

HEQCO's Spring 2018 webinar series: skills development and assessment

*Real-world challenges in work
integrated learning*



HEQCO: Informing the future of higher ed



- HEQCO is an agency of the Government of Ontario that brings evidence-based research to the continued improvement of the postsecondary education system.

Work-integrated learning (WIL)

Structured Work Experience

Field
Experience

Mandatory
Professional
Practice

Co-op

Internship

Institutional Partnerships

Applied Research
Projects

Service-learning

Systematic Training

Apprenticeships

Real-world challenges in work integrated learning



Dr. Norah McRae

*Executive Director, Co-operative Education Program and Career Services
Director, Office of Community-University Engagement
Adjunct Faculty, Department of Educational Psychology and Leadership
University of Victoria*

- 20-year involvement in co-operative education, work-integrated learning and community engagement
- Doctoral research examined conditions that enable transformative learning during work-integrated learning and led to the development of a preliminary theoretical model
- Faculty member for the WACE Planning Institute for Global and Experiential Education, the WACE Assessment Institute, the Global WIL program
- Awarded the Donald MacLaren Jr. academic award for professional achievement in co-operative and work-integrated education from WACE in 2017

Work Integrated Learning (WIL)

Competencies and assessment of learning outcomes

Work Integrated Learning

A model and process of education which formally and intentionally integrates a student's academic studies within a workplace or practice setting. Curricular WIL can occur at the course or program level and includes the development of learning outcomes related to employability, personal agency and life-long learning. *CEWIL Canada working definition, 2018*

Work Integrated Learning

Challenges with assessing WIL learning outcomes

- + Site of learning is the workplace or practice setting
- + Complexity of learning outcomes (academic, personal, career)
- + Alignment with institutional/program/professional learning outcomes
- + Employer and student lack of familiarity with assessment of learning outcomes
- + Requires critical reflection
- + Scaleability

Work Integrated Learning

The UVic competency assessment model

- + used in a variety of WIL programs across every discipline, aligned with UVic learning outcomes
- + students articulate learning outcomes (competencies)
- + students self-assessment and employer assessment (third party validation) at mid and end of term
- + develops reflective and strategic thinking skills
- + sets the stage for life-long learning
- + facilitates portfolio development

Competency Framework

Core

- + Personal management
- + Communication
- + Managing information
- + Research and analysis
- + Project/task management
- + Teamwork
- + Commitment to quality
- + Professional behaviour
- + Social responsibility
- + Continuous learning

Intercultural

- + Strategic thinking
- + Intercultural knowledge
- + Intercultural motivation
- + Appropriate behaviour

Discipline-specific

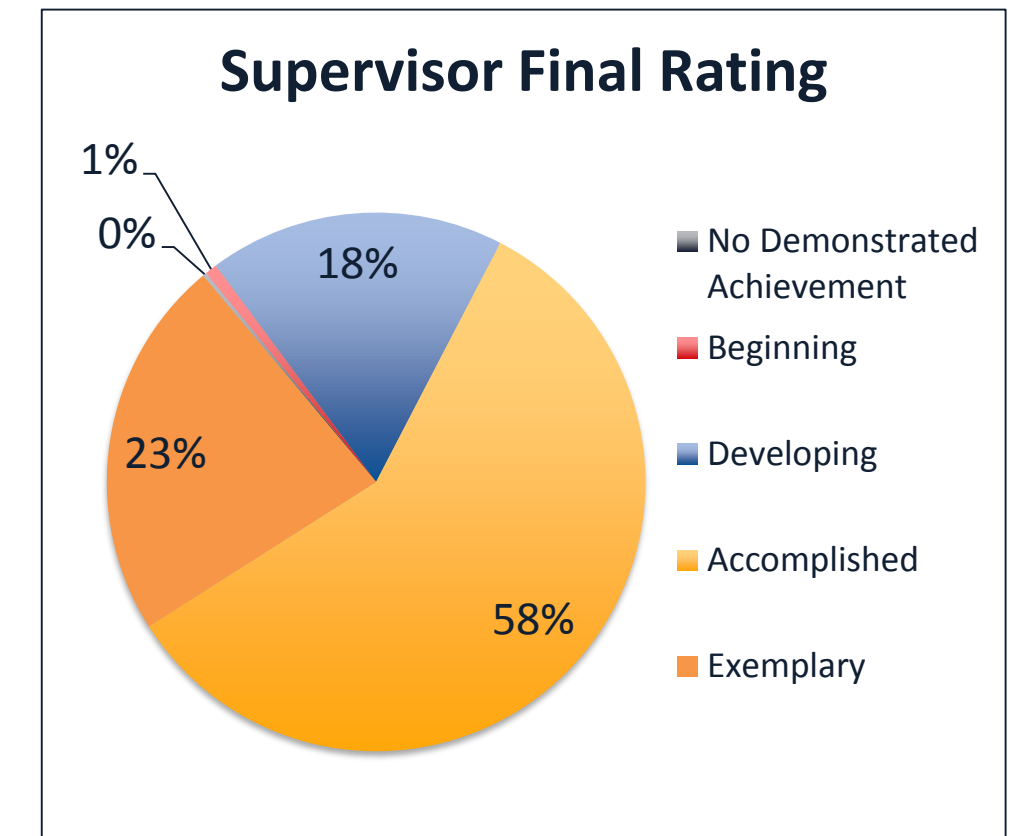
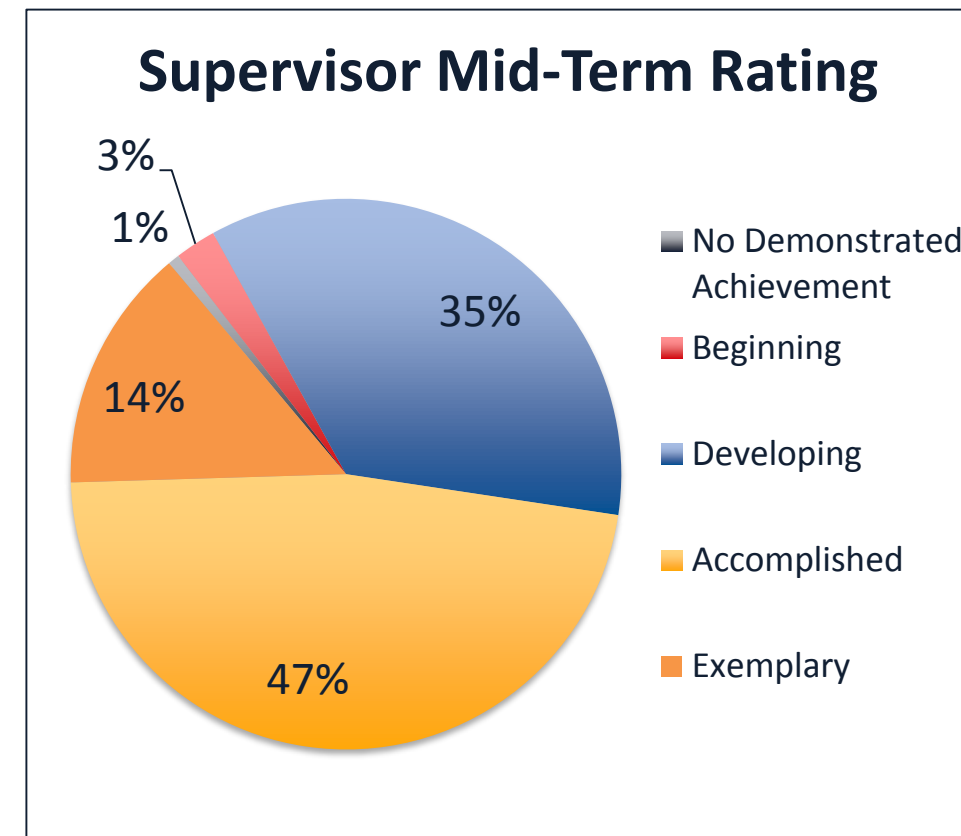
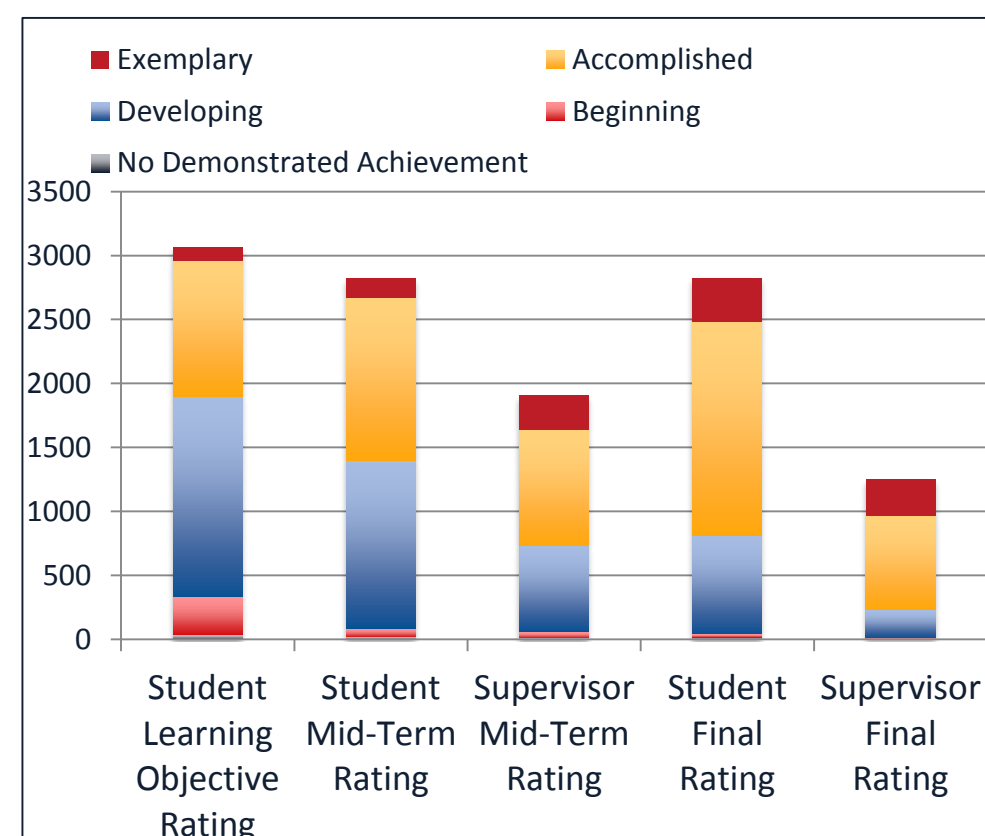
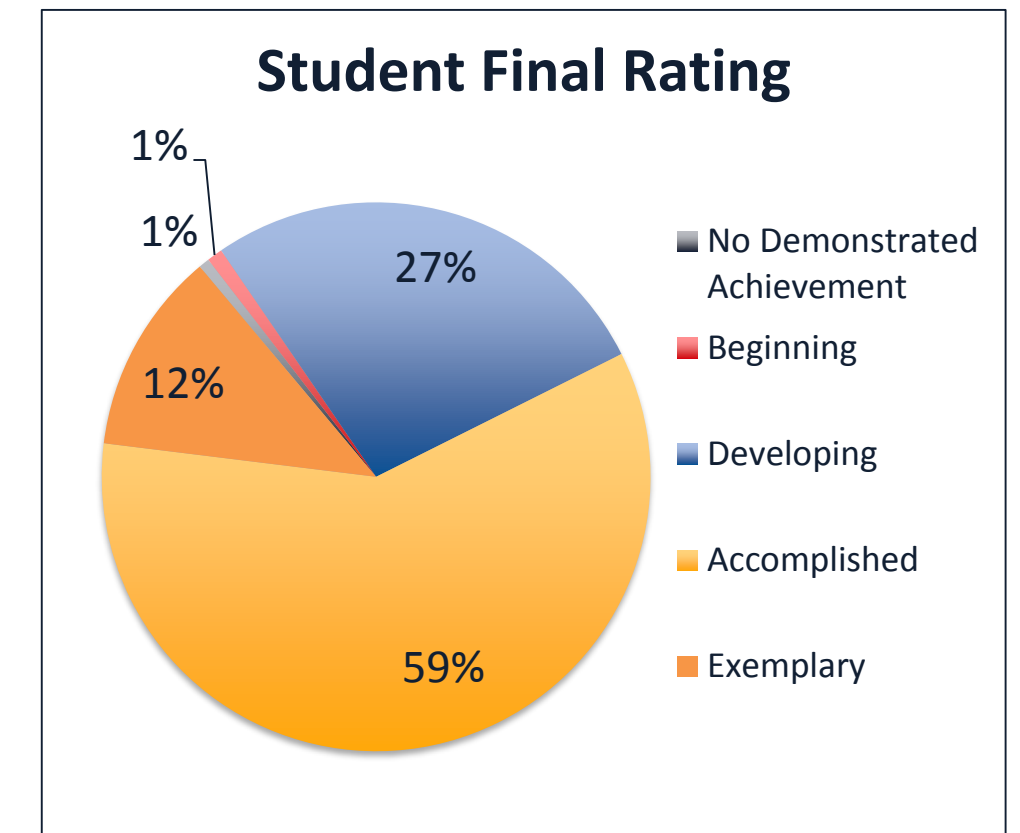
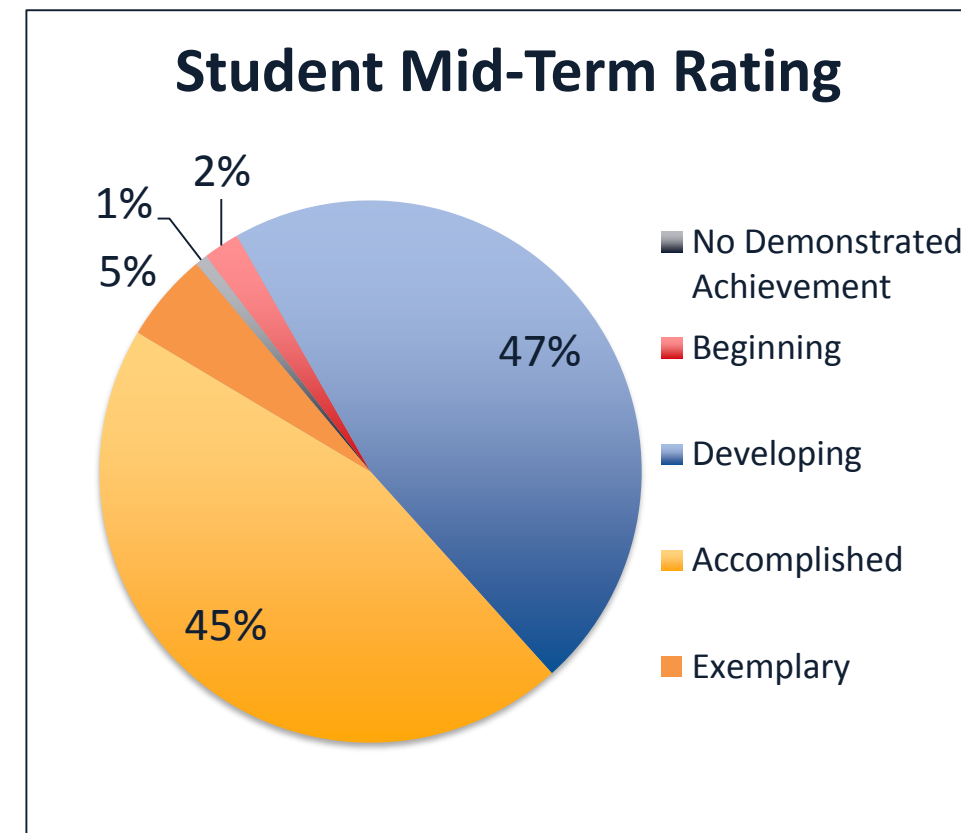
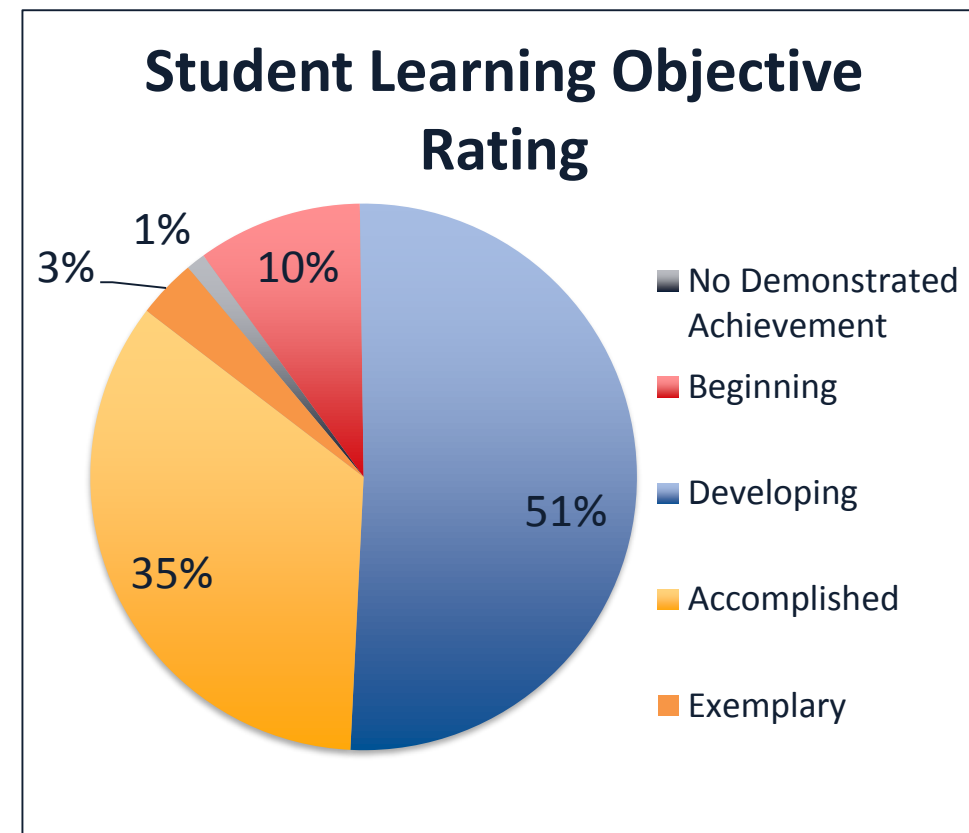
Examples:

- + Marketing acumen (Commerce)
- + Reliability, Safety and Failure Analysis (Electrical Engineering)
- + Social and Cultural Perspective (History)

No demonstrated achievement + Beginning + Developing + Accomplished + Exemplary

Learning outcomes - analysis

Personal Management (2017)



Competency Framework

Example learning objective:

Personal Management

No demonstrated
achievement

Beginning

Developing

+ Accomplished

Exemplary

“During my work term, I want to work on maintaining a good work/school balance, allowing myself to work hard and give my full attention to each so that I'm not worrying about one while I'm working on the other.

To do this, I will work on keeping a organized agenda for school deadlines and dates to create achievable goals and break down large tasks so I'm not caught by surprise. At work, I will also ensure that I manage my time appropriately and prioritize tasks so I can ensure the most important ones get done in my limited timeframe.”

Students are asked to submit evidence of their achievements for their own portfolios/websites, etc.

Competency Analysis

Application of statistical analysis

Calculation of incremental and cumulative growth from competency assessment data as evidence of achievement of learning outcomes has been used for accreditation of several programs:

+ Faculty of Engineering - *Canadian Engineering Accreditation Board (CEAB)*

+ Gustavson School of Business – *Association to Advance Collegiate Schools of Business (AACSB) and EFMD Quality Improvement System (EQUIS)*

Thank You!

Contact: nmcrae@uvic.ca

Real-world challenges in work integrated learning

Prof. Lisa Philipps

*Interim Vice-President Academic & Provost
Professor, Osgoode Hall Law School
York University*



- Faculty member at York since 1996, teaching primarily in the area of taxation law and policy
- Appointed as Special Counsel within the Legal Services Branch of Ontario's Ministry of Finance from January to June, 2015
- Served as Interim Dean of the Bora Laskin Faculty of Law at Lakehead University, Associate Vice-President Research at York University, Director of Research Policy on the Board of the Federation for the Humanities and Social Sciences
- Received her LL.B. from the University of Toronto and L.L.M. from York University
- Practiced taxation law with the firm formerly known as Blake, Cassels & Graydon before starting her academic career at the University of Victoria Faculty of Law in 1991.



Legal Implications of Work Integrated-Learning in Ontario

Lisa Philipps
Professor, Osgoode Hall Law School
Interim Vice-President Academic & Provost
York University

HEQCO Study (2016)

Lisa Philipps (PI); Leslie Nichols, Joseph Turcotte (Research Team)

<http://www.heqco.ca/SiteCollectionDocuments/Maximizing-Opportunity-Mitigating-Risk.pdf>

- (1) How are legal issues impacting WIL programs in Ontario?
- (2) What additional steps are needed to align legal norms and practices with the goal of expanding quality WIL opportunities?

The Case for WIL, and its Critics

- Human Capital Development

but...

- Precarious Employment
- Equity Concerns

7 Most Pertinent Areas of Law

- Employment Standards
- Health & Safety
- Human Rights

Provincial law

- Intellectual Property
- Employment Insurance
- Immigration

Federal law

- Income Tax

Provincial and Federal law

Employment Standards

- WIL students expressly excluded from all coverage
- Whether paid or unpaid
- Some misunderstanding
- Confusion with “trainee” rules
- Legal ambiguity: “under a program approved by” PSI



Human Rights

- WIL students clearly covered by Ontario Human Rights Code
- Issues relate to compliance
- Discriminatory conduct before or during placements
 - Police record checks
 - Disability accommodation



Employment Insurance

- Need to complete a WIL placement is not considered “just cause” to quit another job
- Student loses all previous qualifying hours
- WIL placement is not “insurable employment” if unpaid, and sometimes even if paid



Immigration Law

- International students restricted from working off-campus
- 20 hours/week not sufficient for full-time placement
- Delays to obtain co-op work permit can jeopardize program completion



Real-world challenges in work integrated learning

Group discussion:

*We invite you to type
your questions into the
“chat” box.*



Save the date for our next webinar!

Rubric Adaptation: How to Customize Your Assessment Tools

Monday, April 23, 2018
12:00 – 1:00 PM EDT



Dr. Brian Frank

Associate Dean (Teaching & Learning)
Professor, Department of Electrical
and Computer Engineering
Queen's University



Dr. Terrel Rhodes

Vice President, Office of Quality, Curriculum and
Assessment and Executive Director of VALUE
Association of American Colleges and Universities
(AAC&U)