

Career Integrated Learning: Curricular Reform in Post Secondary Education

Cannexus 2012

Introductions



- **Karen Youden – Walsh**
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Demographics of the Audience



- **Lets see ... How many people from...**
 - ❖ Post secondary?
 - ❖ Community?
 - ❖ K – 12?
 - ❖ Private Sector?
 - ❖ Non profit ?
 - ❖ Other?

**What would you like to gain
from today's Presentation?**

Overview of this session



- **Project Origin**
- **Career Integrated Learning (CIL)**
- **Three Pillars of CIL**
- **Graduating Student Competencies**
- **Future Planning**

Project Origins



This 5 Year Project was born from...

- **Experience in career development work in post secondary**
- **Frustration that many students needed more opportunity to reflect on their post secondary experiences**
- **Discussion with colleagues in the university regarding student engagement.**
- **Doctoral research that discussed student persistence and Career Development**

Career Development



- **Lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future for both public and private good**
- **OECD, 2004; Patton & McMahon, 2006**

Career Integrated Learning



Learning a living not earning a living (Hall, 1996)

- **Learner focus**
- **Learning embedded in experience**
- **Developing skills to navigate life/leisure and work**

DOTS model



- **Decision making**
- **Opportunity awareness**
- **Transition learning**
- **Self awareness**

Used to describe Career Development outcomes/attributes

A.G. Watts (2006)

Three Pillars of CIL



- **Work Integrated learning**
- **Community Integrated Learning**
- **Classroom Integrated Learning**

Benefits of CIL



- **Students**
- **University**
- **Industry**
- **Government**

Graduate Student Competencies



Well-rounded graduates with generic attributes; confident adventurers, independent thinkers; curious, self-directed.

Teaching & Learning Framework, MUN 2011

Graduate vs Employment Competencies



GRADUATE COMPETENCIES:

**skills, behaviors, attributes which
academic institutions value and feel are
critical to obtain through their programs**

VS

EMPLOYABILITY COMPETENCES:

**skills you need to enter, stay in and
progress in the world of work**

(Conference Board of Canada)

Memorial University Teaching and Learning Framework, 2011 GSC



- **Critical and practical thinkers**
- **Responsible citizens**
- **Demonstrate ethical, moral and intellectual integrity**
- **Creative and responsible problem solvers**
- **Passion for learning**
- **Supportive collaborators with particular regard to diversity of interests**
- **Knowledgeable and competent in their field**
- **Communicate effectively**
- **Passionate and industrious individuals**

Australia/New Zealand/UK Models of Graduate Student Competencies



- self aware as intentional & proactive learners**
- competent in APPLICATION of knowledge**
- confident in themselves as community members**
- able to balance theoretical/practical knowledge**
- culturally aware**
- able to prioritize tasks and organize effectively**

(Martin & Hughes, 2009; Cooper, Orrell & Bowden, 2010)

Employability Competencies



Conference Board of Canada (2000+)

- **Fundamental Skills**
- **Personal Management Skills**
- **Teamwork Skills**

Fundamental Skills



(Basic skills upon which to build)

- **Communicate**
- **Manage information**
- **Use numbers**
- **Think and solve problems**

Personal Management Skills



(Personal skills, attitudes and behaviors that motivate self)

- **Demonstrate positive attitudes and behaviors**
- **Be responsible**
- **Be adaptable**
- **Learn continuously**
- **Work safely**

Teamwork skills



(Skills /attributes needed to contribute productively)

- **Participate in projects/ tasks**
- **Work with others**

Employability Skills for the Future Framework (Australia Dept of Employment)



- **Initiative and enterprise skills**
- **Self-management skills**
- **Technology skills**

Working Model

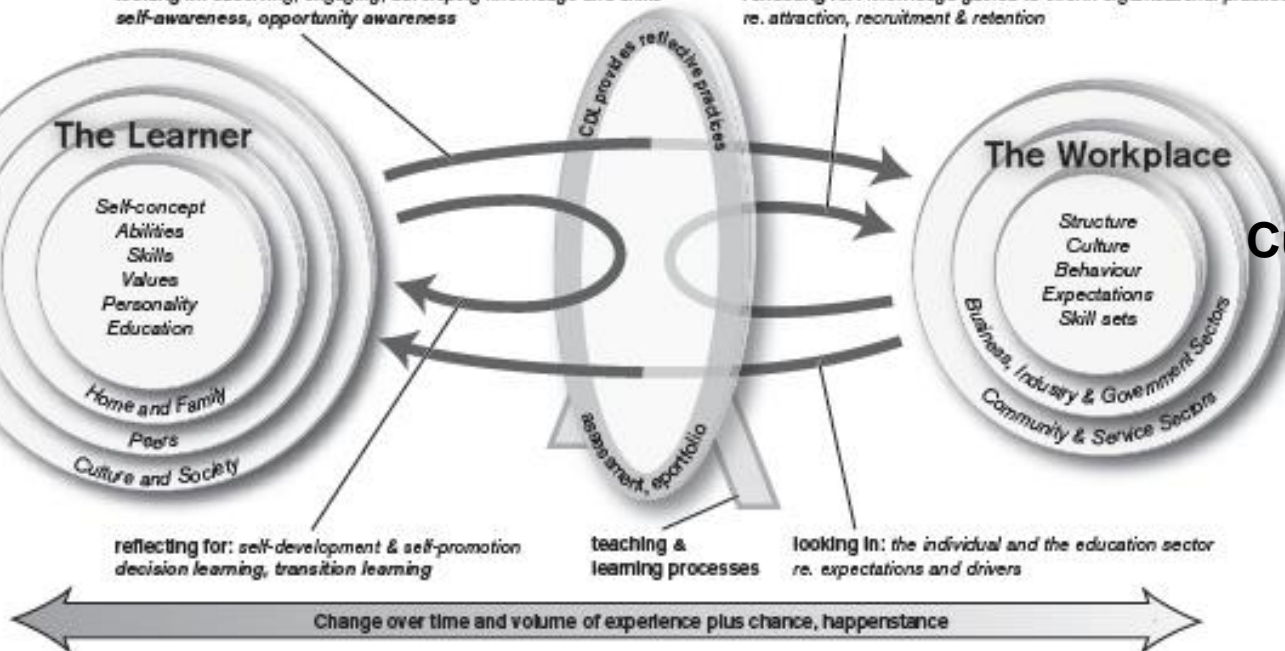
CDL & WiL: Looking from both sides of the two-way mirror

looking in: observing, engaging, developing knowledge and skills
self-awareness, opportunity awareness

reflecting for: knowledge gained to inform organisational practices
re. attraction, recruitment & retention

Facilitator

Curriculum



Smith et al. 2009

Future Plans



Classroom Integrated Learning

- **Research Ethics Review (January, 2012)**
- **Pilot sites for curriculum review confirmed**
- **We have secured commitments from faculty members in Arts, Science, Engineering, Nursing, Education, Social Work.**
- **Use of largest first year classes at Memorial English and Psychology (approx: 2200 students)**
- **Round table symposium of students, faculty and staff (February, 2012)**

Future Plans



- **Work Integrated Learning**
 - ❖ Analysis of the various components of work integrated learning in various disciplines and fields of study.
 - ❖ Some examples Field placements, internships, co-operative education, preceptorships, clerkships, etc
 - ❖ Roundtable Symposium Sharing opportunity February 2012.

Future Plans



- **Community Integrated Learning**
 - ❖ Where and how can we connect students to the community
 - ❖ Service learning through curriculum
 - ❖ Co – curricular opportunities
 - ❖ Classroom engagement
 - ❖ Roundtable Symposium February 2012

Next Steps....



- **Work in progress.**
- **Virtual site under construction to share our ups and downs**
- **Opportunity to engage faculty, staff, and students in career integrated learning.**
- **We hope that this project will allow us to open a discourse on career development that has yet to happen on many university campuses**

Thank you so much....



- **Special Thanks to the
Counselling Foundation of
Canada for believing in this wild
notion**

- **Comments? Questions?**

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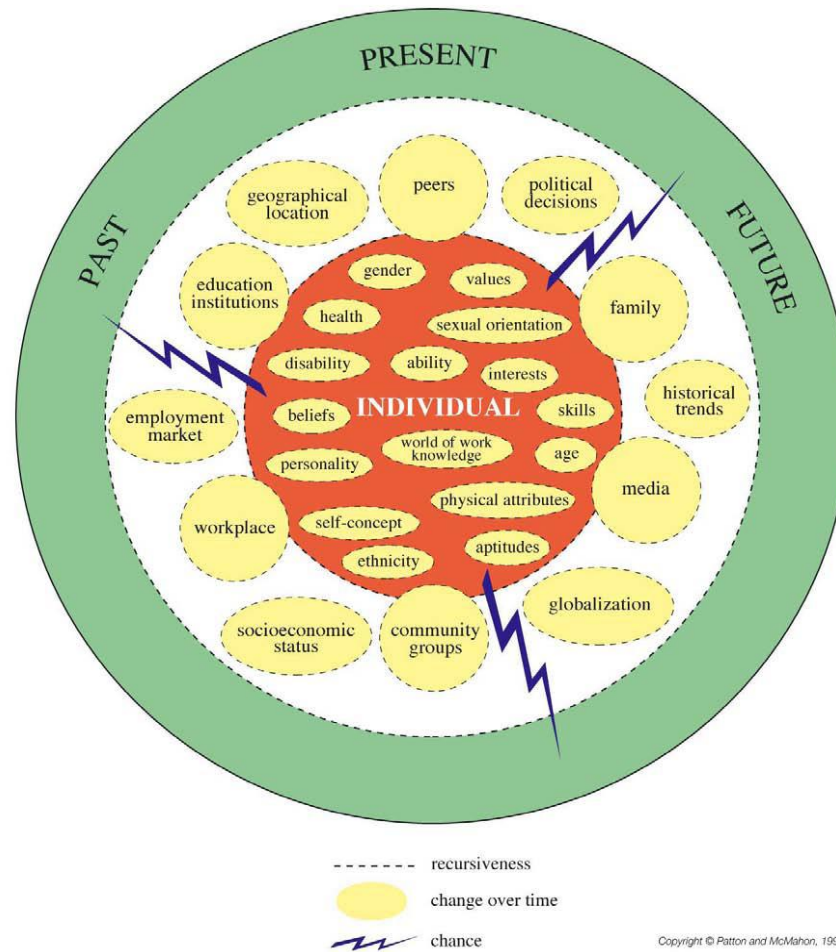
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Web Links



- **National Association of graduate Careers Advisory Services**
nagcas.org.au/ALTC
- **The Higher Education Academy**
www.heacademy.ac.uk

Systems Theory (Patton & McMahon, 1999)



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Smith et al., 2009

