Work-Based Learning

WBL: How to Model Industry Practices in the Classroom

Chris Sinnott

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Introductions of your WBL Coordinators

Chris Sinnott

Associate Professor, Performing Arts

Chris is very excited to begin this, his seventh academic year and production season in the Performing Arts Department at Palomar College. In his tenure, he has developed 10+ technical theatre courses, and two programs and certificates. Additionally, he has designed, and coordinated the construction and painting for over 24 plays, and he looks forward to sharing many more seasons with our wonderful community. He also enjoys serving as Faculty Advisor for the Palomar Theatre Ensemble, our resident student theatre club.

Chris holds an MFA in Scene Design, with a secondary emphasis in Lighting Design, from Indiana University, Bloomington. He graduated Magna Cum Laude from the University of Notre Dame with a BA in Theatre, and minor in Music Theory.

Rita Campo Griggs

Associate Professor, Fashion Merchandise & Design

Rita has been teaching at Palomar College for over 20 years, in the Fashion Merchandising and Design program, combined with concurrent years of experience in the fashion industry. Rita's teaching philosophy is to give students practical application and real world experience. This is achieved through collaboration between education and fashion industry to design work-based learning experiences. Career experience includes; Visual Merchandise Director, a Corporate Fashion Stylist, and a Marketing Director. She has orchestrated hundreds of fashion shows for brand name designers such as Bill Blass, Liz Claiborne, and Calvin Klein. Rita is a graduate of San Diego State University and holds degrees Interdisciplinary Studies; with an emphasis in Vocational Education, and the Adult Learner.

Performing Arts Legally Blond

MODA Fashion Show

- https://www.dropbox.com/s/9hjdhbl37wgtz34/Moda2018_openingwalk.mp4?dl=0

Work-Based Learning Defined

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Work-Based Learning as a Teaching Strategy

- Brings relevance to curriculum
  (Helps students understand why they need to learn something)
- Helps students learn skills that are best learned through application
- Supports students' professional and social-emotional development
- Helps students clarify their career goals
- Prepares students for the world of work
  (Provides exposure to workplace culture and practices)
- Helps students secure employment

BASIC LESSON PLAN ORGANIZATION

GENERAL INFORMATION

Subject	
Topic or Unit of Study	

OBJECTIVES AND OUTCOMES

Topic Objectives	
Topic Outcomes	
Identification of Student Prerequisite Skills	

WBL ACTIVITIES: CAREER TRAINING, CAREER PREP, AND CAREER AWARENESS & EXPLORATION

Career Training: WBL activities outside the classroom, focusing specifically on preparing the student for employment	
Career Prep: WBL activities that provide experiential learning through interaction with professionals from the industry and the community	
Career Awareness & Exploration: WBL activities that allow students to explore career options, develop, and identify their areas of interest	

INSTRUCTIONAL PLAN – FINDING A WBL ACTIVITY THAT BEST SUITS YOUR NEEDS!

Instructional Setting	
Assistance required for your WBL Activity [e.g. industry contacts, pre-arranging tours, resume or portfolios reviewed]	
Instructional Materials or Resources	
Student Assessment/Rubrics	
Project Reflection and Revision	

WORK-BASED-LEARNING ACTIITIES

Internships (Unpaid)	Sustained work-based learning experiences designed to enrich and expand classroom learning, showing students how their learning is applied in the world outside of school, and offering access to tools, equipment, facilities, and expertise that are generally not available at school. Learning objectives are specified and student performance is assessed. In unpaid internships, learning takes precedence over production. (WestEd, Work-Based Learning in California)
Internships (Paid)	Sustained work-based learning experiences designed to enrich and expand classroom learning, showing students how their learning is applied in the world outside of school, and offering access to tools, equipment, facilities, and expertise that are generally not available at school. Learning objectives are specified and student performance is assessed. In paid internships students are required to meet the employers' expectations for productive work; these expectations, however, unlike in regular jobs, are discussed in advance with the employer and crafted to ensure that they also address the students' learning goals. (WestEd, Work-Based Learning in California)
Research-based and field experiences	Opportunities for students to participate in unpaid and paid research projects (e.g. in sciences, social sciences, media studies) and field experiences (e.g. in environmental sciences) that extend classroom learning. Research-based and field experiences teach skills that are difficult to teach or learn in classrooms (e.g. the importance of calibrating instruments or the importance of safety procedures), demystify and enhance motivation for learning research skills or exploring the natural world, support critical thinking in the collection and use of data, and provide opportunities to apply knowledge learned in the classroom to the real world outside of school.
Apprenticeships	Experiences for students in one or more crafts or trades that combine classroom and on-the-job training. Students learn and practice all phases of the trade or occupation in real-world applications. "Registered Apprenticeship" is a training strategy that pays wages to apprentices during the term of their apprenticeship. These wages are a portion of the skilled wage rate that increases throughout the training program in accordance with a predetermined union negotiated wage scale. (California Apprenticeship Coordinators Association)
Clinical experiences	Clinical training combines classroom learning with supervised hands-on immersion experiences in specific fields, mostly in industries that involve human services. In health fields, clinical training is founded on actual observation and lab instruction and/or treatment of patients, as distinguished from theoretical or experimental training. The training is usually highly specialized and includes coursework specific to performing functions and tasks in an actual workplace. (Sources: Siemens Clinical Training & Continuing Education; Clinical Training Institute as cited by National Network in Successful Strategies for Employers)
On-the-job training	Training by an employer that is provided to a paid participant while engaged in productive work in a job that provides knowledge or skills essential to the full and adequate performance of the job. OJT is generally of limited duration. (Code of Federal Regulations and Workforce Investment Act)
Cooperative work experience education	The employment of students in part-time jobs selected and approved as having educational value for the students employed therein and coordinated by college employees. (Title 5 § 55250.3) (a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals. Student's jobs need not be directly related to their educational goals. (Title 5 §55252) (b) Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal. (Title 5 §55252)

	Career Awareness and Exploration
Student-run commercial or social enterprises	Enterprises that produce goods or services for sale or use to people other than the students involved. Examples include student run cafes or video production studios that serve clients and generate revenue. Social enterprises focus on social rather than commercial activity. Examples include community planning projects or energy auditing for local residents. Social enterprises differ from traditional service learning in that students may offer their service as a team, much like a consulting firm, in contrast to participating individually in existing activities offered by non-profit organizations or community initiatives. As "social entrepreneurs," students diagnose problems and propose solutions, and thereby build research and project management skills, as well as content knowledge. Social enterprises may also be called "community-based projects." (Stern and McCoy, Social Enterprises for Learning)
Classroom projects or challenges with industry involvement	Substantial classroom projects or challenges in which industry representatives provide guidance in design and implementation as well as assessment or feedback. Examples include robotics projects supported by local engineers or construction projects supported by local union representatives. Industry-informed projects can be useful when logistics or other constraints make workplace placements difficult. Classroom challenges, sometimes use for formative assessment purposes, may include problems to solve or student competitions juried by employers.
Informational interviews with industry professionals	Opportunities for students to make contact with business/industry representatives for telephone or in-person interviews, lasting approximately 15 minutes to an hour, to explore opportunities in a given career area or occupation, the skills and education required for entry and success, the long-term growth potential, and, often, the career path taken by the representative in arriving at his/her current position.
Guest speakers	A person invited to a gathering to give a presentation. Guest speakers provide an opportunity for students to hear firsthand about a particular occupation, the necessary preparation and required knowledge the occupation requires, and other interesting information from a current practitioner in that field.

	Career Preparation
Capstone projects	Projects involving a process in which students pursue independent research or work on a question or problem of their choice, engage with the scholarly debates in the relevant disciplines, and — with the guidance of faculty and industry mentors — produce a substantial paper or product that reflects a deep understanding of the topic
Job shadowing (individual)	Opportunities for students to spend time with a worker on the job, observing actual workplace tasks in order to explore a potential career interest. (ERIC Thesaurus) Job shadows may involve applied learning if there is sufficient time and advance preparation with the employer and instructor.
Mentorships with industry professionals	One-to-one relationships between students and more experienced professionals in chosen fields of interest to explore career and related issues. Career mentors foster the student's development by providing challenges, encouragement, guidance, and resources. (U.S. Congress, Office of Technology Assessment)
Service learning	A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. (Learn and Serve America National Service Learning Clearinghouse and Mesa College)
Volunteering/ community service	Voluntary service activities that may or may not be connected to classroom curriculum, but which offer opportunities for exploring careers and learning by doing real work.
Simulated workplace experience	Work-based learning activities that simulate work environments. Examples include automotive or culinary programs in which sustained industry involvement allows student to develop and apply their skills in the context of industry standards and expectations. Simulated experiences may be valuable when experiences in real work settings are not possible, due to logistical or other constraints. (WestEd, Work-Based Learning in California)

Industry speakers/ presentations	Opportunities for representatives from industry to discuss careers and trends in their fields, skills required, education required, and their own career paths.
Workplace/company tours	Visits to real workplaces that provide opportunities for students to learn first-hand about the skills required in various industries or career areas; the career paths taken by those in the field; the tools, materials and equipment used; and the work environment and expectations for performance in various industries.
Field trips	An excursion by a group of students to a place away from their school or college environment or an on-campus visit for exposure to an industry-related experience (e.g., culinary students visiting a campus kitchen). A field trip can help spark career interest and provide students with first-hand exposure to relevant industries, workplaces, careers, or specific issues and topics (e.g. industrial design or use of technology), as well as the opportunity to ask questions of personal interest and to interact with field trip hosts.
Career fairs	Events in which employers, recruiters, and schools provide information about job and internship opportunities in their companies or organizations. Students may interact informally with employers; in some cases, job interviews are also conducted. (UC Berkeley Career Fairs)
Mock interviews	A simulation of an actual job interview, which provides an opportunity to practice for an interview and receive feedback. A mock interview provides exposure to the interview process and a chance to learn about industry hiring expectations when feedback is provided.

COMMUNITY COLLEGES
SAN DIEGO & IMPERIAL COUNTIES
CAREER EDUCATION

Applied and WORK-BASED LEARNING

Preparing students to succeed academically and thrive in their future careers

Career Awareness and Exploration

Career Preparation

Career Training

HOW does it help students?

Applied and work-based learning can provide students a deeper, more engaging and relevant learning experience in a number of ways:

- **Connects academic learning with real-world experiences, making learning relevant**
- **Enhances student motivation, retention, and academic success**
- **Supports students in defining career goals**
- **Gives students practical experience and helps them develop in-demand technical skills, 21st century skills, and career competencies**

WHY is WBL important?

WBL fosters deeper engagement

Enables students to:

- learn by doing
- learn skills and concepts in context
- see direct links between what they learn in the classroom and problems in applied settings*

WBL offers students better outcomes

- persistence
- graduation rates
- employment rates
- better outcomes for underserved populations**

How do I get involved?

Partner with your campus Career Center and Work-Based Learning Coordinator!

Help students explore career options and teach them the professional skills needed to be successful in today's labor market. Contact your WBL Coordinator or Career Center for support in integrating WBL activities in your class to connect your student's academic learning with real-world experiences.

Palomar Pathways