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Innovative Designs in Work-Integrated Learning in the Bachelor of Arts Deakin University

ALTC Awards for Programs that Enhance Learning

Within the broad range of the Bachelor of Arts program, the Faculty of Arts and Education at Deakin has developed an holistic and innovative approach to curriculum and approaches to teaching and learning that include Work Integrated Learning (WIL). What is unusual in the sector about this program is that approaches to WIL are strongly embraced by mainstream disciplines in the BA program, and are embedded in most of the foundational, non-vocational fields of study available to students. The WIL program at Deakin is also well positioned to lead in the sector through its application of a variety of sophisticated and discipline-specific models of work related experiences across the BA curriculum.

Innovations at the Faculty level can be sharply delineated against detailed understandings of WIL that have emerged in the context of current national studies. The Faculty program fits within the remit of the scoping study, Nature and Role of Arts Degrees in Contemporary Society by the Deans of Arts Humanities and Social Sciences (DASSH) which was funded by the Australian Learning and Teaching Council in 2008 (Trent and Galloway, 2008). The Deakin BA is a generalist degree with an expansive range of discipline-based studies, in the terms established by this study. WIL programs within the Arts and Humanities have also been identified by DASSH as a priority for 2009. The significance of the approach taken at Deakin is underlined by the Work Integrated Learning Report also published by the ALTC (Patrick, C. J., Peach, D., Pocknee, C., Webb, F. Fletcher, M., Pretto, G., 2008), as the Faculty’s curriculum innovation and support for academic experimentation goes beyond the established models described. There is a gap in both the research literature and recognition within the sector for the experimentation, depth and sophistication of models of Work Integrated Learning in place within the Deakin BA (Tumarkin, 2008).

The Program for Work Integrated Learning within the BA conforms to competitive funding priorities as a program that demonstrates innovation in curricula, learning and teaching across four critical dimensions:

1. innovations that encourage novel approaches to learning and teaching
2. innovations that support multidisciplinary approaches to WIL
3. research-based learning drawing on discipline specific knowledge research, and
4. teaching through new and emerging technologies

Background

The Bachelor of Arts program at Deakin University is the seventh largest BA program in Australia (Trent and Galloway, 2008), and teaching is spread across metropolitan, regional and rural campuses in Victoria and is also available in off-campus and online mode, further extending the base of participating students. Structurally the degree focuses on the disciplines
that make up the traditional Arts, Humanities and Social Sciences, with an additional range of offerings in the Creative and Performing Arts and the professional fields of Criminology, Journalism, Public Relations, Professional Writing and Communication. Students have an autonomous and independent role in devising their three year degree, and constructing their experience of the program. They select from 27 majors offered in the BA, a rich and challenging selection that both empowers students in constructing their own learning, and also demands from them a degree of responsibility for engaging across the wide range of intellectual fields of study.

The educational philosophy of the BA at Deakin is a pedagogic focus on providing students with opportunities to develop skills of critical and systematic thinking; an imaginative understanding of the theory and practice of the disciplines; and an enhanced cultural sensitivity and understanding through genuine reciprocity of values, skills and knowledges relevant to employment in the modern workforce. (Deakin BA website, 2009). As with other generalist and non-vocational studies, students as they make their choices must engage with questions over why they are studying their chosen subjects, the impact of their studies on their future career, and the meaning and purpose of the generic intellectual approaches of the BA.

**Distinctiveness, coherence and clarity of purpose**

1.1 Coherence and clarity

The Work Integrated Learning Program in the Faculty supports six major models of WIL embedded into the mainstream curriculum of the BA (Tumarkin, Paddle and Radbourne, 2008). These models are evidence of the depth of the experience across the Faculty, and innovative understandings of curriculum development in WIL in the Arts and Humanities:

- Situated learning in internships
- Critical reflective practice
- Role diversification
- Communities of learning
- Generic and discipline based skills
- Scholarship of engagement

The first described as situated learning is best defined as knowledge acquired by immersion in the workplace, and is a model which understands work related learning as contextually specific, socially significant, through direct action. The Faculty’s program of Internships across 22 majors of the BA is the best exemplar of this approach. The second model is critical reflective practice where students take understandings derived from academic knowledges and relate these to work, reflections which are both epistemological and pedagogical. These models of WIL apply the concept that students’ grasp of theoretical knowledge is strengthened by its practical application. This idea of ‘engaged pedagogy’ also emphasises the need to integrate affective and experiential knowledge with theoretical concepts as, especially in the creative arts, not all forms of cultural knowledge can be captured by rationality (Tumarkin, 2008, Wagner, 2002). Models in the Creative Arts, and the Social Sciences disciplines are exemplars of this approach.
Other WIL models in the Faculty’s Program include role diversification, where units or activities focus on the persona of the working professional, where students learn from role identity and diversification, and perform a range of roles simultaneously in an imagined professional capacity and through their identities as adult learners. Online simulations are exemplars of this approach. Criminology role play in the three dimensional world of Second Life is an exemplar, and Creative Arts units that focus on the professional practitioner and creative enterprise learning are also leading exemplars. Additional innovative WIL units focus on communities of learning, or communities of professionals in the workplace. In these exemplars students join communities, and learn through shared perspectives the experiences of professional team work. Team assessment and team collaboration in the Performing Arts disciplines and in the Multimedia fields are the best exemplars of this approach. Other models develop both generic skills and discipline-based skills that relate to both the professions and to the field of knowledge (Radbourne, 2007), and include History, Children’s Literature, Politics and Policy Studies. One final innovative approach to WIL in the Faculty Program uses the scholarship of engagement with students studying real social problems outside of the academy through community-based research, collaborative practice and the development of an engaged pedagogy (Ainley, 2005, DiConti, 2004). Fields of study include Sociology, Gender Studies, Criminology, Journalism, and the Creative and Performing Arts. Teaching materials descriptions attached to this application describe case studies on all these models within the Faculty.

1.2 Objectives of the Work Integrated Learning Program

The Program within the Deakin BA is centred on a whole of Faculty approach that encourages risk and innovation and supports diversity. The Program aims:

- To embed work related learning into the traditional Arts and Humanities curriculum, outside the usual professional learning fields of study, and to develop models and exemplars in the field.
- To support and develop WIL across a wide range of curriculum innovations.
- To support the Faculty internship program so that all majors offer students a semester long internship for credit, and to expand the number of students involved.
- To extend academics’ understandings of Work Integrated Learning experiences, so that curriculum development is based on current research on national and international exemplars.
- To use the disciplines in the BA to model both the development of generic graduate attributes, but also to model the development of specific skills based in different disciplines, and link these to the employability of graduates.
- To harness new generation technologies in the online learning environment to build these experiences for all students in the BA.

(Deakin University Strategic Plan 2008-12).

Planning at the Faculty level is responsive to both University planning initiatives and support. The University’s current teaching and learning goal is

To work in partnerships with students, staff, industry, employers and governments to ensure that Deakin’s academic programs are of high quality, relevant, informed by contemporary research, and create a unique Deakin student experience, and to be recognised as a national leader in flexible education.

(Deakin University Strategic Plan 2008-12).
The last three years in the Faculty have seen a steady cumulation of activities centred on Experiential Learning, Professional Experience and Work Related Learning. These changes have been as a result of both conscious change in policy and funding at the Faculty and institutional level, and they also are responsive to broader dimensions of research and policy development in the tertiary sector. In a time of rapid change when the nature of work in the knowledge economy is demanding quick responses from universities, and in a time of fragile employment prospects for many graduates in the Arts, Humanities and the Creative Arts, change has been imperative. As a result, many academics have shifted in their thinking away from the polarities often expressed in the past: the distinction between a liberal university education and vocational training, which was particularly evident in the Arts and Humanities. The new imperatives demand that academics are more responsive to the employment futures of their graduates, and the evidence in this Faculty demonstrates that they have risen to this challenge.

The Faculty has taken a systematic approach to the development and support of Work Integrated Learning. There is a new focus on teaching and learning within Deakin (Devlin, Brockett and Nichols, 2009), and a renewal of energy and strategic thinking at the Faculty level. The Faculty leadership team is headed by the Dean, and the Associate Dean (Teaching and Learning), and is organised through a portfolio that focuses on the teaching and learning and planning and strategies of the Faculty. Working with the Heads of the four Schools, Associate Heads of School, Teaching and Learning, also mirror these portfolio responsibilities within the Schools. For the first time there has been established a dedicated senior academic leadership with responsibility for teaching and learning vision, design, and funding. Within the University Deakin has moved to a devolved model of funding for teaching and learning, drawing on funds available from Federal Government performance funds. Many of the initiatives and approaches that have lead to the diversity of experiences and ideals in work related learning in the Faculty have been directly funded by these sources.

The focus of change in the Faculty has been the academic teachers in the mainstream disciplines, and the Faculty has supported both developmental and research projects that initiate changes in teaching. There has also been a conscious effort made to link both academics’ research expertise in their primary field of research with the scholarship of teaching in their discipline, to underpin new concepts and models for innovation. Over the last three years the Faculty has provided $145,000 for 27 small grants for up to $5000 for research and development in Work Integrated Learning. These initiatives have lead to broad curriculum change, and an escalating series of grant applications and teaching awards in the Faculty and the University, and also at the national level. In 2008 the Faculty won eight teaching Excellence Awards at the University level, and the Vice-Chancellor’s Award to an academic in the Faculty was for WIL oriented achievements. In 2009 the Faculty was represented by three University Awards, and again the outstanding teaching Award included WIL components in the teaching.

Table 1: Work integrated and experiential learning grants in the BA program 2007-2009

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
<tr>
<td></td>
<td>Pilot for electronic CVs for International Relations students</td>
<td>Key skills, attributes and information for Journalism students</td>
<td>Professional development for sessional tutors for cutting edge curriculum in Children’s</td>
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<tr>
<td>Title</td>
<td>Literature</td>
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<tr>
<td>Gender and Equity in Workplace Settings in Sociology units</td>
<td>Mixed mode learning in Higher Education</td>
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<td></td>
<td>International students in a multicultural classroom</td>
<td></td>
<td></td>
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<tr>
<td>Models of Experiential Learning in Criminology Education</td>
<td>Academics, computer communication and publishing</td>
<td></td>
<td></td>
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<td></td>
<td>Guidelines for Arts Industry placements</td>
<td></td>
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<tr>
<td>Professional development skills in for Communication students in a</td>
<td>Collaborative artists’ book project: visual structuring and literacy</td>
<td></td>
<td></td>
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<tr>
<td>Learning Hub</td>
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<td></td>
<td>Experiencing university in virtual immersive social environments in</td>
<td></td>
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<tr>
<td>Forum Theatre and Teacher Education</td>
<td>Experiential learning via Global Strategic Consulting</td>
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<td></td>
<td>Professional dance teaching: students with professionals</td>
<td></td>
<td></td>
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<tr>
<td>Wiki and simulated book publishing companies</td>
<td>Interactional situations in e-learning: specific assignment tasks</td>
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<td></td>
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<tr>
<td></td>
<td>Grammar Games: a resource for work integrated editing</td>
<td></td>
<td></td>
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<tr>
<td>Politics students working with non government organisations</td>
<td>Using the internet as a research tool for professional skills for History</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>students</td>
<td></td>
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<tr>
<td>En Plein Air: Landscape painting on site as Experiential Learning</td>
<td>Experiential and work-related skills in Politics and Policy Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing Professional Skills for History students</td>
<td>Audit of work-related learning in the BA program</td>
<td></td>
<td></td>
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</tbody>
</table>

In organisational terms in 2007-2009 the Faculty has implemented a process of renewal of the role of Course Co-ordinators, drawing on Carrick funded research and the *Between a Rock and Many Hard Places* project. Course leaders now have a stronger sense of the connection between their roles, responsibilities and accountabilities. The course review process is lead through the academic and intellectual dimensions of the course and includes reflection on course links to work related learning. Course Advisory Boards for all programs include industry and employer representation and there is a strong relationship between Board advice and courses. In 2009 the Work Integrated Learning Program has been lead by a senior academic seconded to develop a Faculty-wide policy framework for all WIL activities. The project has integrated guidelines for internships across a range of disciplines, and an audit of internship and WIL assessment activities to develop further understandings of good practice. There is a Faculty-wide network of academics teaching in WIL units who share projects through internal and external grant applications and opportunities.

**Program evaluation**

The Work integrated Learning Program within the BA is subject to a robust interrogation of its progress semester by semester. Both summative and formative evaluations are included in Faculty reviews, alongside an array of qualitative and informal responses from both staff and students.

**Summative evaluations through student evaluation scores – WIL units**

The University administers an online survey – the Student Evaluation of Teaching and Units (SETU) consisting of nine compulsory questions at the conclusion of each semester. The survey provides teaching staff with valuable feedback on their students’ perception of units and their delivery, informs decisions on changes to unit content and delivery methods, and is used as a formative instrument in academic staff Performance Review meetings. Details of
changes made to the content and delivery of units as a result of SETU surveys are provided to students in Unit Guides.

The Faculty has consistently exceeded University means on Questions 1 – *This unit is well taught*, and Question 7 – *I would recommend this unit to other students*. Trends in SETU scores for units with a WIL component show a steady increase consistent with all units offered within the Faculty. Since Semester 2 2006 the rate of increase of mean scores for units with a WIL component has exceeded that of the Faculty increases when the scores are weighted by the number of responses, indicating increasing student satisfaction with these units.

Internship units are not included in SETU surveys, but are evaluated by means of student and host organisation evaluations. Representative comments from these evaluations are included in the Teaching Material attached at the end of this application.

**Formative evaluations**

**CEQ qualitative responses from students from the AGS 2008 survey of 2007 graduates**
The students underlined the nature and scope of the BA as critically engaged and reflective learning:

‘One of the best aspects was the ability to improve analytical, research, problem solving skills. Being a generic degree I was able to study most subjects and topics to set me up for future study’.

‘Tackling world issues that are becoming more apparent in the world today (post 9-11). Understanding the context in which global actors engage and the root causes of problems (and their possible solution)’.

Internships were universally popular for the students who did participate:

‘The internship unit was invaluable. Working within the industry was a great learning experience’.

‘Doing an internship - 10 week (2 days a week) and practical projects (with ’real world’ companies)’. 
‘Being hands on and applying theory towards practical scenarios. I could be creative and express myself through the forms of media available’.

There is clear evidence that students were able to identify work integrated learning components in their mainstream units:

‘When a unit studied covered topics/issues directly related to those found in the workplace’.

‘Discussing with candidates from varied professional backgrounds and/or experiences enriched the learning process. Really extended my thought processes and perspectives which really challenged me’.

‘Having programs in place that gave me practical experience - such as the internship and Verandah Literary Journal. The teachers who’d had a lot of industry experience were also great’.

‘Relevance to everyday society and/or application in a field of relevance (work experience/IBL units)’.

‘Broadened my knowledge of many issues both philosophical and political. Political aspect has helped me secure full time work (since 30th April), and I can now put the theory into practice. Virtual learning including lectures and practical course work.’

On self knowledge and confidence:

‘Being pushed into unfamiliar territory but with positive guidance pushed and heightened my confidence in myself and others’.

‘Critically engaging with issues related to my life and the lives of those around me’.

**Benchmarking the Program**

The Faculty is engaged in strategies that allow the Work Integrated Learning Program to be benchmarked across the sector at differing levels. During the follow up from the national BA Scoping Project, the Faculty will contribute ongoing insights. The Dean, Professor Jennifer Radbourne, is a member of the steering committee for the DASSH priority project *Employability of Bachelor of Arts Graduates*. The Faculty is also using the Arts Associate Deans’ networks at state and national level supported by the ALTC as a means of benchmarking and sharing work related learning concepts and innovation in the sector. In 2009 the Faculty is also contributing to a University-wide project on benchmarking courses, developing models, policy and strategies for practical implementation for course teams.

**Influence on student learning and engagement**

**The Student Engagement survey and Work Integrated Learning in the Bachelor of Arts**

The Australasian Survey of Student Engagement (AUSSE) was piloted at Deakin University in 2008 (Devlin, Brockett and Nichols, 2009). One scale reports on students’ engagement with Work Integrated Learning, defined as ‘integration of employment focused work experiences into study.’ Deakin’s results were marginally lower than national and benchmark group outcomes. The results for Deakin students across the student engagement scales reflected the patterns of its benchmark group and nationally. Higher scales overall were recorded for *Supportive Learning Environment, Academic Challenge* and *Work Integrated Learning*, with lower scales indicated for *Student and Staff Interactions* and *Enriching Educational Experiences*. Later year students provided a significantly higher scale score for Work integrated Learning than first year students.

**AUSSE Student Engagement Scale for Work Integrated Learning Results 2008**

<table>
<thead>
<tr>
<th>First Year students</th>
<th>Deakin University</th>
<th>Benchmark group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38</td>
<td>38</td>
</tr>
</tbody>
</table>
Only preliminary results are available for analysing Faculty engagement scores for 2008. Using an ACER guide of 5 percentage points variation as significant, the Faculty has a lower level score for first year students on the Work Integrated Learning scale, yet it meets or exceeds that of the rest of the University for upper level students. Clearly first year students are not offered direct exposure to workplace experiences in the BA, and the score is an indication of the generalist and non-vocational nature of the program. As well as looking at the variances in responses from first year and later years, the AUSSE will also allow analysis by various sub groups amongst students. A more extensive University report on the outcomes is being developed, including detailed Faculty reports.

**Student responses to work integrated learning experiences**

The Faculty has access to a rich analysis of student perceptions of work related learning experiences through a recent research project on Politics students (Haeusler and Horrocks, 2008). In a study of the research literature and through focus groups of graduates and employers, the authors concluded that Arts students considered themselves to be strong in six core skills: discipline-based and academic knowledge, written communication skills, problem solving and critical thinking, planning and organisation, technological skills and interpersonal skills. These were seen to be part of the ‘package’ that employers want to see in recent graduates.

When students reflected on the situated learning of the Politics Internship, working in a non-government or government organisation, they recognised both the challenge and the extension of the experience. Participants also felt that employers expected them to ‘use initiative’, and that this could be quite daunting. Some felt that their university experience needed to go further in preparing them to step up and ask questions, make suggestions or think proactively about problems. Navigating the politics of the workplace was also a challenge and, sometimes, a shock. Recognising the underlying interests within an organisation was seen to be crucial in order for a student to cope. This was a matter of knowing the right language to use in different contexts, and knowing how to pitch reports to the right audience. Skills which participants felt that employers expected from them included the capacity to undertake a major project; to unpack major ideas and understand the steps required to carry the project out; interpersonal skills and the self-confidence to relate to others in the workplace; business skills; organisation skills such as how to manage tasks and plan their own time; and public speaking skills, for instance how to make boardroom presentations. Ranking in order of skills participants felt the BA provided for its graduates:


(Haeusler and Horrocks, 2008).

**Breadth of Impact**

**Growth in Internships**
The Faculty has placed particular emphasis on Situated Learning internship programs as an integral component of its WIL initiatives. The current internship program covers 22 disciplines in the BA. The table below shows clear growth particularly from 2007 to 2008.

<table>
<thead>
<tr>
<th>Year</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships</td>
<td>140</td>
<td>152</td>
<td>204</td>
<td>179</td>
<td>186</td>
<td>202</td>
<td>231</td>
</tr>
</tbody>
</table>

Internship placements may be metropolitan, rural and regional; local, interstate or international. Recent examples include:

- Geelong Football Club – Public Relations – this is a regular internship venue
- Shepparton News – Journalism
- Dr Denis Naphthine MLA, Warrnambool – Politics
- Warrnambool Standard – Journalism – this is also a regular internship venue
- Northern Territory Police, Darwin – Criminology
- The Epilepsy Society- Sociology
- Granite Belt Gallery, Stanthorpe, Queensland – Graphic arts – an Indigenous student
- The Holocaust Research Centre, the Shrine of Remembrance, the Immigration Museum, the Jewish Museum, the Royal Historical Society of Victoria, Melbourne - History students- regular venues

Students are able to complete an Internship internationally, and these internships can be a significant component of a student’s course. Examples of international internships include placements with the United Nations, and the United States’ Congress.

Assessment of internship units typically involve the student maintaining an electronic journal, a research component linking discipline skills to work, and a deposit for the host, produced during the internship. In addition, host supervisors provide a report, and students complete a reflective analysis on their professional development and their academic learning.

I learned so much in just some weeks that you never learn at school. Just how the whole business works together and you see the whole process. I have also got a lot of contacts inside the business that can help me further. - International student in Media Arts’.

‘Being able to put into practice the skills and theory we have been taught at university really helped to put everything into perspective’. - Public Relations student.

More detailed reflections on internship experiences are available in the Teaching Materials attached to this application, and at


Publication and dissemination outcomes

The Faculty profile in research and reflection on work related learning and teaching is reflected in staff presentations at Faculty and University workshops and conferences, publications, and successful grant and award applications. A select list includes:


Freeman, R. and Johanson, K. (2007) ‘A case for blended and collaborative learning as strategies for teaching editing and publishing within a postgraduate writing program,’ in Elizabeth Gray and Lisa Emerson (eds), *A case for blended and collaborative learning as strategies for teaching editing and publishing within a postgraduate writing program*, Massey University, New Zealand.

Impact on Australian Graduate Survey Employment outcomes

The percentage of Deakin graduates in full-time work has been increasing steadily following a sharp decline in 2004. Graduate employment rates in Arts at Deakin however have consistently been behind Victorian and national rates. In the 2007 AGS survey of 2006 graduates Arts graduate rates were more than 10 percentage points below Victorian rates and almost 14 percentage points below national figures. Employment rates are rising slowly as demonstrated in the graph below, and are expected to increase markedly as students graduate who have taken advantage of the WIL and career enhancement related initiatives implemented by the Faculty.

Concern for student equity and diversity in the Work Integrated Learning Program Curriculum

The innovative work related learning experiences described in this application reflect a wider engagement within the BA with questions of social justice in curriculum content; community outreach by academic staff, and with approaches to teaching which respond to the differing needs of diverse communities. Two university-wide units Writing for Professional Practice (which has several WIL components) and Introduction to University Study have been developed to meet the needs of students who need support in making the transition to university study.

The Faculty has established key networks and relationships with rural and regional communities and these inform teaching and curriculum in the BA program. An audit of rural and regional engagement in 2008 included in its findings:

- Staff undertake research activities which relate to the immediate setting, and re involved in research and consultancies for local organisations, or provide expertise or service contributions to support regional Victoria.
• Twenty-one percent of unit guides included the terms rural, regional, non-urban, non-metropolitan, the bush, country, low socio-economic or indigenous.

• A number of assessment tasks specifically include regional and rural issues, for example units in Anthropology, where group research projects on rural and regional health and well-being facilities and resources are undertaken.

• Students undertaking internships are encouraged to consider a rural or regional setting wherever possible where they are exposed to avenues of community and professional networking which enhance their employment prospects.

• Guest lecturers are included in a number of units to provide a regional perspective.

**Equity in teaching and learning**

In responding to the different needs of its students, the Faculty’s focus is on access and flexibility. Thus all units can be studied online and off campus, by correspondence. Deakin Studies Online is the University’s online teaching and learning environment that facilitates communication between academics and students through messaging, announcements, discussion groups and chat rooms. The site provides for resources and information and late-breaking news and updates. Online live tutorials (eLive) and audiostreamed lectures (iLectures) provide innovative opportunities for engaged learning for a wide range of students. All units in the Faculty have a DSO presence, and twelve units in the BA are offered wholly online.

Internship units can be supervised at a distance in areas remote from the home campuses, across Australia and internationally. The relationships between internship students and supervising academics mirror the more engaged relationships of research supervision. Many Unit Chairs visit host organisations regularly, and negotiate the terms of internships in detail with students, and in doing this they can tailor the program to suit the needs and special interests of students.

In the wide range of Work Integrated Learning units in disciplines across the Faculty, curriculum has developed models of student autonomy, and units provide for a range of skills reporting and analysing work. Students can bring a wider range of academic, social and communication skills into these units, and deploy these across a broader construction of learning than in traditional classrooms.

**Equity**

An annual Student Equity audit reflects on the Faculty performance against internal and external equity benchmarks, and allows analysis of the Faculty’s response to diversity amongst its students. In 2008, the Faculty performed well on participation indices for students with disabilities, as it exceeded University and state benchmarks. 42% of students with disabilities enrolled at Deakin in 2008 were enrolled in Faculty courses. 37% of regional students enrolled at Deakin in 2008 were enrolled in Arts and Education courses. The Faculty increased its share of commencing regional students in 2008 and participation rates of regional students were above University, state and national figures, and success rates of regional students exceeded these levels. Access of low socio-economic status students in 2008 improved to 13.2%, from 11.6% in 2007. Success rates for these students also improved. In the same audit the Faculty needs to improve on retention and attrition rates.

**Indigenous students**

The Institute of Koorie Education (IKE) teaches the Faculty’s courses to Aboriginal and Torres Strait Island students through a community-based mode in a culturally inclusive way,
with a strong community responsive pedagogy. Community-based learning integrates teaching and student support strategies through the development of an Indigenous focus within the curriculum. This teaching has proved successful for students across many nations for which IKE has been recognised. 57% of courses offered through IKE are Faculty of Arts and Education courses. Currently there are 126 Aboriginal or Torres Strait Islander students enrolled in Faculty units across 18 courses. The BA has 21 and the BCrím/LLB (11).

Analysis of WIL units by equity group compared with Faculty and University figures to come once Planning Unit report received.

References


Haeusler, Peter and Lucinda Horrocks, ‘Politics Students Working in Non government Organisations,’ in Faculty of Arts Report on Experiential and Work Related Learning, Deakin University, Burwood.


Tumarkin, Maria, Sarah Paddle and Jennifer Radbourne, (2008) Work Related and Experiential Learning in the Arts and Humanities, Deakin University, Burwood, 1-54.


Detailed Teaching Materials on Innovative Work Integrated Learning in the Bachelor of Arts curriculum

Model: Generic skills unit offered to all students: Workplace Transitions in the 21st Century

This is an important innovation developed in partnership between the Faculty and Deakin’s Division of Student Life, and it is the only substantive offering across the university that is a generic unit for all students on Work Related Learning. The unit aims to foster in students a critical and reflexive awareness of their academic research and problem solving skills, and then to develop the skills to apply these in different workplaces. The unit also aims to provide students with understandings of workplace experiences, further knowledge on how to attain work within the relevant sector, career planning, job search and research and employability skills. Students learn how to identify viable career paths after they have graduated and to apply emerging communication technologies currently used in workplace settings.

The unit is offered to third year undergraduates as a transition unit for graduates. It can be studied entirely in the online environment. The unit is structured round four main components of career preparation: self awareness; opportunity awareness; decision making; and transition learning. These skills are applied to modules from three disciplines: Anthropology, Criminology or History. The Anthropology in professional practice module examines case studies and critical reviews the areas of professional practice routinely undertaken by anthropologists. The Criminology module has a particular focus on employment in policing, security and intelligence agencies, crime prevention and community safety. The History module examines work undertaken by History graduates including teaching, project researching for government or industry, commissioned research and publications, working in museums and heritage centres, archives management, and advisory and other positions within the public service.

Results from the Student Evaluation of Teaching and Units survey (SETU) ranked the unit in the top 5% of all Arts and Education Faculty units offered in Semester 2, 2008. Comments from students responding to the question: ‘what were the best aspects of your unit?’ in the survey included:

‘Exploring and discovering many options and paths for my course. The unit overall provided a nice transition from Uni to the work environment’.

‘Learning to look outside our comfort zone and discovering a lot about what type of work is available in relation to our skill levels’.

‘It encouraged us to explore our future careers and opened my eyes to a lot of opportunities and information that is out there that I was unaware of’.

‘This unit was a great opportunity to look at the skills I have and how to make them work for me in my career. What was also great about this unit is that it required me to use technology which I had not used before (elive) which was very beneficial’.

Model: Critical Reflective Practice through Participant Observation in Anthropology

The unit ASS 234/334, Anthropology and Ecological Order is one in which students learn how people come to recognise and value their environments via their physical senses. As part of this training students learn how ‘taste’ and the value of particular tastes are formulated
through a set of social indicators aligned with class, context and experience through a perspective which mirrors the work of Pierre Bourdieu. Anthropology students collaborate with wine making classes in participant observation and note-taking, observing and analysing their own reflections on the process. This experience significantly enhanced student engagement with the theoretical material, connected them with other students.

In terms of professional expertise, Anthropology students encounter many tales of ethnographic fieldwork and the academic texts they learn from are the product of such fieldwork. They do not, as yet, have the opportunity to train in the fundamental ethnographic technique which involves engaging in a situation and taking notes. Through being given the opportunity to conduct fieldwork themselves students gained a much more engaged appreciation of how knowledge in the discipline is generated and the practical – physical, logistical, emotional – challenges of fieldwork. Given that many of these students were about to graduate with a degree in Anthropology this experience was crucial to their overall training.

This project was a measurable success according to a number of benchmarks: 1) A grant application was submitted for a Faculty of Arts and Education Funding Opportunities for Research and Development projects in Teaching and Learning – 2009, requesting funds to expand the project in 2009; 2) Partnerships were formed across the University; 3) Student engagement and satisfaction with the Unit was exceptional (This Unit was well taught: 4.88; I would recommend this Unit to other students: 4.88); 4) Developing experiential learning components of undergraduate anthropology training in Australia.

‘I loved learning about Australian 'national' identity, studying Kapferer, studying gender in Australia, and gaining greater insight into the NT intervention. The lecture with XXX was fascinating and engaging, as well, and provided invaluable firsthand insight into the NT intervention’. – Student SETU comment

Model: Socially engaged curriculum on Gender in Workplace Settings
Sociology and Gender Studies curriculum at first year level includes a study on how gender and equity expertise is being utilised in workplace settings, which builds related skills and knowledges that a graduate requires in the workplace. Students are introduced to reviews of recent literature on equity policies in the workplace, and employment options for graduates. The learning activities include investigations of a range of workplaces, such as government and non-government organisations, corporate environments, universities and other public institutions to gauge the prevalence of gender and equity positions and the types of skills and knowledges they require. Further developments in the curriculum include assessable case studies based on ‘real life’ workplace tasks, where students analyse equitable workplace environments through policy and practice.

The innovative basis for this focus is now a database of national workplaces that employ graduates with expertise in the areas of gender, women’s studies, men’s issues, equity, diversity, and feminism. Students in 2009 can access approximately 60 potential workplaces, including professional associations and women and men’s lobby groups. These organisations are available as potential internships as part of the Sociology Internship Program, or work placement and volunteer opportunities for students while they are studying to help them better prepare for graduate employment.

‘The topics were all so interesting, being able to relate everything to current society gave me incentive to really understand what I was learning about. The lectures were also pretty good and complemented all the reading.’ – Student SETU comment
Model: Simulated business organisation created in the online environment

The discipline of Professional Writing and Communication has created an online virtual company, called Global Strategic Consulting. This has been developed as a pilot for postgraduate students, and adapted for undergraduates. This consultancy company performs all the functions of a communications consultancy in the real world workplace, and students take on workplace roles and identities through working for the company. There are currently twelve business units formed for students participate in, ranging from project management teams, to event management and training units.

This unit functions in a number of important ways to provide simulated consultancy experiences for Communications students. Through the virtual creation and enactment of the tasks involved in the business, the students have direct and hands-on induction into the work. They are also taken into roles into teams to work collaboratively to produce the work of their unit. There is a focus on transferable skills such as negotiation, design, and development, which engage students in planning, caucusing, presenting and marketing.

Model: Discipline specific Skills Developing Skills for Professional Historians

The unit History Skills is both a discrete project to enhance work related learning within the History Honours year and the history internship program, and a catalyst for improving the opportunities for undergraduates to acquire historical skills which will be of direct use in History careers. The unit is based on a range of online resources used by students. The professional History skills developed focus on note taking, archive skills, managing online primary source materials, project management, delivering briefing reports to stakeholders, consultancies, commissioned writing, and teaching History.

A further dimension is a database of institutions, organisations and places where Deakin History students have or could do internships. There over 107 sites including sites for internships identified in Melbourne, Geelong and Warrnambool regions. Organisations range from societies, museums, archives, libraries, city council collections, and galleries. Types of organisations range from Aviation Societies, Bank Archives, Sport Museums, Hospital archives, Fire Museums, Cultural museums, Koorie, rare book collections, legal resources, University museums, and a Jazz archive. The data base will greatly assist potential internship students and academics to identify and approach host institutions and organisations.

“This unit provided skills that will be necessary once in the work force. The unit was well taught and I enjoyed it immensely”. Student SETU comment

Reflections on the specific discipline skills of History and the history Internship

After completing a History internship students are required to write a reflective analysis of the experience. A larger research project on students’ writing is underway on this rich archive. The students respond to the immediacy of the lived expereince of the internship, but also to the extension of their knowledge of History.

“My tie with the Australian Racing Museum was a rewarding experience. Linking my passion for horse racing with my university degree was very beneficial, something that I am ever grateful for.
It was not like a regular university subject. I looked forward to going every week and really enjoyed the work I undertook. It was valuable to learn new things every day I was there. The diversity of what I researched was comprehensive too. I did not know what I would be researching next so the surprise element of the research was wonderful’.

Students make strong connections between their academic knowledge and the people who are the ‘living past’ in the host organisations:

‘My internship experience has really taught me a lot in the short time I undertook it. I knew that by doing this at the Holocaust Centre and Research Museum would be a beneficial experience, mostly because I knew that I would be meeting Holocaust survivors and that in itself would be a unique experience. Aside from this however I really strengthened my skills in the history area through research and thinking especially; but I also learnt much more form the project I undertook about what a survivor of the Holocaust went through and how a survivor therefore adjusts themselves back to normal following the end of the Holocaust. This internship is something I will always remember, and I will take all that I have learnt and experienced from it with me as I embark on my future career and life’.

Academic skills and research techniques are linked to much broader understandings, and the dislocation of new knowledge and the confronting realities of other peoples’ traumas:

‘When thinking about what I have gained from my internship in the archives department a few things spring to mind- encompassing both practical and spiritual gains. From a practical point of view, my internship really expanded my range of knowledge about the holocaust, and helped me look past the general knowledge I had to seek out other aspects of the Holocaust….From a spiritual or personal point of view I learnt a lot from my peers in the archives department. Realising the struggles which they had in their pasts, and recognising their strength and will to overcome past injustices and to work to share their stories, was a really inspiring thing. I definitely learnt the meaning of the phrase ‘don’t sweat the small stuff., and as strange as this may sound, knowing their pasts has put my small problems into perspective, an helped me see a bigger picture. I would say that the personal gains from my internship far outnumber my practical gains.

In conclusion I feel that I have been challenged, I have learnt tremendously and I have enjoyed my time at the Melbourne Shrine of remembrance. I felt I worked well in a professional setting with other colleagues and that I contributed a portion to the final product of the ‘Shrine of Remembrance’ exhibition. This has been evidenced through the text drafts and research completed. I enjoyed my time at the Shrine and would recommend to future undertakers of the internship.

I would highly recommend an internship at the Holocaust Centre and would urge those studying there to do so with an open heart, and open mind- the information gathered at the centre and the relationships formed are invaluable. I enjoyed my time at the Holocaust Centre very much, and believe that this internship is the highlight of my university study. I will continue to volunteer at the Holocaust Museum and research centre and have been accepted into Honours-through which I aim to continue to work on issues of freedom during the Holocaust’.

‘My intern experience at the Melbourne Museum gave me the opportunity to learn new research and communication skills and enhance the abilities I already possessed. The position allowed me to develop my problem solving skills and it gave me a glimpse into a real workplace environment. I was challenged in new ways, as I was able to use the research techniques I had been cultivating through my university studies in a practical environment. I felt that my project reflects the work that I have undertaken over the semester, and displays the new skills that I have developed…. The internship allowed me to experience the discipline of history, which I focused my degree around in a real and practical environment.

Academic development is a key aspect of the program, which as evident in the skills used and learnt throughout. By doing the internship in the second semester of third year I have been able to
use all the important researching skills learnt throughout the degree and combined them into the ‘deposit’ left at the museum. This was the first time that I was writing to an audience other than staff at Deakin University, which was a challenge I accepted eagerly. I believe that this along with other academic challenges would not have been available if attending a class or lecture where the information is ultimately provided to the student’.

‘Throughout the time that I spent working at the Royal Historical Society of Victoria I learnt and was exposed to many new and exciting elements of the History discipline which are not accessible in a basic history undergraduate degree. The practical nature of the internship was an element that I believe had been missing from my studies at Deakin University, and I am glad that I was able to complete my degree in such a fashion. I was able to learn more about myself, my creative, motivational and professional skills, as well as the nature of ‘everyday history’ – that which relates to the everyday running of different businesses and societies, which may not have had a large impact on society, yet were witness to the important events of the past’.

‘The experience in the Holocaust Centre has been one of the most precious ones in my life. I appreciate the working environment: it was serious but more relaxing. I would like to thank the staff, especially Phillip Maiiesel, for giving me such an opportunity. The experience enhanced my research skills, which will be useful for my future career. Although it will be different in the usual working conditions, the analytical skill that I have developed during the placement will certainly help me excel in my work

During my time I greatly improved my research skills and learnt to properly utilise both primary and secondary sources. I learnt the value of oral history. I improved my writing and editing skills. I learnt how to write captions and how to store items. I learn how to use a laminating machine and how to hang up frames. I dressed mannequins and set up display cases. I learnt the value of good communication skills in the workplace. What I value most is the interaction with the ex-servicewomen and the amount of knowledge I gained along the way’.

‘The experience overall has been educative and formative. The fresh perspectives and challenges I take away relating to the way I understand myself, the practice of history, and historical and contemporary race relations in Australia, will shape and inform the way that I pursue further study and subsequently a career. I am left, as one should always be when pursuing knowledge, with more questions than I began with, and more importantly with a feverish desire to know more. I recommend an internship at the Koorie Heritage trust to anyone pursuing any area of study. This unique institution, and the unique people who ran it, afford an invaluable insight into a part of Australia’ heritage that is too often overlooked, or understated. My only recommendation is to enter each day with and open mind and spirit, and be willing to learn from every experience’…

**Model: Role Diversification through simulating court trials in Criminology in Second Life**

The Faculty has pioneered the development of Deakin Island, an educational space within the global interactive platform Second Life. At present, Second Life is being used by approximately 250 universities world-wide and it provides an immersive, interactive environment which offsets the limitations of one-way communication via digital text, video and audio. Through the use of an avatar, users navigate through the simulated world, can express emotions and communicate verbally or through text in real-time. Second Life adds new dimensions to existing synchronous communications media such as eLive or document repositories such as DSO (Kemp & Livingstone, 2006).°

Criminology has established a discrete presence on the Island, by constructing two built spaces aimed at illustrating different forms of legal dispute resolution. Simulated dispute resolution procedures, mock trials and criminal investigation scenarios form the basis of research-based experiential learning strategies through this immersive and interactive
medium. The dual aims of improving the student learning experience through immersive technologies and obtaining ongoing data evaluating this medium as an effective learning environment are core drivers for this initiative.

‘Big learning curve at first, but it was a great place to explore ideas and we could access video and DSO from within the island.’ Deakin student comment.

**Model: Online simulations and scenario-based learning in Public Relations**

*P* Pressure Point! is an interactive online simulation developed for students in Public Relations which has been recognised with a range of awards both within the University and nationally. It is based on an interactive DVD which simulates the real-life flow of information which Public Relations practitioners must deal with in their working lives. Students become involved through role playing different perspectives of an environmental protest and must report on divergent views on written assessment tasks. The simulation is innovative and sophisticated technologically but its value is in its encouragement of active learning through strong and well informed pedagogical foundations. The eSimulations in Public Relations offer a model in simulated educational delivery for further development within and beyond the Faculty.

The unit has also been recognised within the University as a model for accessible e-learning applications. *P* Pressure Point! specifically targets students with vision or auditory impairments and it was developed specifically on CD to provide a ‘virtual internship’ for students rural and isolated areas with poor network connections.

**Model: Real Life event management for Communication students**

Professional Communication students at both undergraduate and postgraduate levels combine to produce a real world outcome that directly relates to their future career development, their professional portfolios and networks and to their learning from the practice of their discipline. The program is aptly titled *eXposure*, and students create a week long Arts Festival on the university campus for Communication students and their Performing Arts peers. The Communication students initiate, research, develop and manage all aspects of the Festival program and events. In real time, and with real clients, real participants and consultants, the students develop business plans, set up a program of Arts events and manage budgets, audiences and advertising, marketing and follow up. The Unit Chair describes this unit as ‘reflecting a millennial learning style, with a concomitant blending of learning tools, and the construction of outcomes and tasks to create twenty-first century scholars ad practitioners.’ (Karen Le Rossignol, *Faculty Report on WIL*, 2008).

‘The most enjoyable aspect of my internship was witnessing the collaboration with the entire editorial team – and having the chance to plan and develop my own fashion spread. Being able to put all the skills and knowledge I have gained over the past 3 years at university to use’. – Professional and creative writing student.

**Model: Professional Skills through a Virtual and Physical Learning Hub**

This model builds on a professional skills or work related skills program for postgraduate students to create a Learning Hub resource – both physical and virtual, with elements accessed by undergraduate students. The broad aim of the program is to add to studies in
mainstream Arts and Creative Arts disciplines. The program orients postgraduate students to the workplace; as career beginners, career changers and international students entering into the Australian or international markets. Students come from Writing, International Relations and International Development disciplines. The program provides students with realistic expectations of their future work experiences, and work-related skills and workplace understandings. In emphasising communication and interpersonal skills the program links graduates and employers, and builds links to alumni in industry.

Students gain access to a learning hub, which is a dedicated room on campus with formal and informal material available on professional learning skills, open for five hours a week. The hub supports networking between students and staff – discussion groups, working with individuals, group project meetings, and social interaction. Using the networked computers in the room enables project-based interaction as students work and talk together while developing material online. The hub uses noticeboards to inform students of internship and employment possibilities in the sector. The learning hub delivers face-to-face sessions on professional skills, and these are podcast and linked to the unit website. Students indicated that those without current work experience, including international students on campus, found the program very useful and relevant. The Hub is seen as the perfect, and welcomed, opportunity to discuss issues with other students – in both a work and social setting. The students also use the Hub as a meeting place to hold discussion groups for assessment tasks and general coursework-related concerns. Students participating are provided with a Statement of Attainment related to workplace-focused skills. Students can access a virtual version of the hub, through the online environment. The virtual hub is a repository and link area, and an interactive space, containing quick links to key areas of the Deakin website and to the skills program content and audio streaming. The Virtual Hub receives strong feedback and positive support from students.

**Model: Performance and Performing Arts Professional skills in training and teaching**

In a unique collaboration Drama and Education students combine in an applied drama context. Drama students use their skills as performers and theatre-makers, Education students provide their skills of reflection, teaching and learning.

The options for employment in the Performing Arts employment sector are scarce, so the rationale for this unit is that Drama students need to find innovative ways to utilise and maintain their theatre skills in contexts outside traditional theatre spaces. Using a well theorised model of making theatre in non-traditional contexts, Drama students collaborate with their peers in Education, to reflect on the ways performance can productively inform the education of teachers. The unit provides a ‘safe’ space for Education students to discuss and develop strategies for dealing with problems they face in the classroom. Augusto Boal’s forum theatre techniques are applied by the Drama students to generate a series of strategies for solving some of the most common problems faced by student teachers. Forum theatre is interactive where the audience offers suggestions for problems presented in performance.

The unit includes collaborative problem solving related directly to the Education students’ professional experience and the Drama students’ potential for career development. As a strategy it includes marginalised students in activities, and allows safe discussion of extreme disciplinary problems including bullying, violent behaviour and offensive language. Another strong experience is a focus on promoting cultural diversity in the classroom. Performances
have been documented on a DVD based on the project, which will be used as a teaching resource in the future.

‘I enjoyed getting to do a show and not just getting to dance and all the opportunities to branch out and take on other roles ie: lights, costume etc’ – Student SETU comment

**Model: Learning publishing through Wiki and simulated book publishing companies**

This teaching and learning experience simulates a production process within the publishing industry, primarily for postgraduate students in Publishing, but undergraduate editing and writing students also participate in components of the experience. Students form ‘industry discussion’ groups to complement a group project in which they create a hypothetical publishing company and book publication project. Lectures and interviews with industry experts describe particular stages in the book publishing process and address specific and recurring student misconceptions and difficulties. The lectures and interviews are provided to students on CD and streamed through the online website for the unit. This information is then used in the innovative ‘Workplace Wiki’, in which student groups use a Wiki as a website to display their simulated publishing company and publications list.

The project provides opportunities for students to be mentored and advised by industry representatives. Students work with industry experts on scenarios, on problem solving and then mirroring the production and editing processes. These scenarios and the responses model the various ways in which publishing professionals respond to common workplace challenges and considerations, and thus guide students through the requirements of their ‘Wiki workplace’ and future workplaces. Student use of the Wiki project as an e-portfolio will provide graduates with an ongoing link to Deakin’s Professional and Creative Writing and a focal point of communication with industry representatives when they approach employers for job interviews or freelance work. The project provides students with experiential learning in online collaboration with industry professionals on book production and a mentored group experience. The Wiki projects indicate students’ enhanced familiarity with the professional standards of the Australian publishing industry. The use of industry knowledge in a ‘hands-on’ manner in providing feedback on student projects and responses to project-based scenarios improves the industry representatives’ understanding of the vocationally tailored content of Deakin’s Publishing unit and the skills of its graduates.

**Model: Communities of learning with professionals in Journalism Professional practice**

Journalism students who work on Internships as part of their major have access to a specialised Guide developed by working journalists and former Journalism students as a practical guide to their placements. The innovative aspect to this Guide is that it been generated directly in consultation with industry experts, and brings together student expectations and knowledge and demonstrates to students common responses of their employers and workplace cultures.

The range of different Journalism internship placement opportunities is very broad. Students can go to local, regional and metropolitan newspapers, magazines, radio and TV stations and online newsrooms. The Guide provides an inclusive model of the experiential and work related knowledge that crosses these different environments. Projects and professional skills advice cover professional skills development on topics such as: preparation, research, finding stories, ethics and the law, interviewing skills, and writing skills. Each aspect of the
Internship Guide contains advice directly from employers and students on that topic. Each topic is also underpinned by a practical case study or problem, which the students have to apply their journalistic skills to solve.

**Model: Schools Network for Journalism students**
In a partnership with the regional city newspaper, Journalism students in Warrnambool are responsible for producing a four-page supplement each month. Students are responsible for sourcing material and writing stories with relevance to south-west Victoria’s education sector. The unit allows students to develop a portfolio of published material while participating in an independent critical analysis of how a newsroom operates, and self-reflection on their own research and writing.

The Faculty is host to an allied program the annual Edward Wilson Rural and Regional Post-cadet Journalism Program, which provides experienced rural reporters from Australia’s non-daily newspapers with the chance to hear from leading journalists and editors on the contemporary challenges facing the industry.

**Model: Developing professional skills-related content in a Politics and Policy unit**
This new practically oriented unit titled *Policy in Practice* has been developed with a focus onemployability skills in the public policy sector. The unit is designed for both national and international students, combining a substantial workplace-based experiential learning experience with two or more on-campus units. The unit provides students with the opportunity to develop their skills and experience in the analysis of topical policy issues or problems. In this unit students:

- develop vocationally relevant skills, including the ability to distil complex policy topics and issues in clear and concise ways which enable practical strategies to be pursued;
- undertake independent study and research on topical policy issues; and
- identify and assess the influence of particular policy actors in informing debates, and broad strategies for dealing with them.

Assessment items include the production of a *Background briefing paper* to analyse the complex interplay of factors involved in policy making: different levels of government, different departments, different stakeholders, and a suite of policy and program responses.

**Model: Developing both generic and discipline based skills**

**Professional Portfolios for International Relations students**
Developing a student professional portfolio enhances recognition of student progress through the three years of the undergraduate degree and connects student progress to graduate employment prospects by progressively constructing an electronic CV. This project has begun with International Relations students in the mainstream BA program. At enrolment time in first year, students are allocated webspace from Deakin IT servers which is used to construct a journal of academic and personal progress throughout the course of the degree. The site ‘fills up’ with content as the student completes each semester of work. At the successful completion of the degree, the site will be exported to the student for use in job seeking or further academic study. Employers will then have a current and detailed
description of what the student studied across the degree. Students themselves now upload content to the site, after agreeing to a set of minimum conditions. The contents of sites now include: a photograph of the student, a statement of personal interests, hobbies, clubs and societies joined, units enrolled, unit results, unit descriptions, awards, statement of skills and knowledge objectives, major sequence of study, location of internships, exchanges, in-country language programs, diary entries (internships and other), preparation for employment, and comments from academic mentors. The portfolio project has begun to develop a network between graduates in International Studies.

**Model: Scholarship of engagement- real social problems as the basis for problem solving**

In the Sociology Internship program students are assigned to a host organisation and expected to complete a specific project under its umbrella. This could be a secondary literature analysis, a survey or an interview, but it must demonstrate a convincing and meaningful application of a particular methodology taught in research methods units in Sociology. Thus Sociology Internship students complete a meaningful project applying their knowledge in the practical contexts. Internship projects also allow students to identify and explore areas of employment they would like to enter.

Mainstream Sociology students also learn to think of the world of work as a key area of sociological enquiry. For example, first-year students are exposed to the ideas about globalisation and the changing workforce. They get an opportunity to critically reflect on the growing casualisation of the workforce, the relationship between gender and paid employment, the decline of the unions, the growth and fall of IT, HR protocols and many other issues. An exposure to debates and ideas of this nature allows students to see just how important analysing workplace cultures and identities is to understanding profound changes within contemporary societies.

In applying discipline based analytical skills students are not merely a backdrop to the engagement with specific sociological tools and techniques. As the Unit Chair said in interview, ‘There are no jobs out there in the really creative enterprising areas for third-rate writers, speakers and analysts. They want people at the top of the tree.’ (Tumarkin, 2008, 26).

In the Sociology and the Law unit students’ analytical skills are under the spotlight. The unit is comprised of six theoretical sections, which are then applied to issues that are currently of interest to students, such as the legal profession itself, social change, death in the workplace, responsibilities of employers and white-collar crime. While students’ employability is one of the key concerns, merely teaching students specific vocational skills is not sufficient. Instead, sociologists are intent on giving students the weaponry so they can analyse data and come up with solutions across a whole range of corporate cultures and contexts to make themselves adaptable in the workforce. ‘My message to students is that jobs are about making people committed to institutions and developing sets of values for the community.’ (Tumarkin, 2008, 27).

‘I enjoyed the way how this subject and Sociology and the Modern World integrate really well together, hence don't forget information as quickly. Also, I got a lot from the online tests, more subjects should do them!!’ – Student SETU comment – Sociology and the Law
Model: Developing an Experiential Learning Unit in the Visual Arts

This unit involves the development and implementation of a new studio unit within Deakin’s suite of visual arts offerings. Landscape Painting on Site aims to address a specific pedagogical issue within a framework of experiential learning theory. In particular the unit seeks to take greater advantage of the excellent local experiential and outdoor learning resources that remain under exploited in our current programs. These include geographical sites, museums and galleries, for example. More broadly by developing more holistic, experiential learning encounters, improvements are made across a range of other teaching and learning challenges relating to student motivation, class participation, and other interpersonal issues.

The new studio unit seeks to redress these issues by reprioritising shared first hand experiences in and outside the classroom. It is important that notions of experiential learning not merely be tacked on to the unit but rather that it is built ‘from the ground up’ using these principles. In practice this means that practical painting and drawing work will take place as much as possible outside the classroom, with the studio serving as a setting to plan, reflect on, and review activities. At the same time, much of the student’s theory work will be conducted on site. Written assignments, for example, will be grounded on collaborative work conducted during group excursions to important landscape exhibitions.

‘New experiences: I have never painted on site before in the open air and it was lovely! It was fun and relaxing. Using new materials, such as oil paints, pastels, charcoal, etc’. – Student SETU comment

The Deakin Motion Lab

The Deakin Motion Lab was established in 2006 through a partnership between Multimedia Victoria and Act3animation. It provides facilities and expertise in state-of-the-art optical motion capture technology for teaching, research and commercial development. Through its partnership, Deakin Motion Lab provides opportunities for Multimedia and Digital Animation students to collaborate with industry experts from the digital creative industries in research and development in motion capture. The facility is an exemplar of collaboration between education, industry and government. Through the studio environment and its commercial research and development arms students gain skills and expertise into multimedia, animation, electronic games, film and video industries reliant upon motion capture technologies.