

Quality in WIL flipbook

### **P.E.A.R. Model**

McRae and Johnston's (2016) quality framework draws from the experiential education literature regarding high-impact attributes for impactful program design.

The shared attributes of quality work-integrated learning programs are: 1) meaningful experience in a workplace setting; (2) curricular integration of workplace learning and academic learning; (3) student outcomes that lead to employability; and (4) reflection. These four characteristics are framed as P.E.A.R. (pedagogy, experience, assessment, and reflection)

Pedagogy - Curricular integration of workplace learning and academic learning

Experience - Learning through experience in a workplace setting. Learning is direct and hands-on

Assessment - Student outcomes lead to employability

Reflection - Reflection designed to facilitate the integration of learning from the workplace to academic studies and into career considerations

## **B.C. WIL Comparative Quality Matrix**

In the context of the development of the BC WIL Matrix, experiential education programs in BC PSE were defined as those formal programs that have experience at their core and which are intentionally linked to the learner's academic and professional goals. These offerings are directed and monitored by the institution so as to develop the learner's knowledge, skills and values. As a reference the Matrix carefully maps out curricular and co-curricular WIL opportunities and breaks them into categories of quality. For your reference the different types of WIL are listed below. To see how they map with respect to quality as well as some definitions [see the BC WIL Matrix here.](#)

### **Curricular WIL**

- Applied Research
- Apprenticeship
- Clinic
- Curricular Community Service Learning
- Co-operative Education
- Field Placement
- Internship
- Practicum / Clinical Placement
- Work Experience

Versus

### **Co-curricular WIL**

- Para-professional
- Research Assistantship
- Teaching Assistantship
- Post-credential Internship
- Co-curricular Community Service Learning
- Volunteer
- Work Study
- Externship
- Students as Staff
- Para-professional
- Research Assistantship
- Teaching Assistantship
- Post-credential Internship
- Co-curricular Community Service Learning
- Volunteer
- Work Study
- Externship
- Students as Staff

Attributes of quality WIL that are mapped out in the BC Comparative WIL Matrix include:

Meaningful Experience, Curriculum Integration, Student Outcomes, and Reflection

## AAA★ Framework

McRae, Pretti, and Church (2018) developed a framework that offers a way to understand a WIL model's *aims* for the stakeholders, *actions* that the stakeholders take to achieve the aims, and *achievements* that demonstrate the assessment (and evaluation) of the aims.

Image a star in the centre of a circle that has three concentric rings.

In the centre of the star: Articulate Aims, Accomplish Actions, Assess Achievements + quality processes

At the five points of the star: students, host institutions / employers, educators, governments, and institutions

The first ring from the centre reads: Aims

The second ring from the centre reads: Actions

The third ring from the centre reads: Achievements

## **Smith's Comprehensive Framework**

Smith's (2012) framework demonstrated that “based on the analysis of the identified dimensions, the ways that work-integrated learning courses or subjects are formulated determine the quality of such courses.”

His framework proposed and evaluated measures for five specific domains of the WIL curricula for students

Authenticity: learning in real-world

Alignment: with academic activities

Integrated Learning Support: services and support made explicit to students

Supervisor Access: feedback on learning given throughout experience

Induction and Preparatory Processes: attention given to preparing students

## **PPOA Quality Standards Framework For CWIE**

Khampirat and McRae (2016) developed a quality standards framework for CWIE (Co-op and Work-Integrated Education) that allowed for the explication of the Process (P), Procedures (P), Outcomes (O) and Assessment (A) of institutional activities before, during, and after each CWIE experience as embedded in the socio-cultural context.