



# Curriculum Design Pattern

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Global Learning by Design

As well as providing a mechanism for capturing solutions to common education problems, curriculum design patterns can also serve as a way to share, document and publish academic work that can be informally peer reviewed and expanded upon. Below is an outline of the fields that will be used to capture and share the Curriculum Design Patterns that are produced as part of the Global Learning by Design project at RMIT.

<b>Name of Pattern</b>	<b>Visual Merchandising—Virtual WIL (Work Integrated Learning; VMW)</b>
<b>Date</b>	June 2014
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## Abstract

The Visual Merchandising Virtual WIL (VMVW) pattern creates a virtual communication point for the three parties—students, industry and teachers—involved in the VM industry placement program (also known as the mentor program). It will establish an online environment that allows all three parties to interact easily across multiple platforms. The focus will be on three critical stages in the mentor placement process: the preparation of applications and research, the placement, and self-reflection at the conclusion of the mentor placement. The Virtual WIL project is an opportunity to review, refresh and rethink our approach to the delivery of industry placement activities and to add virtual dimensions to the learning experience.

## Rationale

The VM Virtual WIL project aims to enrich students' online experiences, while making the process easier for industry and providing teachers with a platform that captures experiences and allows simple and effective three-way feedback.

## Learners

The learners are second-semester Diploma of Visual Merchandising students, engaged in mentor placements.

## Related Patterns

Currently, there are no related patterns.

## Category

Virtual WIL

## Outcome/impact

We hope to achieve the following outcomes:

- Improve the level and quality of communication between all parties.
- Enrich the WIL experience for students.
- Provide a better quality industry placement experience for industry.
- Improve teachers' management of the WIL experience.
- Build an archive of industry engagement and experiences that can be shared online.

## Alignment

This pattern aligns with two units of competency from the Diploma of Visual Merchandising Training Package related to the delivery and assessment of the industry placement via the mentor program. The units are:

1. Plan a career in the retail industry.

The related learning outcomes and critical aspects of assessment for this unit are:

- a. Research retail employment opportunities.
  - b. Self-evaluate aptitudes.
  - c. Develop skills for selected career preferences and timelines for progression.
2. Work effectively in a customer service environment.

The related learning outcomes and critical aspects of assessment for this unit are:

- a. Identify, locate and articulate the organisation's requirements, including goals and values.
- b. Demonstrate work practices that reflect the relationship between own role and the organisation's requirements.
- c. Demonstrate knowledge of workplace procedures for upholding employee and employer rights and responsibilities.

## Challenges

Recently, the program's duration changed from a two-year course to 18 months (three semesters). Industry placement now occurs a semester earlier. This makes it even more critical for our Visual Merchandising students to be well prepared through mentoring opportunities so they can be ready to work upon graduation. Other challenges include the following:

- **Development:** creating the three-way feedback/communication channel/tool/portal.
- **Technology:** making sure the user experience is simple and easy to use, particularly for industry participants.
- **Privacy:** maintaining privacy of IP/sensitive industry information during the experience.

- **Learning:** building students' capacity for self-reflection and maximising the industry placement experience.
- **Teacher communication and feedback:** it will be a challenge for teachers to monitor and provide feedback to large student cohorts. While the student and mentor are communicating one-on-one, the teacher may be communicating with up to 100 students.

## Instructions/process

The process is as follows:

- Initial briefing.
- Teacher/staff consultation and feedback.
- Production with the GLbD team.
- Focus groups with industry and graduates.
- Continued production with the GLbD team.
- PAC meeting consultation and feedback.
- Further focus groups with industry, graduates, students and teachers.
- Continued production with the GLbD team.

## Conditions

Critical success factors:

- Engagement and feedback from industry.
- Quality feedback from students.
- Level of activity on the online platform
- Level of activity on the VM Virtual WIL interactive webpage.

Factors that influence use:

- A simple and easy to use online platform and feedback tools.
- Flexible and easy to use communication options.
- Industry engagement with students via the platform.

## Resources

Resources are still in the process of being developed, including:

1. Learning Hub courseware development.

Blackboard courseware will be linked to the three-way collaboration and the Virtual WIL interactive webpage.

2. VM Virtual WIL interactive webpage.

A virtual home page for accessing content and delivering feedback by all three parties, developed with Shared Media Project Lab (SMPL).

### Mentor teaching schedule

Date	Action	Who	How
<b>21 July</b>	<ul style="list-style-type: none"> <li>— Introduction to mentor</li> <li>— CV/cover letter brief presented</li> <li>— Blackboard navigation presented</li> </ul>	Justin Students	Face-to-face lecture
<b>18 August</b>	Research into the VM Industry brief	Justin Students	Face-to-face lecture
<b>22 August</b>	CV/ Cover letter draft due	Students	Hard copy
<b>20 October</b>	Research into the VM industry brief due	Students	Blackboard
<b>27 October</b>	Mentor roll out	Justin Students	Blackboard/ mentor website
<b>February 2015</b>	How to do a reflective journal	Justin Angela Students	Face-to-face lecture
<b>February – May 2015</b>	Guest speakers from industry	Justin Students	Face-to-face lectures
<b>February – June 2015</b>	Weekly entries in the e-journal	Students Mentors	Blackboard
<b>February – June 2015</b>	Response from teachers and mentors	Teacher Mentors	

Other resources (in progress):

- [www.youtube.com/watch?v=WYVwhLChAG8](http://www.youtube.com/watch?v=WYVwhLChAG8)
- [www.youtube.com/watch?v=XeuQrK\\_DEXk](http://www.youtube.com/watch?v=XeuQrK_DEXk)
- [www.youtube.com/watch?v=1EgOHOScyCE](http://www.youtube.com/watch?v=1EgOHOScyCE)
- [www.youtube.com/watch?v=IX-RWkveBYg](http://www.youtube.com/watch?v=IX-RWkveBYg)

## Reflection

The process has created a nurturing environment for improving the delivery of the industry placement content and experience. It has given the program an opportunity to refresh its thinking about how the mentor experience can be delivered. We will be seeking further feedback from all stakeholders after the implementation occurs, and running further focus groups for continued feedback and improvement.

## Acknowledgements

### RMIT University

- Spiros Soulis, *Project Manager, ODLT*
- Angela Nicolettou, *Project Coordinator/Educational Developer, DSC*
- Josie Ryan, *Senior Graphic Designer, ODLT*
- Jody Fenn, *Educational Developer, DSC*
- Jon Benwell, *Senior Advisor L&T, DSC*

### Industry

- Amanda Henderson, *Principal, Gloss Creative*
- Stehanie D'Alberto, *Gloss Creative*
- Paige Toth, *David Jones*
- Charles Daniels, *David Jones*