



# Curriculum Design Pattern

Global Learning by Design

<b>Pattern name</b>	<b>Building Graduate Employability Skills</b>
<b>Abstract/snapshot</b>	<p>The process for developing and building relationships between education and industry for the purpose of WIL is becoming increasingly difficult. And with WIL placement becoming increasingly important for developing graduate attributes and employability there is a need to look for other opportunities. Conducting WIL online is one such opportunity, potentially increasing the scope for students to undertake placement (online) locally or globally.</p> <p>This pattern captures the process developed for securing partnerships for online placements. These placements are designed to provide access to international WIL opportunities so students can effectively work anywhere in a 'placement' through online technologies.</p>
<b>Rationale/Aim</b>	<p>By participating in an online placement, students have the opportunity to improve their online business communication skills, become familiar with new technologies and learn how to operate and engage in an online environment.</p>
<b>Learning Context</b>	<p>Students needing to undertake industry placement using a completely online environment. This enables a flexible solution for students who are located anywhere with an internet connection. Students can work on their own or in groups.</p>



## Learning Design

### Pre-project/scope

1. Pre-placement agreement – Secure a workplace by looking at connections with industries including PAC for opportunities where WIL online can take place. If you have staff that already have working relationships with industry, or companies that take face-to-face placements, approach them first to gauge interest in an online placement.
2. Canvas student interest in WIL online placement to determine potential numbers. Discuss with client/industry partner the numbers of students they can take in an online environment (3-5 recommended).
3. Scope project for the client, students and RMIT (stakeholders) - determining requirements for all parties involved (*see WIL Online Project Brief*).
4. Formalise agreement – after the scope of the project is completed, a WIL agreement and schedule must be signed off with all stakeholders to make it a formalised agreement between RMIT and the industry partner (*see WIL Agreements*).

### Student engagement

5. Promote WIL Placement Online to students - Conduct class visits, SSCC meetings and program meetings to capture interest and commitment from teachers and students. Showcase the opportunity to students by highlighting the opportunities including: the development of online professional skills, industry connections, opportunity to learn and use new digital workplace technology.
6. Application process - it is important to find the right student(s) for the online placement. By sending key questions to the students via email or using a survey tool eg. a Google Form, you will be able to gauge the students' interest in the placement. If more students apply than available places, then move to a GPA sorting system or schedule interviews with students/teachers to determine most suitable/likely to see placement through (*see Application process document*).
7. Students sign off on agreement (*see Online WIL agreement*).
8. Student Interaction timetable – If there is only one student in the placement, the requirements from that student at each stage and in online meetings is easier to manage. When dealing with a group placement (3-5) simultaneously, you need to consider how students will manage the online meeting space as a group e.g. Chairing the meeting, organising the link and invitations to client and other students, online etiquette in a virtual space etc (*see Library guide and Video Conferencing slide pack*).

### Preparing for WIL

9. WIL Documentation – Ensure both student and mentor have access to the ‘*Student and employer activity pack*’ which reiterates the WIL agreement, expectations from both student and mentor and assessment requirements.
10. Mentoring sessions are finalised and locked in and listed in the Project Brief with full contact details for all parties. If a group is participating in the placement, allocation of a student chairperson for each meeting and list responsibilities must be established. The supervisor/teacher should remind the chairperson each week to confirm with client of the forthcoming online placement session.
11. Preparing students with technology
  - a. Create an external Google Mail account for each student (Student 01, Student 02, etc) and ensure your Google+ profile is established.
  - b. Students need to create a new YouTube account linked to the new Gmail account for Hangouts on Air feature.
  - c. Students create a Google Community in RMIT Gmail accounts (see technology resources) to upload videos and other materials.
  - d. Students practice new technology before WIL placement commences, including role of the chairperson.
12. Create a weekly action plan that details what students will need to do before, during and post stages of WIL.

### Online placement commences

13. The chairperson creates an Agenda for each meeting and shares with students and client the day before meeting.
14. The chairperson invites all into meetings online via Google Hangouts on Air.
15. The chairperson downloads the .MP4 recording of the Google Hangout from Youtube and embeds it into the student Google Community (see technology resources).
16. Students to use Google Hangout technology to record their video reflections, downloaded from Youtube accounts and embedded into student Google Community
17. All recorded Hangouts on Air (.mp4) uploaded and stored in the Course Blackboard.

### Note: it is recommended to consider the following:

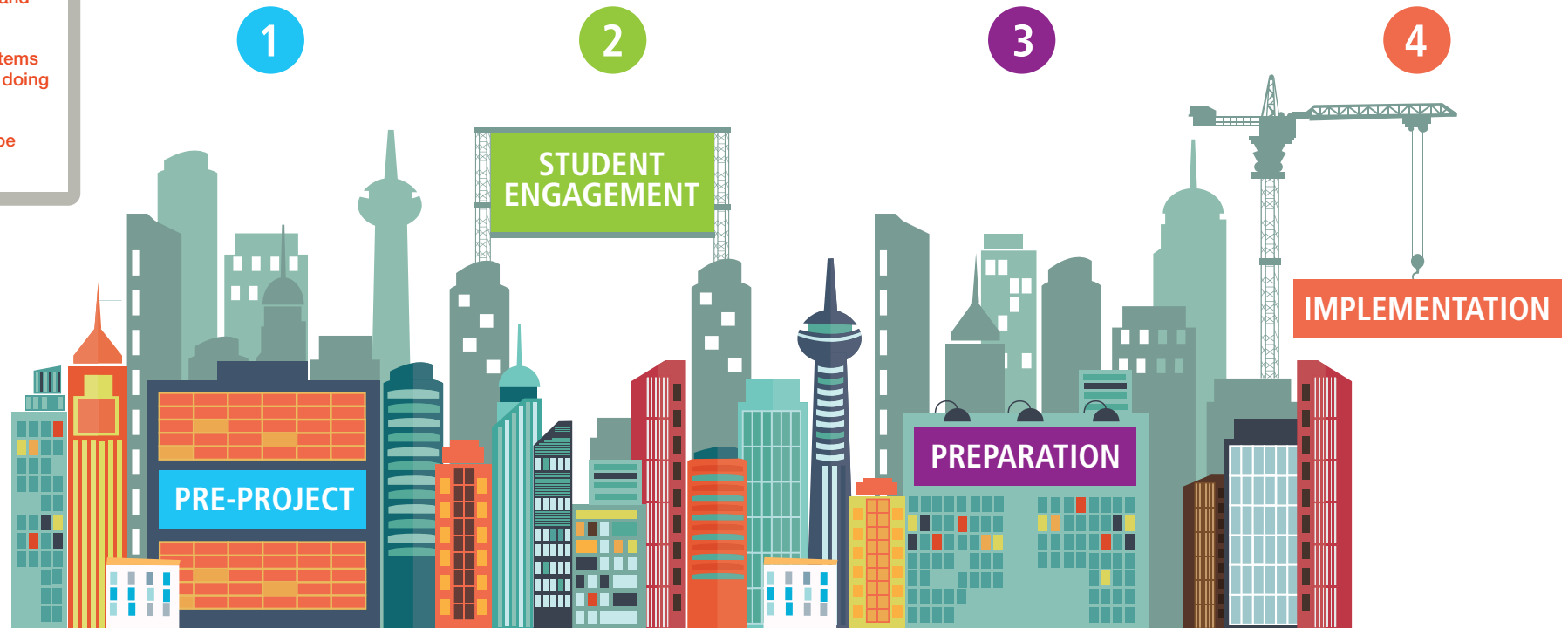
The trial of this pattern has revealed that training for both staff and students is essential. Support resources had to be created and shared, and client relationships maintained. There was an element of project management conducted to ensure the success of the pattern and an academic/teacher must undertake this role whilst still encouraging students to ‘own’ the placement experience.

### Critical Success Factors

Access to videoconferencing technology that records and enables screen sharing.

Access to the online systems of the company they are doing placement with.

Private access to YouTube and Google+ tools.



- Develop connections with industries
- Canvas student interest
- Scope project
- Formalise client/student agreement

- Promote to students
- Conduct application process
- Students sign-off agreement
- Finalise student interaction timetable

- Distribute documentation to student and mentor
- Students set-up and practice technology
- Develop weekly action plan

- Conduct meetings online
- Google Hangouts, Community, Air and Youtube implemented
- Video files managed, uploaded and stored

## Resources/ Technology

### Education resources

WIL Placement Online Project Brief (for all stakeholders)

Student Application Process (including Google Form)

Student and Employer Activities (Assessment) Pack

Student Participant Agreement

WIL online Agreement (legal)

WIL online schedule (legal)

Library subject guide <http://rmit.libguides.com/WILplacementonline>:

- Preparing for and conducting an online meeting
- How to chair an online meeting
- How to use social media for conducting business

### Technology resources

Video Conferencing Techniques (Slide pack)

How-to: Setup and use Google + and Communities (QRG) for student

How-to: Setup and use Google+ and Communities for Client (Video)

How-to: Use Google Hangouts on Air for students/client including setting up external YouTube accounts and retrieve .mp4 links(QRG)

How-to: Use Google Hangouts on Air for students/client including Screen share and document share (Video)

How-to: Upload and embed .mp4 video to Blackboard (QRG)

Online Meeting Agenda (Template)

## Outcomes

As this pattern is piloting Online WIL placement the focus is fully on linking students with an industry workplace and employers. Students form strong relationships with their business mentors through weekly Google hangouts and Q&A sessions plus get a chance to 'showcase' their skills in a final project report.

WIL Placement Online uses experiential learning to deliver an authentic workplace experience through the application of online technologies. Students are given ownership of the placement so by nature must be fully engaged as they set up meetings with their workplace, work alongside mentors and report back on their allocated work project. Students learn current business practices and develop a deeper understanding of work roles in a particular industry.

## Evaluation

Refer to – 'Pattern Evaluation template'

## Related Category

#WILonline #IndustryRelationships #GoogleHangouts #GoogleCommunities  
#SelfReflection #WILplacement