

Career Integrated Learning

11th International Workshop on Higher Education
Reform

August 26, 2014

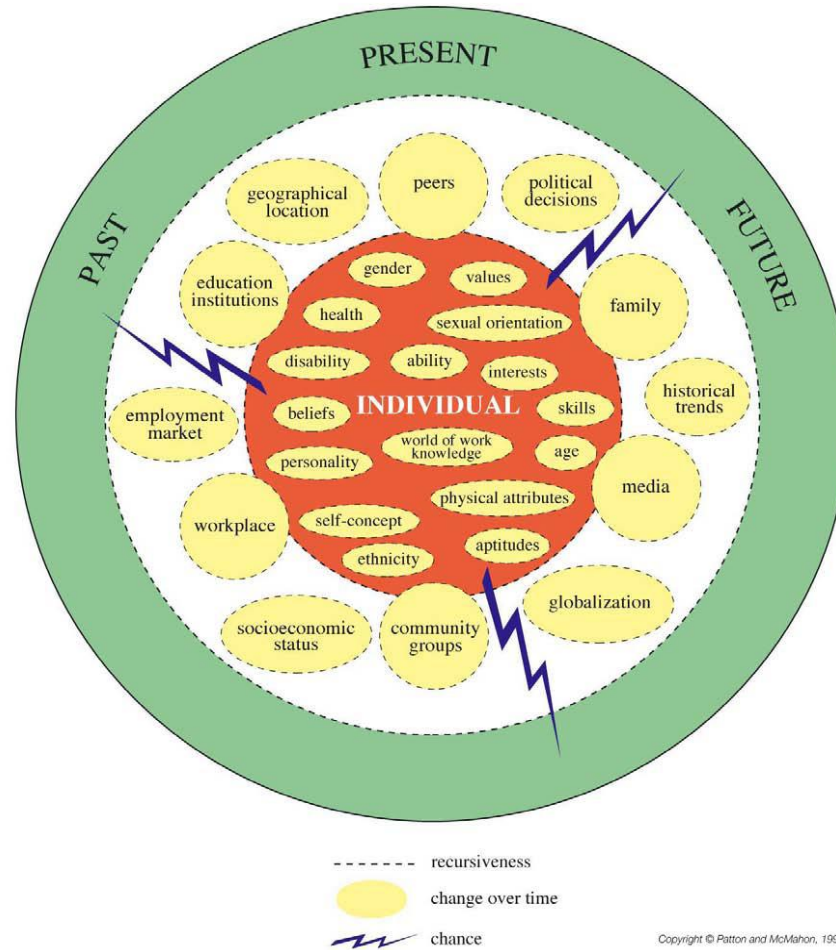
St. John's, NL

Career Integrated Learning

“Learning a living” (Hall, 1996)

- **Learner focus**
- **Creating awareness of skills and attributes to navigate life/leisure and work**
- **Learning embedded in experience**

Situated in other theory & research



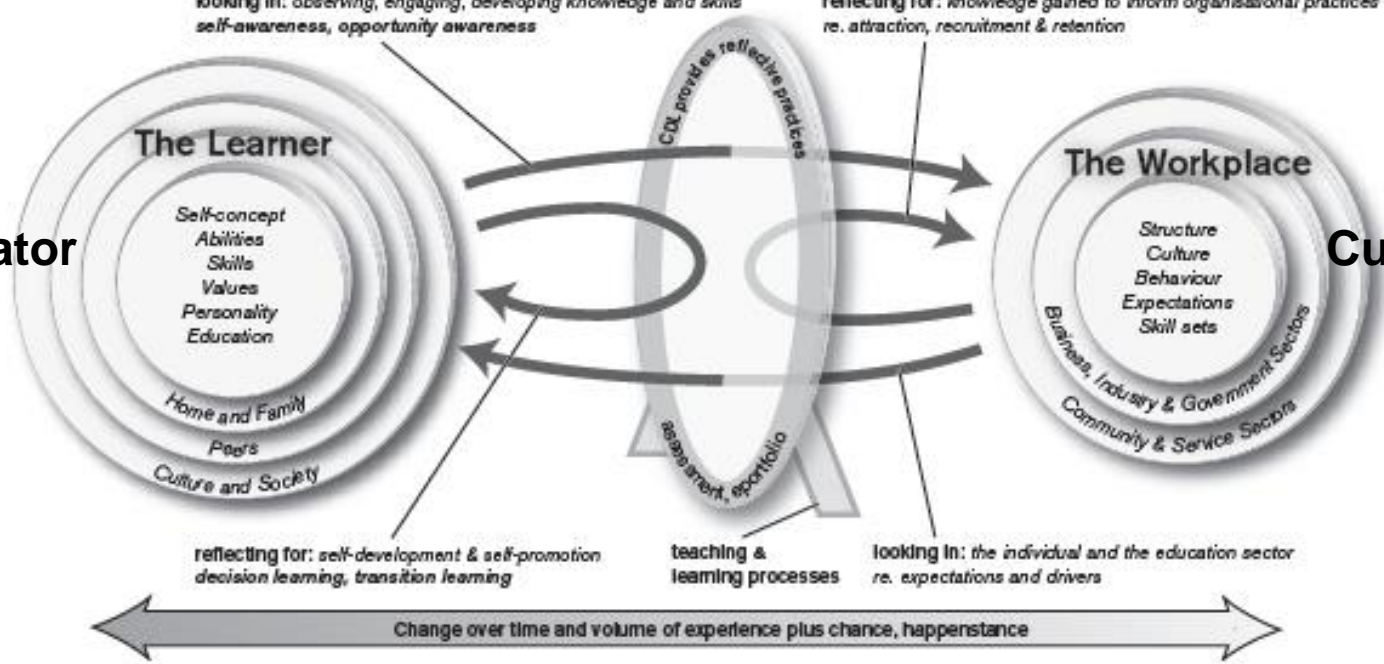
CDL & WiL: Looking from both sides of the two-way mirror

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

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

Facilitator

Curriculum



reflecting for: self-development & self-promotion
decision learning, transition learning

teaching & learning processes

looking in: the individual and the education sector
re. expectations and drivers

Change over time and volume of experience plus chance, happenstance

Smith et al. 2009

Experiences in Implementation

Literature review

Ethics process

Implementation

- ***Classroom pilot program***
- ***Collaborated with champions***
- ***Created GSC for evaluation activities***

Course Requirements and Evaluation

Presentation - Value 30%

Students are expected to form small group and present to the class on a theory. The group will have 60 minutes to present – as part of presentation there should be an experiential component/role play/ or demonstration.



Graduating Student Competencies Practiced

- **Interpersonal Skills**
- **Working within the dynamic of a group**
- **Research skills**
- **Oral presentation skills**
- **Leadership Skills**
- **Ability to work within a time frame**
- **Accepting responsibility for your role in a group**
- **Summary, integration and assimilation skills**
- **Application of knowledge to practice**
- **Practicing creativity**
- **Critical thinking skills**

Results

- **Project to date:**
- **Surveyed over 437 students after the pilot.**
- **Administered questionnaires 3 times per course**
- **First year to Master level Students**
- **Ages range from 18-64**

Results

- **72 % of survey respondents indicated that becoming aware of GSC's was helpful to them**



I have been finishing my grad school applications and the GSC have helped me write more thorough statements about myself my interests and my future

2013



I found it very helpful to know I am not restricted to careers in my specific field since they are hard to find. My post secondary education won't be wasted.

'They help me realize how literature is applicable to everyday life as well.... Now I know that I can mention all these competencies and explain what I am doing in a convincing way.'



I received three job offers after handing [employers] my resume... all of them commented that my listed skills is what peaked their interest.... I never would have thought that critical thinking was a skill.

2013



Suggestions?

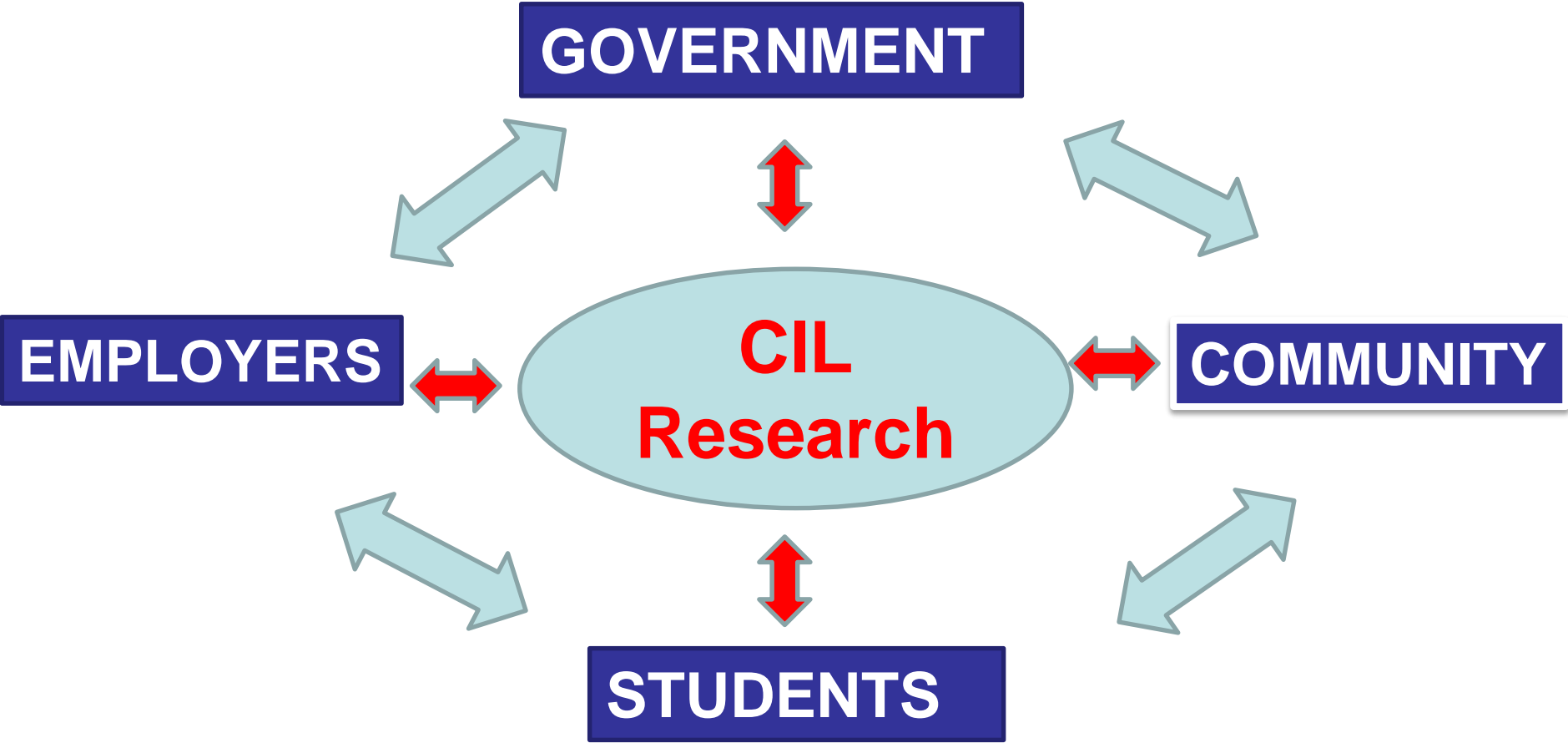
It would be great if GSC's were listed on course syllabus for each course so students could immediately get an idea of (some of) the practical skills they will learn in a class

2013

Many GSC's are infused in curriculum

The key in Career Integrated learning is:

**Focus on the students' ability to reflect
and articulate skills**



CIL & Higher Education Reform

- Skills mismatch – Canada, US, UK , and EU have all written about this in terms of public policy response to the issue;
- In 2012 the EU launched EU Skills Panorama – a program designed to focus on resolving the skills mismatch;
- Some think “skills mismatch” focused the responsibility for training on institutions, government, or individuals and relieves employers of their traditional responsibility to orient and train employees
- Recent articles from the Canadian Press cite the parliamentary budget office as saying the skills mismatch is not an issue – except for small pockets of the country (they don’t specify where) – and they do acknowledge that recent graduates are often overqualified for jobs ...

Higher Education Reform

What does this mean for universities and colleges?

- **Radical shift on a number of levels**
- **Promotion and tenure changes?**
- **Level of focus on teaching and learning (Inside and outside the classroom)**
- **Someone needs to champion this shift - Who best?**

Next Steps....

- **There needs to be a national conversation on competencies and what we want from our post secondary institutions – should include all stakeholders**
- **There needs to be a movement to reflect on GSC within Post-secondary;**

Thank you!!!