Teaching Fellowship in 2006.

Jenny leads all international development for WBL and in addition manages the provision of WBL programmes in Malaysia, is Academic Director of the Irish Centre for Work Based Learning

Partnerships and responsible for the quality assurance and staff development of WBL internationally, but especially in SE and East Asia. Jenny leads a range of Masters programmes in Work Based Learning Studies within the government, private and public sectors, and makes a major contribution to the Doctorate in Professional Studies. Jenny is also a University Orator, University Teaching Fellow and staff member of the Board of Governors.

### Welcome to the LTSU blog site

LTSU have established this blog site in which we have invited a range of national and international guest bloggers to share their experience and thoughts on a variety of learning and teaching ideas and initiatives. We invite you to join with us and learn from these our special guest and, more importantly, add your valuable insight to theirs.

#### Login

#### procedure

For USQ staff to log into this site please place an "@staff" after your log in name (for example sankey@staff) followed by your USQConnect password. For non USQ users please contact **Jill Young** to be allocated a username and access password.

### A BLAST FROM THE PAST

Hello WBL/WIL Bloggers,

Drawing upon my experiences as the Chairperson of an Industrial Placement Committee back in the early 1990's (that's how we referred to WBL/WIL in those days^-^), I thought it would be helpful to share with you what I saw as the key success factors for the satisfaction of the key stakeholders:

- Conceptualising and negotiating a 'thick sandwich' policy of industrial placements and accompanying Programme with multiple stakeholders: senior academic leaders and peers; senior managers from the business sector and students enrolled in the programme;
- Developing Programme specifications, including reporting and assessment structure;

### WBL course specifications?

Does anyone have examples of WBL "course specifications"? There are various models of WBL. For example one could be that a student organises their own WBL placement and an employer signs-off on it so that the student has evidence to present to a program co-ordinator, where such a placement is required of the student, but the placement does not count as a course. Another could be where the WBL is highly structured, monitored, reported on, assessed, and carries a weighting that counts as one (or more) course units. Naturally, there can be many other models as well. If anyone has examples of course specifications for such models or can point me in a direction where I could find them, it would be very helpful.

### Flurry at the end

I've just logged on again after a week off. There seemed to be so little activity at the start (often typical of blogs) and I got sucked into my own week of busy-ness.

Interesting to read the threads on WBL and notion of "placement" of undergrads to observe/participate at various levels in the workplace compared with a Masters where people "think about what they have been doing for years." In my discipline, theatre, technical production students have been seconded/placed for years with arts organisations. Latterly drama and theatre studies majors have taken this route. Choosing a suitable organisation is high on our priorities for the obvious reasons. No problem getting our horses to drink!

### **End of WBL blogging week**

Dear All

As USQ is now 9 hours ahead of GMT in London and I'm off campus at meetings all day Friday I thought I'd just take time for a final entry.

I hope you've found the blogging interesting and perhaps even fun and an opportunity to share ideas, concepts and practice about the value of WBL. It's been fascinating to talk with you all and I really value the contribution this makes to developing WBL at USQ.

One final last thought...remember Albert Mehrabian's theory of communication: 58% dance (ie all the non-verbal communication), 35% music and only 7% words! This has a huge impact on the tutor/learner facilitation if it's all done on-line/electronically when you can't see or hear the other person!

regards

Jenny

**Thank you Jenny**

Hello Jenny,

Your final point makes yet another good argument for using webcams for our Master of Professional Studies program!

Thank you for all of your interesting, and highly informative comments.

Kind regards,  
Madeline

Madeline Fisher, Lecturer (Education)  
WBL Program Co-ordinator (Master of Professional Studies)  
USQ Fraser Coast

**Mehrabian**

Hi

Jenny

Validating Mehrabian here, but without the musical spin, human communication is first and

foremost about body language ("dance"), tone ("music"), with content (the words) coming in a very faint last. So, it's not what you say, but how you say it! My very wise dog has known this for years.

Best

Kate

### Regards Workplace based learning

Hi,

I teach the strategic management of Information technology and informaton in a number of postgraduate courses for the School of Information Systems in the Faculty of Business

I believe the concept of the work based learning has a lot of merit particularly for disciplines which can be a vocation and career for students on a completing a degree

Particularly for undergraduates, work based learning can be invaluable allowing them to make the connection between the theoretical and experiential and can often lead to full time employment

However, how do we engage employers in work based learning on a sufficient scale and provide work based learning to a whole cohort of students?

How do we assess students on work based learning?

I would be interested hearing from the experiences of others

Thanks Michael

### re workbased learning

Hi michael

I lecture in nursing at USQ, mentor in our new MPPS programme, and am currently exploring WBL and other adult learning & teaching approaches for my Grad Dip TT&L.

In the nursing arena, there is use of both the QLD Hlth employee doing WBL and undergraduate student work experience in a number of courses as part of their program of study. The former is run by QLD Hlth & are known as "Transition to ..." depending on the area of employment eg medical, surgical, etc. The clinical area concerned has a nominated facilitator (an experienced & appropriately qualified, including Cert IV Workplace training & assessment) who orientates, facilitates learning opportunities, & monitors progress, and marks assessment items (written & practical) with the learner. Staff have the option of doing the program modules as professional development (no assessment) or for articulation into a relevant grad dip at one of the QLD unis. There is usually rostered time for gaining the required practical experiences.

Another form of WBL is the nurse graduate year program, again a QLD hlth thing, that supports the new RN during their first post-graduate year. Participants have the opportunity of further learning

and a number of clinical placements during that time (no formal assessments, apart from any required clinical competencies and professional performance review objectives)

The undergraduate form of WBL is run by the universities offering BN programmes, under contractual agreements with QLD Hlth & various health facilities to permit student presence and participation in provision of health care while on clinical placement. This assists the students to make sense of their theoretical learning and apply it in real life. In USQ, Assessment is by achievement of set skills competencies and performance appraisal (by self & preceptor) measured against RN professional of practice. Students are also required to complete reflections on critical learning incidents during placement. Clinicals are always a highlight of the students, year. The inclusion of clinical experience is a requirement of QNC for BN programme approval, and eventual professional registration.

Hope this gives you some ideas.

cheers

Lyn

### **Engaging employers**

Hi

Michael,

With changing demographics it is likely that employers will soon be very grateful for opportunities to have additional people within the workplace, especially if students can be assigned to complete a specific task in an allocated time. The following executive report summarising findings from 500 Australian Companies may be of interest:

[http://www.aigroup.asn.au/aigroup/pdf/publications/reports/general\\_reports/WorldSkills\\_exec\\_summary.pdf](http://www.aigroup.asn.au/aigroup/pdf/publications/reports/general_reports/WorldSkills_exec_summary.pdf)

Kind regards,

Madeline

Madeline Fisher, Lecturer (Education)  
WBL Program Co-ordinator (Master of Professional Studies)  
USQ Fraser Coast

### **Dear Michael Thanks for your**

Dear Michael

Thanks for your contribution to the blogging week.

Here at Middlesex and in the UK there are lots of different definitions of WBL. We differentiate between WBL for people in full time employment and students of a work placement which I think is what you are talking about.

Both are valuable, but rather different, which of course raises issues of different pedagogies and assessment strategies.

Attached are 2 documents, one about assessing RPL and the other about assessing work based projects. Very much hope you find these helpful.

Dr Jenny Naish  
National Teaching Fellow  
Head of International Development  
National Centre for Work Based Learning Partnerships  
Middlesex University

### **An accountant's perspective**

Hi everyone  
I am teaching at USQ in the accounting field, but I am originally from the UK. In taking my UK professional qualifications, after studying a non-accounting degree or an accounting at university, we had to undergo a training contract, so we worked full time and took professional accounting qualifications in our own time (the Institute/Association set their own exams). Most large employers allowed students some block release (e.g. 3 weeks a few times a year) to attend 'intensive' courses and to take exams. Although this put a great deal of pressure on your time, it did make the learning experience more relevant and for some subjects (mentioning no names) I don't think I did more than dip into the text book from time to time, most of what I needed to know being absorbed during my working day. I have taught auditing in the past in Australia, where students take their accounting degree at university, and it is much harder to teach when the students are often school leavers with no work experience and have never seen an accounting information system in operation. I think work based learning can greatly enhance the formal learning experience.

Christina

### **Industry partners**

Christina

In psych we have pretty much the same problem in that we teach about psychology for three years without letting students get near a real live person. One of the things that we have tried recently was an industry project. Our first year students were actively involved with a project instigated by Disabilities Services Queensland. That project allowed a number of students to interact with people with autism or other communication problems and it certainly provided a motivation for them to pursue their studies in a very different way. It made the teaching more enjoyable in that I could refer some of the things that I was saying back to these experiences. I expect that something similar could be done in the accounting area (or as my colleague says, if you can't do it for real, fake it). I guess I am suggesting that problem based learning where the problem is generated in industry seems a viable way of getting students involved in the world of work without them having to be in the workplace.

Gerry

### **New bloggers – steps for taking the plunge**

If you've been reading and wondering about posting, please take the plunge now, before the week is over. To respond to existing comments, just click on "add comment" at the end of the post - easy peasy. If you haven't blogged before here's your opportunity to add to your repertoire of skills, just click on "my blog" in the top of the left hand side box, and "create content and blog entry". This will open a content box for you to submit your personal blog entry. Creating a meaningful title provides focus for your readers, so give some thought to your blog title. You can preview before you submit, but I also create my posts as a word doc then paste into the blog. Some information on blogs below  
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### **Background to WBL at USQ Fraser Coast**

Hello,

I thought that it may be of interest to put forward some of the background to the development of workplace-based learning at USQ Fraser Coast. At a USQ Wide Bay staff meeting in August 2005 Professor Ken Stott put forward the idea of a totally new Master's degree that could be completed in the workplace, and asked for expressions of interest.

As a former teacher I could see tremendous potential in this concept. There are so many people who are so busy in their professional capacities that they cannot see a way of being able to study within a reasonable time-scale, and also maintain some sort of balance in their lives. Work soon began on putting forward a new Master of Professional Studies program for accreditation. Part of our rationale was that students would complete projects that would be part of their normal work, but, as a result of their studies these projects would be completed to a much higher standard. The projects would also be of benefit to the place of employment. The students would be offered a very high degree of flexibility. They would be in charge of their own learning. The first part of the program is based on a learning portfolio where students demonstrate the learning they have acquired through experience and expertise. This can also be presented for Recognition of Prior Learning (RPL). The Program was accredited in November 2006, and our first cohort of students are already working towards the completion of their portfolios.  
Kind regards,  
Madeline Fisher

### **Student backgrounds in WBL at USQ Fraser Coast**

Hello Madeline

What are the student backgrounds, eg, professional area, mature age, preferred study mode?

Have you been trained in RPL?

Jacquie

### **WBL USQ Fraser Coast Student Backgrounds**

Hi Jacquie,

Thank you for your interesting questions. In theory our Master of Professional Studies program can be taken by students from any background, as long as they meet the entry requirements. However, we used existing connections within the fields of Business and Education for recruiting our initial cohort because of the limited time between accreditation and our first intake. Our students include a State Member of Parliament, two CEO's from government-funded organisations, teachers from both State and Independent sectors, a Manager of a not-for-profit Community Care organisation, and students involved at different levels of business.

All of our students would be classified as mature age, and interestingly more than half are aged 49 and above. These students, I believe, are a completely new market for USQ, and the majority would not consider studying at university without the flexibility of delivery that we are able to offer.

The first two courses of the program each start with an intensive weekend held on-campus at Fraser Coast. Although this is an on-campus program, there are no other compulsory formal classes because everything is totally individualised. Instead, each student is assigned a USQ Adviser and makes individual arrangements to meet, either in person, or via webcam links. The webcams were provided for the first cohort as part of a USQ pilot. This totally flexible approach means that students are in control of their own learning, and are able to maximise their study time because they are not required to travel for consultations.

Dr Jenny Naish travelled to Fraser Coast Campus in February to deliver a full week of training to our team of 16 cross-faculty staff. We are all extremely grateful to Jenny for her inspirational leadership, and her continued support. Jenny has provided an enormous amount of help and advice throughout the process of accreditation and starting up our exciting new program.

I hope this has answered your questions, Jacquie. I will be happy to answer more. It really is an exciting venture!

Kind regards,

Madeline Fisher, Lecturer (Education)  
WBL Program Co-ordinator (Master of Professional Studies)  
USQ Fraser Coast

**Australian Collaborative Education Network - ACEN**

Greetings,

Great to see some progress around discussions of Work Integrated Learning (WIL) at USQ.

Some of you will no doubt be aware of ACEN which is the peak body for WIL in Australia. I have recently been appointed as the communications director for the national executive of ACEN, and last week we lodged an application for a Carrick grant for a scoping study to evaluate the extent to which WIL programs are utilised in Australian Universities.

USQ is a partner in this application and if we are successful in getting this grant will lead to some very exciting outcomes for all parties concerned.

If you are currently not a member of ACEN you can join up by going to <http://www.swin.edu.au/hosting/acen> .

At Springfield I have been invited into the Psychology department to deliver work integrated learning programs to undergraduate psych students. Currently about 15 first year psych students are beginning placements with local organisations including Drug Arm, Arthur Gorrie Correctional Centre and Ipswich City Council. In terms of undergraduate psychology training in Australia this is quite innovative. While the numbers here are still small we aim to build on this in time.

In our discussions about WIL at Springfield some people have been concerned about how we define this concept. Essentially we have agreed that it is about bridging the gap between theory in practice and this may be achieved in a variety of ways (placements, internships, part time work, mentoring, job skills programs).

A key factor for the success of these programs will be the allocation of necessary resources, which may require a fundamental re-evaluation of some of our processes.

## **ACEN**

Hello Guy,

Congratulations on your appointment to the National Executive of ACEN!

I would strongly recommend that anyone who is interested in Workplace-based learning should consider joining the Australian Collaborative Education Network. Thank you for giving the web site for further information.

The ACEN conference in September 2006 gave an excellent overview of many aspects of current developments in this exciting new area of learning.

Kind regards,

Madeline Fisher, Lecturer (Education)  
WBL Program Co-ordinator (Master of Professional Studies)  
USQ Fraser Coast

**Hi**

Hi Madeline,

thanks for the feedback.

It sounds like your program the Master of Professional studies is progressing well. I was speaking to one of the students in this program last week (Cindy Ford) and she seemed to be enjoying it.

Yes I agree the Acen conference last year was great.

Hope to talk soon

Guy

### **WBL and the international student perspective**

Jenny many thanks for participating in this event. USQ has a significant population of international students (both oncampus and external) and I would be interested in your experience in setting up WBL programs in diverse range of environments (e.g. Malaysia vs Ireland) and some of the key challenges that you think we should be aware of, particularly in terms of curriculum development and assessment.

**Hi there**Yes, the

Hi there

Yes, the international side is very interesting and challenging.

Actually the issues around curriculum development and assessment tend not to be an issue although quite of lot of east/west paradigms as you can imagine.

Strangely the issues about setting up WBL programmes internationally tend to be on the administrative and financial side. For instance in Malaysia, Australian universities do much better than UK because the GBP is so strong against the Malaysian Ringgit that we have to charge more than AUD.

Lots of cultural issues in Hong Kong around independent learning which they find difficult and in Ireland there's a lot of European funding available which makes working with multi-national companies easier than in UK.

However, I suspect this may not be your area of interest? Could you say more and then I'll respond more specifically?

Dr Jenny Naish  
National Teaching Fellow  
Head of International Development  
National Centre for Work Based Learning Partnerships  
Middlesex University

### **Internationals students**

Hi

Jenny

Thanks for your comments - it is good to hear the curriculum development and assessment issue are not major impediments. It was not so much the costs involved as I was more thinking about the difficulties one might face in placing WBL in an external mode course or program where students could just about be anywhere and the sort of quality control issues that would impose on the delivery of the student experience (compared to a local situation where there is more opportunity for direct contact with all parties involved).

Regards

Grant

### **International Students**

Grant

We have had some experience of this in running our Masters of Applied Psychology in Singapore. As part of that degree students needed to take two 250 hour practica. The assessment part was relatively straightforward in that procedures and guidelines had already been developed within the Department for Masters Programs run in Australia. I suspect that such guidelines are readily available in any program that has practica involved (e.g. nursing, education). Organising the placements was the key problem. We were lucky in that we had two very good partners in Singapore that found the practica sites and facilitated students participation. Without the partners I don't think we could have managed.

Gerry

### **Work-based learning at USQ**

First, thanks to Jenny for leading this. It is good to have someone who is one of the most highly regarded people in the field of WBL. Two things I would like to contribute: first, work-based learning enables people to use their real-world daily experience as the learning or study for a university award. The learning is thus authentic and not removed from the scene of the real action. That is the basis of our new degree, which requires students to use their day-to-day work commitments and experiences as their study. The second thing is that learning may have already been taking place, and if we can find a way of evidencing that learning, there is no need to repeat it. Again, our new degree has a "recognition of prior learning" (RPL) component to enable students to gain credit for previous learning. When you take RPL and learning in the workplace together, you have an immensely powerful combination for high level learning. A question, though, for Jenny and others: how do you effectively separate the description of learning experiences from the actual learning, and how is the latter best expressed?

### **Yes, this is an important**

Yes, this is an important question, Ken, and one that is key to the RPL facilitation process.

Candidates typically find it quite easy to describe what they do, but this is far removed from analysing what they know and have learnt that enables them to "do". Needless to say there are numerous ways to guide a candidate into the reflective mode that is, I believe, an essential part of becoming analytical. Some understanding of theories underpinning RPL and reflection (Kolb, Schon) can be helpful, as can self knowledge and awareness about your learning style.

At Middlesex we use our "level descriptors" to assess RPL and these are explicit to the candidates and can be helpful as they identify the level of knowledge and learning we are looking for. For example we'd expect a 2nd year undergraduate to be able to "understand and describe", whereas the hall marks for a postgraduate student would be "analysis, synthesis and evaluation". Bloom's Taxonomy is useful but not exactly user friendly.

That said analysis of one's one learning and knowledge requires a sophisticated command of language and discourse. Much more to be said on that front...but just to end by therefore observing that WBL is therefore much more difficult at undergraduate level.

Hope these observations are of interest and helpful.

Jenny

Dr Jenny Naish  
National Teaching Fellow  
Head of International Development  
National Centre for Work Based Learning Partnerships  
Middlesex University

### RPL

It was brought home to me that this is difficult for new young students fresh out of school, when during a library research class I asked them to think of what they already knew in relation to their assessment task and one student responded in a confident way, I know zilch! She wasn't ashamed of it, but it opened the way for me to point out to her and the rest of the class when the occasion arose during the discussions, that they do indeed KNOW useful 'things' about finding information, filtering and organizing it, learning and being inquiring. If only they could be brought to recognize this early on.

One lecturer I was providing a library class for pointed out an interesting difference between Asian students and Caucasian students. She said that it has been found that Asian students only ask questions relating to what they know, in order to 'save face', but Caucasian students ask questions when they don't know something - when there is a gap in their knowledge. I have yet to get to the bottom of this little snippet, but it did alert me to the complexity of any learning and teaching interaction, yet again!

However, the best way of learning 'what' you know is to listen, observe and ask questions around and around the subject with a little cautionary advice from Lao Tzu (in my humble opinion). Not that

I heed my own advice!

Vivienne Armati  
Arts Faculty Librarian

### assessing RPL

Mark's question is one we all ask. Over the years, though, the assessment of RPL has become more sophisticated, and I was surprised how assessors, working independently, usually reach the same conclusion. A lot of it, I believe, is to do with the advice we give to people when they prepare their submissions for assessment. In fact, I was doing just that last week with a high profile figure who is one our program members. There may be a wealth of experience, much of it at a very high level, but it has to be presented in such a way that the assessor can access the depth and quality of learning that has taken place. Students don't always listen to our advice. Jenny may recall this story: I was asked to assess an RPL portfolio of someone who was at the top of the (state)

government administrative service. There was a call to say the portfolio was on its way to my office. A few minutes later, a porter turned up with a wheelbarrow, which contained about four volumes of material. One lesson we learned from that, Mark, was to teach our students to be selective! Ken

### **Yes...Ken and I both**

Yes...Ken and I both remember the days when RPL was judged by its quantity as well as its quality.

Reminds me of a comment from one of my tutors many many years ago when I was graduating.

"Remember when to be selective as it gives you more space to be brilliant."

Dr Jenny Naish  
National Teaching Fellow  
Head of International Development  
National Centre for Work Based Learning Partnerships  
Middlesex University

### **RPL**

This is my first true BLOG experience as well, interesting...

As a program co-ordinator (Assoc Head in Engineering) I am tasked with assessing RPL, which I find a somewhat challenging job when it comes to work-based learning / work experience.

In many cases I can become familiar with the qualifications and the work experience of a prospective student, to get a handle on the type of 'coverage' he/she has most likely had on the topics that match with our course work.

In some cases the student claims to have covered topics at TAFE or in specialist courses and 'works with that stuff all the time', but in reality works in a fairly narrow field with little understanding of underlying theories.

The most difficult is where a more senior, industry-wise mature age student is looking for RPL. He/she may not have much in the way of qualifications, but has done a swag of different jobs, projects etc. I find these students tend to miss out a bit and have to re-study topics they could often do standing on their head.

The age old question, I guess, is how is this WBL best assessed?  
Are there any good strategies to streamline this process?

Regards Mark

### **RPL Training and costs**

Hello Mark,

When I worked for Queensland Health we did a RPL training program, to become accredited RPL assessors. No doubt this training is still available. What I found interesting was that it cost the

student almost the same amount of \$ (money) to do the RPL as it did to enrol in the course. I guess the big saving for the student was study time, and the big cost to the institution was the time it takes to RPL, hence the charge. How do we recover RPL or advanced credit costs and USQ?

Jenny, how is this issue dealt with at Middlesex?

Jacquie

### Intro

I am teaching a Springfield Campus USQ - I am a registered psychologist (mainly organisational) and my PhD was in strategic HR. I am teaching OB (undergrad and post-grad) and leadership in first semester and coming to grips with the systems and processes peculiar to academe. I am interested in people and work, wellness, SHRM - and many other things. If anyone wants to discuss mutual research/publishing opportunities - for example cross-country comparisons - I am keen

Dennis

### Work-Based Learning: The Infrastructure Required

I'm interested in getting some early overview of the infrastructure that will need to be put in place in order to more substantially weave work-based learning into USQ programs. This is of major importance for USQ's Springfield Campus because work-based learning issues are woven into Our Promise (<http://www.usq.edu.au/springfield/promise.htm>) and it is intended that all Springfield programs will have elements of work-based learning within them during the life of their program.

I note, therefore that at Middlesex University it seems that 900 students are currently participating in various forms of work based learning (<http://www.mdx.ac.uk/study/wbl/index.asp>). That figure of 900 is roughly the number of on-campus students Springfield will be looking to have at the start of the academic year in 2008. The situation would then be that all those 900 students would be undertaking a range of courses at Springfield, and that all the programs offered would have WBL elements within them.

My query then concerns the infrastructure needed to deliver this service. I note that at Middlesex there are "specially-trained Middlesex academics" (<http://www.mdx.ac.uk/study/wbl/index.asp>) who I assume were themselves trained. How challenging or easy was this process? However, who else is involved? Are the Careers Advisory Service heavily involved, and are there WBL co-ordinators from within the various faculties, or experts working from Student Services or some other department?

I'd be interested to hear about the 'on the ground' infrastructure at Middlesex University, and also comments from USQ staff about how they see this infrastructure issue unfolding in the short to medium term.

Hope this blog has not broken word-length blogging regulations...

Nick

### **Work-based Learning: The Infrastructure Required**

Hi Nick,

It is pleasing to hear that USQ's Springfield Campus is already considering the infrastructure required for introducing Work-Based Learning into all programs.

It may be useful to start by looking at existing provision. All of our USQ Faculty of Education undergraduate programs have Professional Experience in Schools. Nursing has also traditionally placed students in practicum situations.

There are many different forms (and names!) of learning opportunities that take place in a working environment. The vast majority of these within Australis's universities are at undergraduate level. Our new Master of Professional Studies is a leader in that it offers totally flexible learning opportunities fully in the workplace, with full credit given for experience and expertise gained within the workplace.

Kind regards,

Madeline Fisher, Lecturer (Education)  
WBL Program Co-ordinator (Master of Professional Studies)  
USQ Fraser Coast

**Hi Nick** Thanks for your

Hi Nick

Thanks for your input...I'm sure Madeline and the others will respond about USQ infrastructure. Let me respond in terms of how we go about training academics here at Middlesex.

All our academic staff within WBL have undertaken training. Normally this is by them taking our MA WBL in the first year or so of their appointment. While this isn't mandatory, it's very actively encouraged and we find it makes an enormous difference in the ability to be empathetic and knowledgeable about the process...ie our own work based learning. Academic staff in other departments involved in WBL have also frequently gone down the same route either MA and/or our professional doctorate, and when we are working in partnership with a collaborative institution we would also encourage this, or at least get them to undertake our RPL module.

This works well, but is of course time-consuming and demanding, but very congruent with UK requirements for academic staff to have qualifications and experience of teaching.

Happy to pursue this theme with you and others if you wish.

Dr Jenny Naish  
National Teaching Fellow  
Head of International Development

National Centre for Work Based Learning Partnerships  
Middlesex University

### **WIL at Springfield**

It seems to me that we need to make a distinction here. The WBL that Ken is talking about seems to me to be about people who are "starting to think about what they have been doing for years". It seems to me that when we are talking about undergraduates work based learning is about "starting to do what they have been thinking about for years". I think these place very different demands upon academics and industry partners alike. I am currently involved in the latter of the two, that is undergraduates going into the workplace to learn. In looking at the different models of how this might be done, it is clear there is a large variety of options from unstructured, unassessed work experienced to negotiated learning outcomes that are formally assessed within a very structured work environment. The thing that I am struggling with at the present time is what type of learning is involved. Is it the case that experience in the job place actually helps with the development of professional expertise or is the advantage limited to learning employability skills or learning about job culture (these are valuable in their own right). However, given that a large amount of work is involved, I wonder what it takes to ensure that in the workplace students move towards expertise in their discipline of choice. In other words, I think I can lead the horse to water, but can I get it to drink. I guess I have just answered my own question - if the horse is thirsty it will drink. So second question - how do we get the horse thirsty? Comments would be welcome.

Gerry

### **WBL/WIL and thirsty horses**

Hi

Gerry,

You are correct in that Ken and I are working with mature students who have much experience and expertise and who are studying at higher degree level within their workplace (hence workplace-based learning / WBL).

I agree that the situation is very different from undergraduate learning that is now tending to be called WIL (work-integrated learning). WIL is also widely known as Women into leadership, so perhaps some thought should go into whether we should be using the WIL label.

I will be very surprised if there is a problem in "getting the horse thirsty" if Faculty of Education "Professional Experience in Schools" is a true indicator! Students suddenly see the value of theory, once they see how it informs practice.

Kind

regards,

Madeline

Madeline Fisher, Lecturer (Education)  
WBL Program Co-ordinator (Master of Professional Studies)  
USQ Fraser Coast

**New lecturer**

Hi \_\_\_\_\_ all,  
I am a fairly new lecturer and am always willing and keen to try new things that will enhance my teaching and the quality of my performance as a lecturer. Although I don't have anything specific to say I do have one question - does anyone have any "interesting" ideas to keep unmotivated students motivated throughout the semester? I have found that chocolate (incorporating food into my lectures) works but I don't want to do this every week!

Thanks!  
Taryn

### **Motivating students**

Hi \_\_\_\_\_ Taryn  
I have found that it is important (though not always easy) to get the group discussing relevant issues. At USQ Springfield this is helped by the fact that there is a wide range of students backgrounds and experiences, with a number of mature students. I teach in the areas of accounting/finance. Students already in the workforce can often add practical examples/stories which make a topic more concrete. If all else fails I am happy to make a bit of a clown of myself by telling the odd story about some of my early working experiences, such as loosing some of my hair when stock-taking in a cold storage facility (my hair froze and I literally knocked some of it off!). Much better if you can get the students talking about their experiences, though. Mind you, the chocolate would work for me were I a student..  
Christina

### **Motivating students**

I must admit I'm not very keen on chocolate as a motivator. I'd prefer to motivate them with something related to what they're learning to try and make it more relevant to them. I'm not sure what discipline you teach in and, of course, to some extent this will determine what you can do. As a lecturer in tourism, here are couple of things I do: (a) I often break up the lecture by showing a video that shows tourism in action and illustrates the concepts they are learning about. Usually they contain issues that get them to think critically, but sometimes they are more descriptive. I have a worksheet with a series of questions and usually get them to work through this in small groups and then report back and discuss with the whole class. Feedback from students indicates that they enjoy these videos and it helps them relate theory to what happens in practice. (b) I also use a variety of other learning activities based on their course content which get them to work through processes (eg the tourism planning process) in small groups and answer questions or formulate ideas. These break up the lectures and get them to engage with the material rather than just listen passively. Of course, there's still no guarantee that it will keep them motivated, but hopefully it helps.

Regards,  
Narelle

## Student motivation

Hi

Taryn,

You're asking a VERY big question! First of all, chocolate is a good idea, but it may strain the budget...There are a number of issues you probably need to consider, the most important of which is to get some idea of the type of students in your cohort, and how diverse they are. This is important because they may have very different reasons for studying. For example, within the context of the topic of this blog, work-based learning would probably apply most to mature age students. For mature age students, research has shown that relevance (to their working/personal lives) is a major motivating factor. I'm guessing these are not the students you are talking about though. For them, there are a number of potential strategies: you could have a good look at your course design and incorporate elements (possibly tied to assessment) that would hook them in around the time when you appear to be losing them. Another powerful motivator is social: hooking students in by creating/facilitating a sense of community (learning community) can potentially be very effective. One way of 'facilitating' this is through group tasks (as part of assessment). These are just some general initial ideas to think about.

Henk

## Work Based Learning and Assessment

Hi Everyone, this is also my first blog, so all very experimental. In an earlier blog, the range of experiences of students was raised as a factor of interest. For example, some students in a particular course would have zero experience in a related work place while others may well be fully engaged in related work place activities everyday. It seems to me that while we might develop course materials which call upon the student to reflect upon their work and life experiences to support their study it would be primarily through assessment that we could gauge if this had actually occurred. It means however, that assessments would need to be structured in a very generic form to enable the student to use their work based experiences to support their learning. Simultaneously, teaching staff would need to provide considerable flexibility in their interpretation of work based learning experiences. While some work place experiences might be clearly tied to course subject material, others are likely to be pretty far removed. I could imagine that it might be difficult for a student to find good examples in some work environments and they might struggle with this if our assessments were overly demanding that this occur. Food for thought or blogging.

Cheers,

David

## Hi David Here at Middlesex

Hi David

Here at Middlesex as well as all the WBL provision we have a module for students who are working part time (which is lots and lots of them) to reflect on that experience. Yes, the assessment is therefore very generic and the module concentrates on the reflection of the experience rather than the nature of the experience itself, which, as your rightly say, is necessarily very varied.

This encourages the student's reflective ability and analysis of self in a learning environment.

Hope this helps.

Dr Jenny Naish  
National Teaching Fellow  
Head of International Development  
National Centre for Work Based Learning Partnerships  
Middlesex University

### **Flexibility**

I agree that teaching staff would need to provide considerable flexibility in their interpretation of work based learning experiences, which leads me to a question of numbers: would student numbers need to be capped in courses where work based learning is applied, to make it manageable for teaching staff?

Henk

**Hi David**Yes, it is

Hi David

Yes, it is difficult in some work environments to find strong concrete evidence of learning and a lot of candidates start out by talking about what they do rather than what they know that enables them to do if you see what I mean.

In that sense there is a discourse associated with WBL that is very first person focused...again, not something that necessarily comes easily.

Food for thought.

regards

Jenny

Dr Jenny Naish  
National Teaching Fellow  
Head of International Development  
National Centre for Work Based Learning Partnerships  
Middlesex University

**WBL**

Hello,

This is Lisa and i'm with the science faculty. We're very excited about further expanding USQ's WBL programs and incorporating them into current course based curriculum. It would be great to develop internships for student scientists with industries such as; hospitals, pathologies,



up on Jenny's comment I imagine a mature age student would expect communication at a level that recognises and respects their knowledge.

I notice Jenny put her full contact details on an early post, so will do that some for my first blog post. A user hint, I create my posts in word, then paste to blog, so frustrating if you create a comment, twig and lose it in the posting process. Jacquie

Jacquie McDonald  
Senior Lecturer/ Learning and Teaching Designer  
Learning and Teaching Support Unit (LTSU)  
The University of Southern Queensland  
Toowoomba, 4350  
Queensland, Australia  
Ph: +61 7 46 31 2314  
Fax: +61 7 46 312868  
Email: mcdonalj@usq.edu.au

**Dear Jacqui and**

Dear Jacqui and Others

Professional Studies and WBL have of course a huge amount of synergy and are to a point interchangeable.

Some of the points you are all making will raise the important issues of tutoring by email/on-line and I'll post a blog to share some of my thoughts on this will you later in the week.

Respecting the learning that WBL candidates have is of course vital, but sometimes you have to start further back than that as candidates may have difficulty identifying what that knowledge is. At Middlesex we use the candidate's CV/resume and jobdescription as a starting point.

regards

Jenny  
Dr Jenny Naish  
National Teaching Fellow  
Head of International Development  
National Centre for Work Based Learning Partnerships  
Middlesex University

**Addressing mature age students and diversity**

Hello all,  
With reference to Jacquie's comment that 'a mature age student would expect communication at a level that recognises and respects their knowledge', I agree. But that raises the question: how specifically can this communication be tailored to their knowledge? It takes a while to work out what a student's level of knowledge is, and this wouldn't be difficult to do on a one-to-one basis. But how does it work if you are designing and implementing programs that need to address a larger (and

potentially diverse) group of students? I agree with Jacquie that this is a fundamental question that needs to be addressed, especially when we are increasingly talking about 'flexible', 'open' and 'negotiated' learning.

### **Accounting for experience-Engineering and Surveying?**

I think that accounting for experience is one of the key principles in any curriculum designed whether working with students in the work force or otherwise. I know that this is an issue experienced significantly within the Faculty of Engineering and Surveying where the bulk of their students (especially distance education students) are already working in the profession,. In fact they have some new programs that are based entirely around professional practice. I believe that they are definitely working in the area of "Work-based learning", although they are primarily postgraduate courses. I hope that some of my colleagues from engineering and surveying are blogging so that they can put some meat to these bones.

Best wishes Janet, LTSU

### **new ground here**

Hello! this is all very new and give us the opportunity for much needed experiences. I'm not sure what I have to contribute at this stage but look forward to getting lots of tips now that I have my first WBL student! It's nice that we are starting off with you Jenny. Nice to catch up again... regatrds Trudy

### **undergraduate student industry placement as WBL**

Hello Trudy,

You mention your first WBL student, however I'm thinking that undergraduate nursing students do clinical placement, and surely that is WBL.

Jenny, would you consider the industry placements for undergraduate students (e.g. nursing & education/teaching) as WBL?

Jacquie

### **Dear TrudyGood to hear from**

Dear Trudy

Good to hear from you and hope all is well. How are you getting on with your first WBL student?

It's snowing here in London!

Dr Jenny Naish  
National Teaching Fellow  
Head of International Development  
National Centre for Work Based Learning Partnerships  
Middlesex University

## Creating a Course Video DVD

Recently I went through the process of creating a Course Video DVD through DeC without knowing a close colleague was also doing so. I thought I'd briefly share some of our process/experiences to give you a place to start. (No pedagogy here - just technicalities and practicalities.)

First collect the video. A lot of my video material was Creative Commons downloaded from the Net.

Some material was recorded through a Dvico HDTV tuner connected through USB to my work computer. This allows me to schedule late night recordings - although ICT doesn't like you leaving your computer left logged in as automatic updates are not applied.

I use an email newsletter called Enhance TV to keep me notified of interesting local broadcasts.

The HDTV tuner is sometimes a bit flaky, so I found it pays to have a backup for shows that you really need to record.

My colleague went through the process of transferring old VHSs to digital - straightforward yet long and tedious. He then used a recent version of Studio to convert his files to compatible MPEG files of a suitable compression. I skipped this step by using Nero - discussed later.

DeC requires rigorous details of when and how the recordings were made. I simply filled out the copyright form (FRM036) with as much detail as possible about each video. Also, any public broadcast recordings also require an Off Air Recording Work Request form (FRM139) to be completed - even if you recorded it yourself.

At this stage, you need to prepend any publicly broadcasted recordings with a copyright notice. This notice is obtained from DeC media services. They will also give you an audio file to play overtop as without it, some students think their computers have frozen. Unfortunately, this audio file was not in a format that Nero (discussed later) used, so I used a program called Audacity to convert it to a WAV file.

Sometimes I would come across a partially corrupt video file that would not load into Studio. I used a free application called MMConvert to convert these files into AVIs which Studio can then, without exception (so far) load.

Once in digital format, you need to construct a DVD menu.

My colleague sent his files through to DeC and they compiled the files for him.

I used NeroVision Express 3 SE to compile the individual movie files into a DVD with a menu. DeC requires a certain background image to be used on the DVD menu. They will provide this to you on request. They have guidelines on where to place titles etc.

One nice feature of Nero is that it automatically determines the quality of each video such that all content will fit on the DVD.

I use Nero to 'burn' the DVD to the filesystem, whereupon I added more data content to the DVD. I used the same background image for the web pages I added. Nero was then used to construct and burn all the content to a real DVD. This was then sent along with my copyright form to my materials development officer (MDO).

Good luck!

Appendix: Misc. Applications

HiDownload: an application that can record a streamed video.

CombiMovie: an application to combine MPEGs.

MagicDisc: an application that mounts a CD/DVD image, e.g., ISO, as a windows disk drive letter.

### **communication or process?**

Thanks for this quite jargon free 'how-to' guide. What I would like to know is what is your reason for commenting that your colleague didn't know? Is it to point out how insular teachers become due to constraints too lengthy to list, or is it to point out how your process is different? Is there a lesson to be learned from your experience other than the technical one? Probably more important to me is the answer to this question. How long did this process take you, a relatively knowledgeable person (yes?) in the technical aspects? Also how enduring is the content and medium for your teaching? And how is it incorporated in the student learning experience so that they can use this to move to a new level of understanding and skills development? Do you explain this to them (students) when they view the video? How long is it? Sorry for all the questions.

### **Motivation!**

Hi, Although I am a couple of days early, I thought I would check out the LTSU Blog PD. It sounds like a really interesting idea and I look forward to sharing and receiving ideas over the next week. I am interested in finding out how other people motivate different types of learners in their tutorials.

### **Motivating different types of learners**

Hello - sorry, don't know your name,

One idea for motivation that relates to WBL is using activities and assessment that draw directly on work related context. For example, if you were tutoring in legal studies you could ask students to prepare for the tutorial one legal news item under discussion in the media, and discuss how the legal arguments in the media are informed by the topics being discussed the course.

Jacquie

### **Hi thereWork Based Learners**

Hi there

Work Based Learners are normally very very motivated in my experience. However they also often have high expectations of what they can achieve, but simultaneously quite nervous of HE as they may have little or no experience of universities.

Dr Jenny Naish  
National Teaching Fellow  
Head of International Development  
National Centre for Work Based Learning Partnerships  
Middlesex University

### Hello

Just signed in and thought I would say hello and look forward to communicating with everyone.  
Regards  
David

### Mullings

Good to see we are now being encouraged to share experiences from the teaching arena. I've been something of a geek-girl over the past 10 or so years in so far as I've been interested in integrating newer learning technologies into my teaching methodology e.g., blogs, podcasting, discussion groups etc. I must say I have been both delighted and disappointed.

I was recently interviewed for an upcoming edition of "Wheels for the Mind" the Apple University Consortium's (AUC) occasional publication. My response was to prepare a page illustrating some of my work as a hot-link from my own personal blog "This Time Round" (no, not a blog on teaching, but on "random comment and musings on life, work and other intriguing things." It keeps me writing!).

### Some site to see

Since last blog was a bit of a downer I thought I might use this as a vehicle to point out some sites (education related) that I found in my wonderings.

All the sites listed worked when this article was written. The web is mysterious entity and should only be entered if you are sufficiently prepared and posses a devil may care attitude. I take no responsibility if you follow (or more likely miss follow) these links, or the time you will loose amusing yourself while exploring.

Site one on our tour is NoteMash at <http://www.notemesh.com> subtitled 'collaborate to graduate'.

"NoteMesh is a free service that allows college students in the same classes to share notes with each other. It works by creating a wiki for individual classes that users can edit. Users are free to post their own lecture notes or contribute to existing lecture notes. The idea is that users in the same class can collaboratively create a definitive source for lecture notes."

## **Times are a changing**

Yes finally a place to informally/formally discuss issues regarding teaching and learning.

A number of years back I volunteered to create a discussion board/blog for the academics in the department to discuss teaching and course issues. From my point of view to say the idea was knocked back out of hand (vent and heal). A few years later when the discussion turned to what was needed to create an online community for students I comprised a list with a fellow lecturer. The list included blogs, wikis, personal and group space and RSS feeds permanent email addresses with redirects and so on. Never saw the list again. Sometimes championing an idea seems to be a full time job, or maybe I just give up to easily. Where is the line between believing in something and being a pain in the posterior?

The old curse "may you live in interesting times" seems to be very true at the moment.

Moodle is on the drawing board. Product looks very promising as long as the right mixture of teaching and communication modules will be implemented. From the discussions I have seen nobody seems to ask the question why students would use the services provided by WebCT or Moodle or whatever. Looking at the websites (especially Web 2.0 sites) there is a much richer environment with much jazzier features than the university is likely to offer. It's easy to create an online community portal but to attract people is another thing all together. Most of us are aware that there are informal groups using IM systems that distribute information much more readily. I remember when WebCt was introduced and the number of messages inviting people to an ICQ group to discuss the course work. At that time the reasons most often offered was the lack of speed and the clunky navigation. The funny thing is that I don't remember ever seeing an invite for the lecturer to join. Maybe it's better not to know. Maybe this is a good thing?

Next time I will have a look at some of the sites.

Build it right and they will come.

### **Getting people to use an online community portal**

Hi Devros, I looked into this a few years ago, analysing the ontological nature of cyberspace, the nature of 'being' in online environments and the implications for online learning encounters. It seemed to me that issues of 'presence' and 'trust' become more important online, given that the 'bandwidth' for transmission of social cues, both verbal and non-verbal, are narrower in cyberspace than in physical space. On the other hand, there are interesting ways and strategies to create an online identity, obvious ones like customising avatars, but also non-obvious ones like the traces one inevitably leaves in cyberspace. I concluded that to get learners to access it, one needs to foster a sense of community, and that one strategy was to hold a pre-course 'launch party' where participants met face to face. This has been demonstrated in research to foster enhanced levels of interpersonal trust online compared to situations with no prior 'real life' meeting- see:

## **Atavistic**

**avatars: Can synchronous learning communities transfer to virtual worlds?** <http://www.interdisciplinary.net/Bromage%20Paper.pdf>

Virtual Learning and Higher Education' conference, 10th-11th September 2002, Mansfield College, Oxford,

"In summary, it seems that regardless of whether in text-based CMC or Virtual Worlds, the crucial issue for those seeking to establish an academic community is to ensure that participants are engaged with one another on some activity that they find meaningful. It has also been seen that there are additional benefits to 'virtual' educational encounters. They can increase levels of participation from certain groups of students who might easily become marginalised in a face-to-face situation."

(I later wrote a fuller version as a book chpt., Bromage, A. (2004) Atavistic Avatars: Ontology, Education and 'Virtual Worlds', in: D. Seth-Preston (Ed.) Virtual Learning and Higher Education, Rodopi, Amsterdam (2004), pp. 133-150).

### **Sharing experiences**

Looking forward to sharing information with a wider community, and see what the similarities and differences are that we all have experienced.

### **joining the blog**

, today in Friday 16-03-07...I have a few things to do in the office, and this came just before dashing off to the barbeque at the Z block with engineers...This may be an interesting experience, this blogging...

### **Yes, I am looking forward to**

Yes, I am looking forward to the discussions.