

Engagement Through Learning and Teaching



Foreword

The purpose of this document is to assist staff to understand the concept of Engagement in learning and teaching as it applies at Edith Cowan University. The University seeks to be recognised and distinguishable from other universities for the productive ways in which it engages with its communities and stakeholders.

This document provides a framework for considering Engagement in learning and teaching and discusses the opportunities and enhancements that such activities offer to the quality of students' learning experiences. A number of examples of Engagement in learning and teaching are provided along with a description of the outcomes and opportunities and implementation issues.

Across 2008 and into the future, the University will be working to increase the scope and extent of the Engagement in its learning and teaching programs. It is intended to provide electronic updates to this document as more as other examples of Engagement that would be of interest to others are undertaken and implemented.

A handwritten signature in black ink, reading "R. Oliver". The signature is written in a cursive, flowing style.

Ron Oliver
Pro-Vice-Chancellor (Teaching and Learning)
April 2008

1. Engagement through Learning and Teaching

The University in its strategic plan entitled *Edith Cowan University: Engaging Minds; Engaging Communities. Towards 2020* (2007) includes in its mission the aim to further develop valued citizens for the benefit of Western Australia and beyond, through teaching and research inspired by engagement and partnerships. ECU's long term goal for engagement is:

"For ECU to be recognised for the range and quality of our engagement activities which will be a point of differentiation for ECU, produce mutual benefits and productive relationships with the University's various communities."

Engagement at ECU denotes an interaction between the University and the broader community that is characterised by a two-way flow of benefits.

"University-Community Engagement is defined by its focus on reciprocal, mutually-beneficial knowledge-driven relationships between the higher education institutions and community partners."

"These interactions are based on an understanding that some elements of academic goals related to leadership, research, teaching/learning, internationalisation, infrastructure, and service can only be achieved successfully through a collaborative relationship with community sources of knowledge and expertise." (AUCEA definition, Garlick and Langworthy)

The key element in successful engagement between a university and a community is *mutuality*. In short, there should be benefits for all parties, students, the university and the external community, if engagement is to be meaningful, sustained and successful (Figure 1).

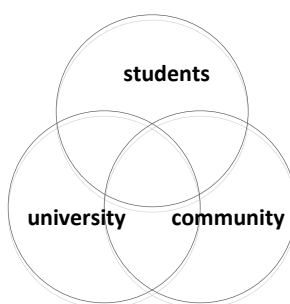


Fig 1. Mutual beneficiaries of Engagement activity

Often when universities interact with external communities, the benefits from the interactions are intended to support student learning and the external parties often find the interaction one-sided. ECU's Engagement seeks to ensure all such interactions are two-sided and for the University to ensure it gives back more than it gets from interactions with external stakeholders.

2. Activities that Constitute Engagement

Learning and teaching activities that include Engagement elements typically take one of a number of forms, each of which are described below. These include *course design*, *course delivery*, *course products*, *workplace-integrated learning* and *service activities*. There are many different examples of these forms of Engagement in higher education throughout the world.

a. Engagement Through Course Design

When external stakeholders are involved in course design, the process helps to develop programs that are relevant, contemporary and valued by the community and industry. Important elements of ECU's mission and vision are supported when course design involves external stakeholders in strategic ways.

b. Engagement Through Course Delivery

When external and industry personnel are employed as teachers and guides, students' knowledge, skills and attitudes can be enhanced. At the same time the external stakeholders can learn from their university experience.

c. Engagement Through Course Products

Often students in a course will develop services and/or products for external consumption. When students undertake such activities, learning is enhanced in a many ways. There is relevance and authenticity in the learning experience and the product is of tangible benefits to others.

d. Engagement Through Workplace-Integrated Learning

Giving students the opportunity to learn through participation in a workplace provides many learning opportunities denied in classroom settings. Work placements and practica are used often to help students develop their capacity to apply their knowledge and to streamline the transition from university to the workplace. Critical to sustainable workplace-integrated programs is creating opportunities that ensure those in the workplace are advantaged by the student placement and that the relationship is mutually beneficial.

e. Engagement Through Service Activities

University students often provide services and support to members of the external community through activities that sit outside their formal coursework. Known under such expressions as civics, community service and service learning, these activities involve students (and staff) being active members of university groups, clubs and organisations which provide services that help to improve the lives of others.

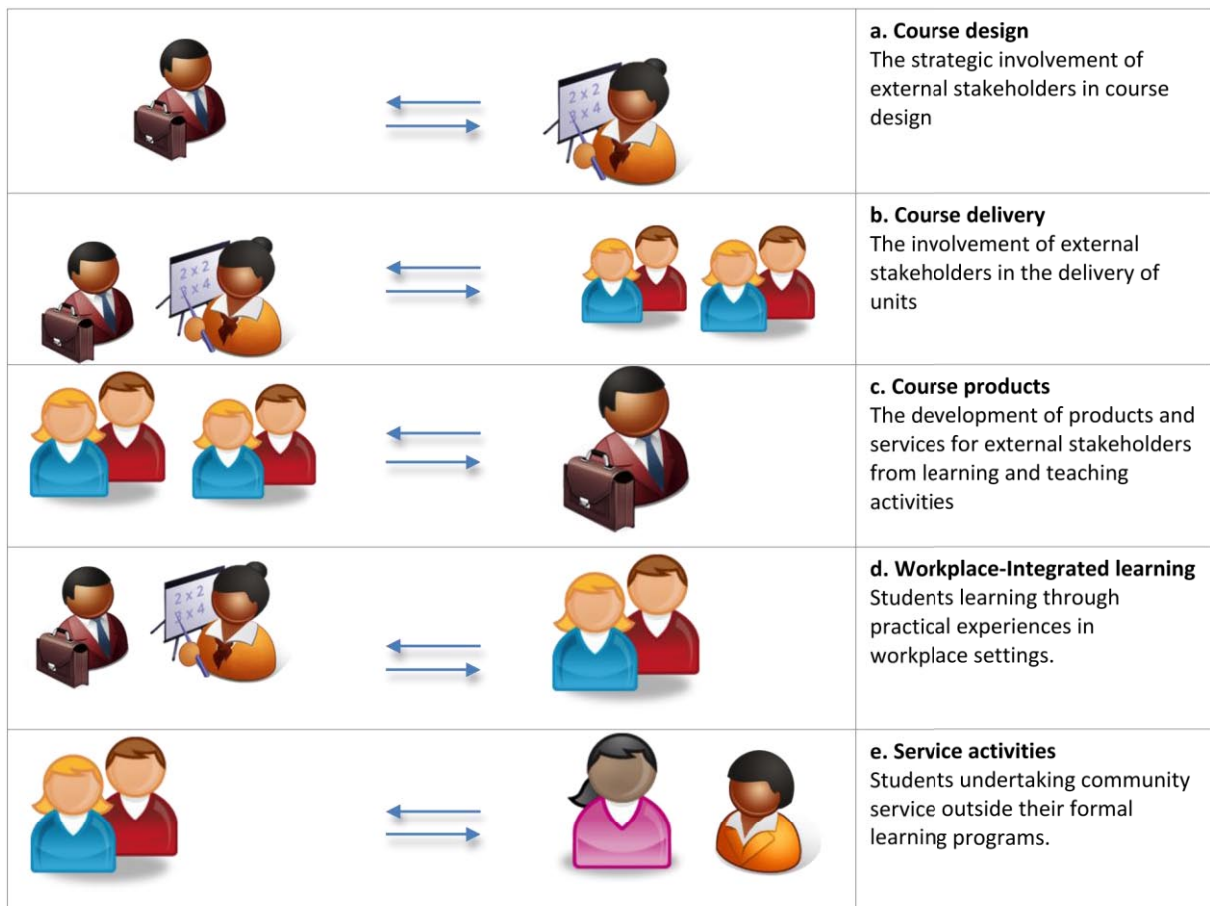


Fig 2. Forms of Engagement activity

Different forms of Engagement will return varying levels of benefit to the students, the external stakeholders and the university. Some forms are limited while others can yield quite expansive returns. Figure 2 shows a number of different Engagement activities undertaken at ECU. The choice of Engagement activities within any course or program will usually depend on the learning outcomes being sought and the Engagement opportunities that exist or can be developed.

3. Examples of Engagement Activity

Engagement Type	Example
Course Design	In the development of the Bachelor of Planning, external stakeholders across a broad spectrum (e.g. employers, planners, industry personnel) were consulted and encouraged to provide guidance and input to the selection of the units and the content of the units. The new course reflected strongly input from external stakeholders, industry representatives and practitioners as well as academics.
Course Delivery	In BES 1100, students work in teams to develop a solution to a real-life problem. Industry representatives attend a presentation night and provide advice and feedback to students. Students undertake the project as though it was a workplace activity. The industry people are able to see what learning is occurring, to meet prospective employees and to extend their knowledge and understanding through the projects they assess.
Course Delivery	In SPS4100, industry practitioners come onto campus and present examples and case studies representing contemporary best practice in strength and conditioning across a 2 week block of study. Practitioners from such groups as the West Coast Eagles and Western Force demonstrate their work and work practices to students.
Course Delivery	Guest lecturers are widely used in the Grad Dip Broadcasting. For example, the Program Director of ABC Local radio, holds two workshops in 'Making Radio Current Affairs Packages'. In the first workshop she brings in raw audio materials and shows students how they are turned into a radio package, using professional equipment and software. Students have input into what material she might use to get the best result.
Course Products	Assessment tasks in the Journalism course require students to write articles intended for publication in newspapers and magazines. The students source a newspaper/publishing house and explore opportunities for publications. They develop their piece and submit it to the editor for consideration and publication. Through such means the industry has access to quality articles and students are motivated and learn from their activities.
Course Products	Students in Applied IT Projects work in a large team to continue the maintenance and development of a complex software system called SIMPLE (Simple Image Preview in Live Environment). This software system was originally designed and built by students in this unit. The system is used by WA Police to view images on computer drives in ways that do not affect the forensic integrity of the drive.
Course Products	Students in the LLB degree are required to attend at the Northern Suburbs Community Legal Centre on the Joondalup campus of ECU for 20 hours per semester. Under the supervision of a legal practitioner, students assist in the delivery of real legal services to real clients mainly in the areas of criminal law, family law, tenancy law, immigration law and elder abuse law.
Workplace-Integrated Learning	Students training to be paramedics are employed by St John Ambulance throughout their course. They undertake workplace-integrated learning in the form of practicum units (up to 4000 hours) as they complete their university course. The students graduate job-ready and able to take their place immediately in ambulance crews.
Workplace-Integrated Learning	In ECU's education programs, students training to be teachers undertake practica during their course in local schools. Helping to train teachers can be an onerous task for schools and their staff. To offset this, ECU has created contacts with schools which see ECU students providing extra services to the Schools outside the practica, e.g. coaching sporting teams, running workshops for staff.
Service Activities	At ECU, students in the Golden Key Society undertake a number of organized activities that support external groups. The students in GKS come from all Faculties and share a common interest in wanting to help others. Activities include supporting green initiatives such as tree planting, raising money for charities and providing academic support for school students.

4. Determining the Scope of Engagement

Engagement activities have the potential to deliver positive outcomes in five main areas. The scope and extent of the outcomes draw from the scope and form of the Engagement activity from 5 main elements: skills development, deep and conceptual learning, employability, benefit to external party/client and ECU reputation and profile.

- a. **Skills development:** By their applied form and nature, Engagement activities provide varying means for students to develop and practise the skills of their discipline, often in employment and workplace related contexts. Some Engagement activities generate learning settings that provide very strong contexts and supports for skills practise and development. For example, industry-based projects and workplace activities.
- b. **Deep and Conceptual Learning:** The authentic nature of Engagement activities can provide students with opportunities for reflection and evaluation, helping to strengthen their understanding of the conceptual elements of their discipline. Engagement activities that support these outcomes include those where student work is focused on extending discipline knowledge and its application. For example, work-based projects.
- c. **Employability:** Learning in settings with workplace relevance and application can help students to prepare in different ways for their working life and to discover and fill gaps in their education and training. Engagement activities that promote employability are those that help students to develop and practise their generic skills and those that familiarize students with the world of work.
- d. **Benefit to external party/client:** Engagement activities provide tangible benefits to the external party or client. The scope and extent of the benefit is an important indicator in judging the value and success of the Engagement. Some Engagement activities provide the external client with valuable products and services at low-cost in return for their participation and involvement. In some instances the benefit is some form of payment for service.
- e. **ECU reputation and profile:** A final and important outcome from Engagement activities is the development of the reputation of the university as a relevant place of learning and one which actively seeks to connect and bring benefit to its community. Some Engagement activities provide the means to significantly enhance ECU's profile by the number of people served and the quality of the service. Others with less exposure and visibility still add to the development of the University reputation and profile but to a lesser degree.

Table 1 overleaf provides a framework for assessing and comparing the outcomes from Engagement activities in terms of their relative benefits, opportunities and outcomes.

Table 1: Comparing Outcomes from Engagement in Learning and Teaching

Advantage & Enhancement	★ low	★★★ medium	★★★★★ high
Skills development	Students apply some knowledge and practise some discipline skills with limited feedback, guidance and development e.g. classroom activities with industry tutors	Students apply knowledge quite widely and practise a range of discipline skills e.g. community activities	Students given ample opportunity to hone discipline skills in workplace settings with workplace mentors e.g. workplace activities
Deep and conceptual learning	Activity provides opportunities to develop discipline knowledge in applied settings e.g. sessional staff, visiting experts	Activity provides ample opportunities to develop discipline knowledge in applied settings e.g. workplace activities	Considerable opportunity to develop discipline knowledge in ways that support reflection, self-monitoring e.g. projects in workplace activities
Employability	Activity provides some opportunities to practise and develop generic skills. e.g. sessional tutors and teachers from industry	Activity provides ample opportunity to practise and develop generic skills e.g. performances, project-based learning	Activity provides extensive opportunities to practise and develop generic skills in workplace settings e.g. service learning
Benefit to external party/client	Activity provides income and payment to external clients e.g. employing industry-based tutors, sessional teachers	Activity provides products which have general value to external stakeholders e.g. student articles in newspapers	Activity provides external client valuable product and services at low cost e.g. service learning, research data
Enhancement of ECU profile and reputation	Activity involves small numbers of external participants, and/or low profile products and services. e.g. guest speakers, industry-based sessional lecturers	Activity involves the provision of a quality service/product in profile-building manner. eg performance, project-based learning	Activity involves the provision of an inclusive, quality and needed service/product to large group, in a profile-building manner. e.g. community service

5. An Engagement Rating Matrix

Table 2 below shows an indicative Engagement rating matrix based on the information above that can quickly guide a reader as to the opportunities and advantages derived from various Engagement activities.

Course design engagement provides indirect inputs into student learning but help to ensure courses are relevant. Engagement through course delivery provides more tangible benefits to student learning with limited returns to the external stakeholders, whilst engagement through course products often offers the largest potential for students, external stakeholders and the reputation/profile of the University. Appropriately planned workplace-integrated learning provides very strong supports for student learning and strong benefits to the external stakeholders as well. Service activities can help students to develop a raft of generic skills and provide tangible benefits to various communities and enhance the University's reputation.

Table 2: Opportunities and Advantages from different Type Engagement activities

Advantage & Enhancement	course design	course delivery	course products	workplace learning	service activities
Students' skills development	★★★★★	★★★☆☆	★★★★★	★★★★★	★★★☆☆
Students' deep learning	★★★★★	★★★☆☆	★★★★★	★★★★★	★★★☆☆
Students' employability	★★★★★	★★★☆☆	★★★★★	★★★★★	★★★☆☆
Benefit to external clients	★★★☆☆	★★★☆☆	★★★★★	★★★★★	★★★★★
ECU profile enhancement	★★★☆☆	★★★☆☆	★★★★★	★★★★★	★★★★★

The course design process for the Bachelor of Planning was influenced heavily by input from industry and external stakeholders. A Consultative Committee was formed which included representatives from local companies, Government agencies and planning professional organisations.

The Committee met on a number of occasions to discuss and deliberate on the forms of knowledge, skills and understanding needed for the course. As well it considered unit selections and descriptions and the forms of learning experience needed by students.

There were distinct benefits to the University and to the students derived from the Engagement including the development of a contemporary program with relevant and industry-related units and learning outcomes. The benefits to industry related to the capacity of the course to prepare job-ready graduates with the right mix of skills, knowledge and understandings needed to be effective practitioners in a variety of planning occupations.



Figure 4: Planning Activities

1. Student/University Advantages

The opportunities and advantages from this form of engagement derive mainly from the expertise that is used in the planning and development of the course. With industry input students are assured of a relevant course with high employment prospects.

a. Learning Advantages

Enhanced skills development	✓
Generic skills development	✓
Student employability	✓
Deep learning of content	✓
Student motivation to learn	✓
Authentic learning setting	
Items for students' portfolio	
Enhanced reputation for ECU	✓

b. Advantages to External Client

Payment from university	
New ideas and knowledge	✓
Useful & relevant product/service	✓
Alternative perspectives	
Keeping abreast with field	✓
Competitive edge over others	✓
Meeting prospective employees	✓

2. Administrative Overheads

a. Client management

- The process requires the identification of industry personnel who are stakeholders in the process.
- Once identified, the busy people need to be encouraged to give up their valuable time and to participate in the course design process.
- The external stakeholders need to see benefit and value in giving their time. They need to see a course designed and developed that meets their need and expectations.

b. Student management

- Since this process is completed ahead of the learning experiences, it is independent of students in most ways.

3. Engagement Rating

Advantage & Enhancement	1	2	3	4	5
Students' skills development	★	★	☆	☆	☆
Students' deep learning	★	★	☆	☆	☆
Students' employability	★	★	★	☆	☆
Benefit to external clients	★	★	★	☆	☆
ECU profile enhancement	★	★	★	☆	☆

In this post-graduate unit in SEBHS, experienced industry practitioners are invited to speak to the students and to present examples and case studies representing contemporary best practice in strength and conditioning.

The Engagement takes place in the form of a 2 week block of study. Across the 2-week period, a number of industry experts/practitioners deliver lectures and workshops and expose students to how strength and conditioning is developed and presented in real life settings. Experts attend from such sporting teams as West Coast Eagles and Western Force.

Students maintain reflective learning journals which detail aspects of the content that has been covered and the new knowledge and information that they are taking away.



Figure 5: Strength and Conditioning Activities.

1. Student/University Advantages

The bulk of the advantages from this learning activity are experienced by the students as they learn about strength and conditioning through applied and relevant examples and cases.

a. Learning Advantages

Enhanced skills development	✓
Generic skills development	
Student employability	✓
Deep learning of content	✓
Student motivation to learn	✓
Authentic learning setting	
Items for students' portfolio	
Enhanced reputation for ECU	

b. Advantages to External Client

Payment from university	✓
New ideas and knowledge	✓
Useful & relevant product/service	
Alternative perspectives	
Keeping abreast with field	✓
Competitive edge over others	✓
Meeting prospective employees	

2. Administrative Overheads

a. Client management

- The external speakers need to be sourced and invited well ahead of the semester.
- The experts need to be briefed in terms of their roles and responsibilities.
- Flexibility is required as often last minute changes to schedules occur as they often do in professional sports settings.

b. Student management

- Students need to be guided as to how to make most of the learning opportunities.
- Programs and timetables need to be monitored and maintained.
- Some form of assessment is needed to be able to record the scope and extent of student learning.

3. Engagement Rating

Advantage & Enhancement	1	2	3	4	5
Students' skills development	★	★	☆	☆	☆
Students' deep learning	★	☆	☆	☆	☆
Students' employability	★	★	★	☆	☆
Benefit to external clients	★	★	☆	☆	☆
ECU profile enhancement	★	☆	☆	☆	☆

First Year students in the BES1100 unit work in teams to develop a solution to an authentic problem. The problem is quite open-ended and ill-defined and students need to investigate the topic quite broadly to develop a solution process.

The problem-solving process helps to develop a raft of employability skills including teamwork, information literacy and communications.

The students develop an oral and written presentation of their solution. They complete their oral presentation in a formal session where industry representatives have been invited. The industry representatives help to assess the quality of the solution and the students' communication skills. At the same time the presentation helps to keep the industry representatives abreast of the area and ECU students' capabilities.

1. Advantages

The use of industry assessors provides students with strong motivations for learning and workplace perspectives on their achievements.

a. Student(s)/University Advantages

Enhanced skills development	✓
Generic skills development	✓
Student employability	✓
Deep learning of content	
Student motivation to learn	✓
Authentic learning setting	✓
Items for students' portfolio	✓
Enhanced reputation for ECU	✓

b. Advantages to External Agent(s)

Payment from university	
New ideas and knowledge	✓
Useful & relevant product/service	
Alternative perspectives	✓
Keeping abreast with field	✓
Competitive edge over others	
Meeting prospective employees	✓

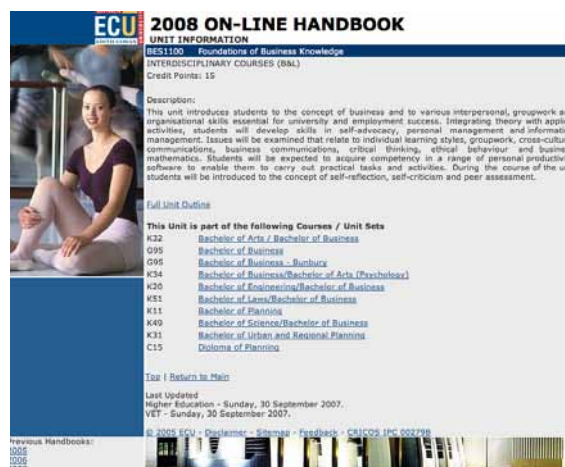


Figure 6: Business Edge Presentations

2. Administrative Overheads

This is a relatively simple form of engagement to organise. The external people play only a minor role in the delivery of the unit.

a. External personnel management

- Interested people need to be sourced from industry with appropriate interests and skills.
- The participants need to be briefed on their roles and the assessment process.
- The assessment takes place on campus in a formal presentation setting.

b. Student management

- Students need to be formed into multi-disciplinary groups.
- Groups need to be well supported to enable they operate effectively and harmoniously.
- Students need to plan projects that can be completed successfully in the time available.

3. Engagement Rating

Advantage & Enhancement	1	2	3	4	5
Students' skills development	★	★	☆	☆	☆
Students' deep learning	★	☆	☆	☆	☆
Students' employability	★	★	☆	☆	☆
Benefit to external clients	★	☆	☆	☆	☆
ECU profile enhancement	★	☆	☆	☆	☆

In each of the performance programs in the Western Australian Academy of Performing Arts, the students undertake productions to practise and develop their skills. The productions are a whole of Academy event, where students work together in production teams to mount full-scale productions. The Academy forms students into multi-disciplinary teams comprising stage designers and builders, lighting, sound, costumes, front-of-house and musicians and the performers

These teams work together with the performers and Director and Producer to create a professional program and performance. The performances are advertised widely and attended by patrons from across the metropolitan area. The experience gives the students a complete experience encompassing the pressures of production and the thrill of the successes achieved.

During their programs, individual students get the opportunity to undertake a variety of roles which move from support roles in the early stages of their programs to full artistic and design roles in the final stages.



Figure 7: WAAPA Performance

1. Advantages

This activity provides many advantages to the industry as well as the students and the university.

a. Student/University Advantages

Enhanced skills development	✓
Generic skills development	✓
Student employability	✓
Deep learning of content	✓
Student motivation to learn	✓
Authentic learning setting	✓
Items for students' portfolio	✓
Enhanced reputation for ECU	✓

b. Advantages to External Client

Payment from university	
New ideas and knowledge	✓
Useful and relevant product/service	✓
Alternative perspectives	✓
Keeping abreast with field	✓
Competitive edge over others	✓
Meeting prospective employees	✓

2. Administrative Overheads

This is a complex activity requiring a high degree of university organization and management.

a. External personnel management

- The external clients in this activity are the patrons who attend the shows and performances.
- Performances are advertised widely and professionally.
- Bookings are done through the same system used for commercial and public performances.

b. Student management

- The whole program is developed around the performance component.
- Each specialist area needs to provide support and guidance to students.
- The activities of students need to be monitored and mentored to ensure appropriate learning occurs.

3. Engagement Rating

Advantage & Enhancement	1	2	3	4	5
Students' skills development	★	★	★	★	★
Students' deep learning	★	★	★	★	★
Students' employability	★	★	★	★	☆
Benefit to external clients	★	★	★	★	☆
ECU profile enhancement	★	★	★	★	★

Lectures in the Grad Diploma in Communications (Broadcasting) are given by well-known WA journalists and broadcasters. The Course Coordinators use their network of contacts to bring a number of well-known professionals onto campus to present workshops in a variety of broadcasting areas .

For example, the Program Director of ABC Local radio, who is also a highly experienced package maker, holds two workshops in ‘Making Radio Current Affairs Packages’. In the first workshop she brings in raw audio materials and shows students how they are turned into a radio package, using professional equipment and software. Students have input into what material she might use to get the best result. A free flowing discussion follows between students and guest lecturer.

In the second workshop students bring ideas for their own radio packages (an assignment) and have open discussions with the guest lecturer on how to make their package more interesting, vibrant, informative etc. The guest lecturer ultimately has an input in marking this assignment along with the coordinators.



Figure 8: Broadcasting Workshop

1. Advantages

This activity provides many learning opportunities for the students. The industry speakers familiarise themselves with the ECU program and get to meet potential graduates and employees.

a. Student/University Advantages

Enhanced skills development	
Generic skills development	
Student employability	✓
Deep learning of content	✓
Student motivation to learn	✓
Authentic learning setting	
Items for students’ portfolio	
Enhanced reputation for ECU	✓

b. Advantages to External Client

Payment from university	
New ideas and knowledge	✓
Useful & relevant product/service	
Alternative perspectives	✓
Keeping abreast with field	✓
Competitive edge over others	
Meeting prospective employees	✓

2. Administrative Overheads

This activity requires the lecturers to know industry experts and to be able to convince them to take time out from busy schedules to teach classes.

a. External personnel management

- The right industry people need to be discovered and encouraged to teach students.
- The guest lecturers need to have strong industry skills and expertise and to be coached into how best to work with students.
- Mostly the experts work for free but when the University asks for workshops and marking, some payments are appropriate.

b. Student management

- Very little student management is required. Students attend normal sessions, but with different teachers and tutors.
- The process is very encouraging and motivating for students who recognize the valuable advice and instruction assistance the industry experts are giving.

3. Engagement Rating

Advantage & Enhancement	1	2	3	4	5
Students’ skills development	★	★	★	★	☆
Students’ deep learning	★	★	★	☆	☆
Students’ employability	★	★	★	★	★
Benefit to external clients	★	★	☆	☆	☆
Enhancement of ECU profile	★	★	★	☆	☆

Students in Applied IT Projects work in a large team to continue the maintenance and development of a complex software system called SIMPLE (Simple Image Preview in Live Environment). This software system was originally designed and built by students in this unit. The system is used by WA police to view images on computer drives in ways that do not affect the forensic integrity of the drive. The images are often used as evidence in criminal cases.

Each new cohort of students picks up from the previous cohort and continues the maintenance, testing and continued design and development of this full production software system to full industry ISO specifications.

The WA Police Department is able to take advantage of the expert skills set of the students who keep the system running and up to date in a rapidly changing field.



Figure 9: Digital forensics

1. Advantages

This activity provides a totally authentic learning setting. Students learn in the process of maintaining and supporting a software system that plays a vital role in policing in WA. The WA Police Dept receive for free, a fully-fledged state of the art software system.

a. Student/University Advantages

Enhanced skills development	✓
Generic skills development	✓
Student employability	✓
Deep learning of content	✓
Student motivation to learn	✓
Authentic learning setting	✓
Items for students' portfolio	✓
Enhanced reputation for ECU	✓

b. Advantages to External Client

Payment from university	
New ideas and knowledge	✓
Useful & relevant product/service	✓
Alternative perspectives	✓
Keeping abreast with field	✓
Competitive edge over others	✓
Meeting prospective employees	

2. Administrative Overheads

This is a complex activity. It relies heavily on the expertise of the lecturers to provide a continuous and consistent high-standard service. It requires a high degree of university organisation and management and commitment to the partner.

a. External personnel management

- This activity maintains the same industry partner each year. It revolves around a formal agreement between the University and WA Police Dept.
- Officers from the WA Police communicate consistently with the project team to ensure the product is maintained and managed adequately.

b. Student management

- Students enrolling in the unit are formed into multi-disciplinary groups depending on their background and expertise.
- Each group works under the guidance of the project managers to complete the specific tasks they are allocated.
- Assessment is based on students' roles and contributions and product delivery.

3. Engagement Rating

Advantage & Enhancement	1	2	3	4	5
Students' skills development	★	★	★	★	★
Students' deep learning	★	★	★	★	☆
Students' employability	★	★	★	★	★
Benefit to external clients	★	★	★	★	★
Enhancement of ECU profile	★	★	★	★	☆

In this final year unit in the Bachelor of Communications, students majoring in Interactive Multimedia undertake a group-based project where they develop a full-scale multimedia product for a workplace client who has bid for this service.

Students work in groups to design, develop, deliver and evaluate a product to the needs of the client. The client provides students with a functional requirements specification and provides feedback and advice on the product as it is developed.

Students learn to work with the pressures and vagaries of external clients. They need to meet timelines, deadline and budgets and all the time must satisfy the needs of their client. The finished product is intended to be a polished commercial quality product that the client will be able to use in his/her business.

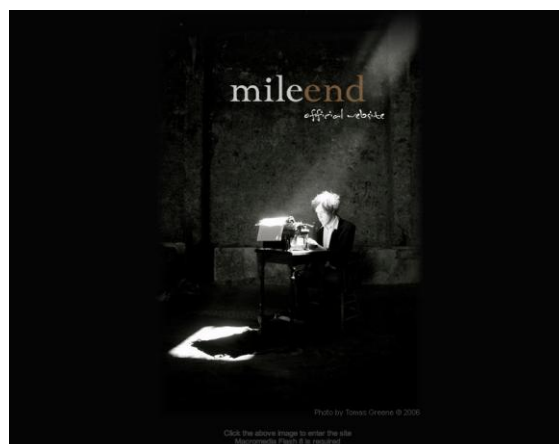


Figure 10: Mile-end Band Website, Semester 2 2007.

1. Advantages

The bulk of the advantages from this learning activity are experienced by the students as they complete their tasks and plan their written and oral presentations.

a. Student/University Advantages

Enhanced skills development	✓
Generic skills development	✓
Student employability	✓
Deep learning of content	
Student motivation to learn	
Authentic learning setting	✓
Items for students' portfolio	✓
Enhanced reputation for ECU	✓

b. Advantages to External Client

Payment from university	
New ideas and knowledge	✓
Useful & relevant product/service	✓
Alternative perspectives	✓
Keeping abreast with field	✓
Competitive edge over others	✓
Meeting prospective employees	

2. Administrative Overheads

a. Client management

- Clients need to be organized well ahead of the semester.
- Clients need to be briefed in terms of their roles and responsibilities.
- Clients need to be monitored to ensure they provide students with the necessary information and support.

b. Student management

- Students need to be formed into multi-disciplinary groups.
- Groups need to be well supported to ensure they operate effectively and harmoniously.
- Students need to plan projects that can be completed successfully in the time available.

3. Engagement Rating

Advantage & Enhancement	1	2	3	4	5
Students' skills development	★	★	★	★	★
Students' deep learning	★	★	★	☆	☆
Students' employability	★	★	★	★	★
Benefit to external clients	★	★	★	★	★
ECU profile enhancement	★	★	★	☆	☆

Students are required to attend at the Northern Suburbs Community Legal Centre on the Joondalup campus of ECU for 20 hours per semester. Under the supervision of a legal practitioner, students assist in the delivery of real legal services to real clients mainly in the areas of criminal law, family law, tenancy law, immigration law and elder abuse law.

The Unit Coordinator assists the students to develop an individual learning contract between themselves, the coordinator and the supervising solicitor. The Coordinator then meets with the student and the supervising legal practitioner not less than twice per semester to monitor satisfactory progress, learning and assessment.

The legal practitioner is employed by the Northern Suburbs Community Legal Centre but a significant part of his or her duties relates to the appropriate supervision, guidance and training of students.



Figure 11: Community Legal Centre

1. Advantages

This activity provides a workplace setting for students to practise and develop their skills and knowledge. The legal practitioner supervises the students, as is required by law, and members of the northern suburbs community are provided with free legal services from the collaboration.

a. Student/University Advantages

Enhanced skills development	✓
Generic skills development	✓
Student employability	✓
Deep learning of content	✓
Student motivation to learn	✓
Authentic learning setting	✓
Items for students' portfolio	✓
Enhanced reputation for ECU	✓

b. Advantages to External Clients

Payment from university	
New ideas and knowledge	✓
Useful & relevant product/service	✓
Alternative perspectives	
Keeping abreast with field	
Competitive edge over others	
Meeting prospective employees	

2. Administrative Overheads

This activity involves the Unit Coordinator preparing students for the workplace project. The supervising solicitor, in consultation with the School, assigns practical legal tasks to the students.

a. External personnel management

- This activity is ongoing and runs each semester. The Northern Suburbs Community Legal Centre employs the legal practitioner.
- The supervising solicitor is employed with a remit that includes the supervision, guidance and training of students.
- The maintenance of a good working relationship with the NSCLC is paramount.

b. Student management

- Students are assigned to work at the Northern Suburbs Community Legal Centre.
- The Unit Coordinator oversees the activity and meets several times with the legal practitioner and student to monitor progress and assessment.
- Ongoing monitoring and review is essential to ensure that objectives are being fulfilled and contracts are being honoured.

3. Engagement Rating

Advantage & Enhancement	1	2	3	4	5
Students' skills development	★	★	★	★	★
Students' deep learning	★	★	★	★	★
Students' employability	★	★	★	★	★
Benefit to external clients	★	★	★	★	★
Enhancement of ECU profile	★	★	★	★	★

Final year students in the media program at Queensland University of Technology work as a team to update, modify and refresh, the Brisbane Media Map, an online directory of providers in the creative industries sector in Brisbane.

This project commenced in 2001 and every year the graduating cohort in communications and media studies enrol and undertake this capstone unit.

The project involves all students working in a large team to design and populate this online directory of Brisbane's media sector. The students undertake different roles depending on their major, to collect information, write descriptions, design the interface, program the functionality and develop the Web site.

The completed product helps to increase the visibility of the Creative Industries in Brisbane. It helps to reveal the scope and extent of activity and services and products available. It provides a very valuable community service.



Figure 12: Brisbane Media Map, (<http://bmm.qut.edu.au>)

1. Advantages

This activity provides many advantages to the industry as well as the students and the university.

a. Student/University Advantages

Enhanced skills development	✓
Generic skills development	✓
Student employability	✓
Deep learning of content	
Student motivation to learn	✓
Authentic learning setting	✓
Items for students' portfolio	✓
Enhanced reputation for ECU	✓

b. Advantages to External Client

Payment from university	
New ideas and knowledge	✓
Useful & relevant product/service	✓
Alternative perspectives	
Keeping abreast with field	✓
Competitive edge over others	
Meeting prospective employees	✓

2. Administrative Overheads

This is a complex activity requiring a high degree of university organization and management.

a. External personnel management

- Interested people need to be sourced from industry with appropriate interests and skills.
- The participants need to be briefed on their roles and the assessment process.
- The assessment takes place on campus in a formal presentation setting.

b. Student management

- Students need to be formed into multi-disciplinary groups.
- Groups need to be well supported to enable they operate effectively and harmoniously.
- Students need to plan projects that can be completed successfully in the time available.

3. Engagement Rating

Advantage & Enhancement	1	2	3	4	5
Students' skills development	★	★	★	★	★
Students' deep learning	★	★	★	★	☆
Students' employability	★	★	★	★	☆
Benefit to external clients	★	★	★	★	★
ECU profile enhancement	★	★	★	★	★

Students in the BSc (Paramedical Science) enter their course while currently being employed by St John's Ambulance Service. At the same time as they undertake their university studies, they complete a comprehensive practicum component of 5 discrete units that involves up to 4000 hours of ambulance service.

During their university training, the students ride with fully qualified ambulance officers as a third member of the team. They use the experience to develop their practical skills and knowledge in order to be able to demonstrate the raft of competencies that the practicum units seek.

The combination of university study and on-the-job training means that on graduation, the students emerge as job-ready ambulance officers who can immediately be employed in the standard two-person teams.

This high level of engagement between ECU and St John Ambulance Service creates a synergy that ensures effective learning for the students and job-ready graduates for the employer.



Figure 14: Paramedic students in accident simulations

1. Advantages

This activity provides many advantages to the industry as well as the students and the university.

a. Student/University Advantages

Enhanced skills development	✓
Generic skills development	✓
Student employability	✓
Deep learning of content	✓
Student motivation to learn	✓
Authentic learning setting	✓
Items for students' portfolio	✓
Enhanced reputation for ECU	✓

b. Advantages to External Client

Payment from university	✓
New ideas and knowledge	✓
Useful & relevant product/service	✓
Alternative perspectives	✓
Keeping abreast with field	✓
Competitive edge over others	✓
Meeting prospective employees	✓

2. Administrative Overheads

The arrangement of the practicum units within the course were planned and arranged during the development of the course. This planning process heavily involved the external client, the St John Ambulance Service.

a. External personnel management

- St John's is the employer of the students. The students are rostered as part of ambulance teams throughout their course.
- Students need to demonstrate various competencies described in the practicum unit outlines. As they undertake their workplace training, their supervisors sign off their attainment of competence.
- When all competencies have been achieved, students enroll in the next practicum unit until all have been completed.

3. Engagement Rating

Advantage & Enhancement	1	2	3	4	5
Students' skills development	★	★	★	★	★
Students' deep learning	★	★	★	★	☆
Students' employability	★	★	★	★	★
Benefit to external clients	★	★	★	★	★
ECU profile enhancement	★	★	★	★	★

The Golden Key National Honour Society was founded at Georgia State University in Atlanta, USA on 29 November 1977 by a group of highly motivated undergraduate students. It is a non-profit, academic honours organisation that seeks to provide support and services to its member and the wider community.

Students qualify for membership of Edith Cowan University Chapter on the basis of objective academic criteria. The top 15 percent of bachelor's degree students enrolled at Edith Cowan University may be eligible after completing at least one year of study. Part-time as well as full-time students may qualify.

The GKNHS undertakes a range of activities many of which involve community service. These activities include raising money through fundraising events for charities and supporting environmental sustainability through tree planting and other environmental initiatives.



Figure 15: Tree planting

1. Advantages

This activity provides advantages to the community as well as learning opportunities for the students and enhancement of the university reputation.

a. Student/University Advantages

Enhanced skills development	✓
Generic skills development	✓
Student employability	✓
Deep learning of content	
Student motivation to learn	✓
Authentic learning setting	✓
Items for students' portfolio	✓
Enhanced reputation for ECU	✓

b. Advantages to External Client

Payment from university	
New ideas and knowledge	
Useful & relevant product/service	✓
Alternative perspectives	
Keeping abreast with field	
Competitive edge over others	
Meeting prospective employees	✓

2. Administrative Overheads

The Golden Key National Honour Society is a University club that meets regularly and has an organised leadership and management strategy. The community activities are planned and coordinated by the students on an ongoing basis.

a. External personnel management

- With community activities, the bulk of the work is done by the students and the benefits from their involvement and work flows to the community recipients.

3. Engagement Rating

Advantage & Enhancement	1	2	3	4	5
Students' skills development	★	★	★	☆	☆
Students' deep learning	★	☆	☆	☆	☆
Students' employability	★	★	★	☆	☆
Benefit to external clients	★	★	★	★	★
ECU profile enhancement	★	★	★	★	★

7. Designing and Implementing Engagement Activities

There are many ways that unit coordinators and lecturers can act to plan and implement Engagement activities to support learning in their units. Some activities can be undertaken with a minimum of organisation and administration while others will incur a significant overhead. As with most things in life, the greater the effort and industry required, the greater the return on the investment. Within a course, there are opportunities for many different forms of Engagement. It is often not necessary, nor useful, for all teachers to attempt to implement Engagement activities within all units.

Engagement in learning and teaching is a win-win situation. It provides a means and context to powerfully support student learning and at the same time provides services and opportunities to external stakeholders. The choice of particular forms of Engagement in the design of learning settings depends to a considerable degree on the particular learning outcomes being sought.

The tables below demonstrate various strategies that can be used to plan and develop Engagement activities with widely differing learning outcomes and stakeholder benefits.

Table 3: Engagement through course design

Strategy	Description	Opportunities and Enhancements
Industry consultants (in course design)	Industry personnel participate in an advisory capacity in the process of course design. e.g. recognized experts from an industry area consulted in planning and developing a new course of study.	Students are able to enroll in a course that is industry relevant, with prospects for employment. Industry personnel help to ensure courses are relevant and appropriate to community needs.

Table 4: Engagement through course delivery

Strategy	Description	Opportunities and Enhancements
External speakers	Bringing external speakers into a unit to present lectures and/or workshops. e.g. an experienced nurse talking to students about aspects of patient care.	Students are exposed to real-world examples and expertise. External person able to have positive influence on learning, meet prospective employees.
Assessments with external focus	Assessment activities require students to seek information from workplace/external settings. e.g. student-teachers developing resource materials for a new curriculum for classroom teachers.	Students are exposed to real-world examples and apply their knowledge and skills to develop useful products as part of the learning process, external people are able to take advantage of students' products. Raises university profile in the field.
External assessors	Student work is assessed by external stakeholders. e.g. recognized artists marking students' art portfolios and exhibitions.	Students are able to get first-hand knowledge of the quality of their work from practicing experts. Experts are able to influence curriculum, see student work.
External teachers	External stakeholders assume responsibility for developing some aspect of student knowledge and capability. e.g. television producer teaches students how to produce a television program and assesses student learning.	Students receive practical and relevant skills and knowledge from industry experts. Experts are able to aid the quality of learning among graduates and identify prospective employees.

Table 5: Engagement through course products

Strategy	Description	Opportunities and Enhancements
Assessments with external elements	Assessment activities require students to develop products and artefacts with value and application outside the university context. e.g. students in multimedia program develop Web pages for an external client.	Students practise and develop their skills in relevant and meaningful applications increasing their employability. External stakeholders gain access to valuable products and services.
Provision of pro-bono services	Students provide services and assistance within their area of expertise to external stakeholders in need. e.g. students in psychology program provide counselling services within a School after hours.	Students practise and develop their skills in relevant and meaningful applications increasing their employability. External stakeholders gain access to valuable products and services.
Workplace projects	Students learn through activities in workplace settings. Students are immersed in a workplace or external setting as a context for their development. e.g. final year students in environment program undertake projects in workplace for an external client.	Students practise and develop their skills in relevant and meaningful applications increasing their employability. External stakeholders receive valuable products and services.

Table 6: Engagement through workplace-integrated learning

Strategy	Description	Opportunities and Enhancements
Workplace-integrated learning	Students are placed in workplace settings as part of learning in a course to develop workplace skills and experiences. e.g. student teachers undertaking practica in schools; student nurses being placed in teaching hospitals; paramedics undergoing ambulance placements during their courses.	Students are exposed to the workplace in meaningful ways and are supported to develop the skills and expertise to make them job-ready upon graduation. The organisations that take students are able to derive benefit from the additions to their workforce and help to train employees to the standards required.

Table 7: Engagement through service activities

Strategy	Description	Opportunities and Enhancements
Community service	Students involve themselves in their spare time in activities that provide benefit to the community. Through these activities students learn planning and organizational skills and other lifeskills that will be useful for employment. Community service activities are generally student-generated and student-led.	Community stakeholders benefit in many ways from the services provided. Often the services are provided to less-fortunate groups and make a big difference in their lives. The University reputation and profile can be strongly enhanced through these philanthropic activities.

8. Leadership in Engagement

An important contribution to Engagement in Learning and Teaching comes from academics who take leadership roles in supporting other academics in their endeavours. Leadership activities can include organizing other teachers to participate in Engagement activities, participating in staff development to showcase and share ideas and expertise, providing School and Faculty leadership.

The measure of success in such endeavours lies in the number of students whose learning is enhanced, the scope of the learning enhancement, the opportunities and advantages derived by the external stakeholders and the institutional profile and reputation building.