WIL@UOW: WIL Pegagogy Overview

Bonnie A. Dean  
*University of Wollongong, bcord@uow.edu.au*

Michelle J. Eady  
*University of Wollongong, meady@uow.edu.au*

Tracey Glover-Chambers  
*University of Wollongong, traceygc@uow.edu.au*

Tracey Moroney  
*University of Wollongong, tmoroney@uow.edu.au*

Nuala O'Donnell  
*University of Wollongong, nuala@uow.edu.au*

See next page for additional authors
WIL Pedagogy Overview

Vision
To provide opportunity for every UOW student to engage in a variety of scaffolded, purposefully-designed and learner-centred WIL experiences within their degree.

UOW Definition of Work Integrated Learning
Work Integrated Learning (WIL) describes activities that integrate work practices with learning in an academic institution.

Through WIL, students undertake authentic, experiential learning relevant to their program of study.

WIL may occur in person or remotely, in a physical or simulated workplace, or in the classroom. It includes practicums, placements, internships, service learning, industry projects and experiences, workplace simulations and professional activities.

WIL activities at UOW:

- are purposefully designed
- are informed by design principles
- draw on industry expertise, where relevant
- foster opportunities for reflection and engaged feedback
- shape and support students’ career goals through alignment with career development frameworks

WIL Design Principles
Six WIL design principles guide the design of WIL experiences embedded in UOW educational programs. The principles are useful for those developing new WIL experiences or looking to improve an existing WIL experience.

The design principles are: Learner-centered experiences; purposefully designed; benefits all stakeholders; evidences students’ engaged feedback; supported; and, monitored, evaluated & compliant.

WIL Curriculum Classification (WILCC) Framework
The WILCC Framework supports a university-wide approach for the mapping, reporting and development of WIL, promoting the visibility of WIL across the institution. It provides a common WIL discourse across all disciplinary contexts from which WIL can be discussed and planned. It aligns with and extends Kaider, Hains-Wesson & Young’s (2017) WIL typology and Universities Australia’s (2019) WIL delivery modes. The purpose of the WILCC Framework is to:

- Map various WIL activities across subjects and degree programs
- Scaffold WIL activities across a degree program
- Enable institutional reporting and development of WIL
- Enhance the employability of UOW students through increasing access to WIL opportunities
### Work Integrated Learning Curriculum Classification (WILCC) Framework

*Includes opportunities for reflection, dialogue around feedback and career development learning.*

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Co-Curricular WIL</strong></td>
<td>Not in a credit-bearing subject</td>
<td>Test, create, synthesise, reflect</td>
</tr>
<tr>
<td><strong>Foundational WIL</strong></td>
<td>No direct participation in work practices</td>
<td>Observe, explore, analyse, reflect</td>
</tr>
<tr>
<td><strong>Embedded WIL</strong></td>
<td>Participation in work practices (simulation, workplace or work-based)</td>
<td>Apply, produce, investigate, experiment, reflect</td>
</tr>
<tr>
<td><strong>Applied WIL</strong></td>
<td>Participation in work practices (workplace or work-based)</td>
<td>Practice, adapt, reflect</td>
</tr>
<tr>
<td><strong>Professional WIL</strong></td>
<td>Participation in work practices over sustained periods of time (workplace)</td>
<td>Practice, appraise, reflect</td>
</tr>
</tbody>
</table>

*Classrooms may be physical or online.

- **Less contact hours in workplace**
- **More or equivalent contact hours**

*WIL@UOW: WIL PEDAGOGY*
In this subject, do students directly participate in work or work-like practices (on campus, in a workplace or in a simulation)?

- Yes
- No

Do students participate in activities that integrate or illustrate work practices?

- Yes (e.g., field trips, authentic case studies, observation, career development modules)
- No (e.g., simulations)

Are there opportunities for students to reflect, receive feedback and contemplate their careers around these activities?

- Yes
- No

Engaged feedback is central to the UOW Assessment & Feedback principles. To discuss improving WIL in this subject, contact LTC-central@uow.edu.au

This subject may be at risk of TEQSA non-compliance.

Does the whole subject focus on students spending substantial time in a workplace? (This still may include a small portion of class time)

- Yes
- No

Are students spending more contact hours in WIL activities compared to their classroom contact hours?

- Yes
- No

There is no WIL in this subject

- Foundational WIL
- Embedded WIL
- Applied WIL
- Professional WIL

Contact

For more information please contact the UOW WIL Advisory Committee (wil-advisory-committee@uow.edu.au)

References

