

## **Educating for sustainability in business: challenges in designing assessment in work-integrated learning**

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This workshop explores the challenges of designing assessable work-integrated learning, with reference to capstone student experiences. These design challenges and associated collaborative processes will be discussed in relation to a pilot capstone unit in the cross-faculty Master of Sustainability program at the University of Sydney, as well as capstone experiences in the Faculty of Economics and Business at the University of Sydney. The authors encourage academic and professional staff engaged in work-integrated learning – especially in capstone units – as well as those in leadership and policy roles, to share their experiences and challenges in this one-hour workshop. The workshop encourages dialogue on the issues relating to work-integrated learning for assessment in a capstone experience. It uses the specific methods of Team-Based Learning, developed by Larry Michaelson and Jim Sibley, which employ a structured approach to small-group discussion followed by facilitation of large-group discussion. This method has been widely and successfully employed in a range of workshops across higher education learning and teaching projects as well as in the class with students. In the plenary discussions, team members draw on recent experiences in establishing assessable work-integrated learning programs across the University of Sydney.

**Keywords:** capstone; interdisciplinary; sustainability; work-integrated learning

**Theme:** assessment for sustainable learning within and beyond the course

## **Introduction**

This workshop explores the challenges in designing assessable work-integrated learning, with reference to capstone student experiences. These design challenges and associated collaborative processes in structuring assessable work-integrated learning will be discussed in relation to a pilot capstone unit in the cross-faculty Master of Sustainability program at the University of Sydney and capstone experiences in the University's Faculty of Economics and Business.

We encourage academic and professional staff engaged in work-integrated learning, especially in capstone units, as well as those in leadership and policy roles, to share their experiences and challenges in this workshop.

## **Workshop aims**

This workshop aims to explore the experiences of participants with respect to the following questions.

- Which of the multiple stakeholders in work-integrated learning undertakes the assessment?
- What elements are important in the design of work-integrated learning capstones and their assessment?
- What successful forms of assessment and its moderation have been used for work-integrated learning?
- What are the more specific challenges and how may they be addressed when work-integrated learning functions as a capstone unit in a business or interdisciplinary program?

## **Workshop structure**

The one-hour workshop will encourage a dialogue on the issues involving work-integrated learning for assessment in a capstone experience. We will therefore use the specific methods of team-based learning (TBL) developed by Larry Michaelsen and Jim Sibley (see for example, Michaelsen, Knight & Fink, 2004), which employ a structured approach to small-group discussion followed by facilitation of large-group discussion. These methods have been widely and successfully employed in a range of workshops across higher education learning and teaching projects and in the classroom with students. In the plenary discussions, our team members will draw on recent experiences in establishing assessable work-integrated learning programs across the university.

## **Workshop outcomes**

From engagement with participants' experiences of designing assessable work-integrated learning, the following learning outcomes are anticipated:

- awareness of the key stakeholders in assessing work-integrated learning
- understanding of the nature of the collaborative processes required in establishing and assessing successful work-integrated learning
- understanding of the important design features of assessment for work-integrated learning capstones

- understanding of the challenges and opportunities of assessing work-integrated learning capstone units
- application of these design and collaborative processes in one capstone pilot unit.

### **Implications for theory, practice and policy**

This workshop will contribute to the continuing dialogue between theory and practice with respect to work-integrated learning. We hope that this session will further this debate by considering how to leverage the interests and concerns of multiple stakeholders in designing an assessable work-integrated learning experience. From a policy perspective, this workshop will consider how university and faculty policies can support this experiential approach to work-integrated learning.

### **Reference**

Michaelsen, L., Knight, A. & Fink, L. (2004). *Team-based learning: a transformative use of small groups in college teaching*. Sterling, VA: Stylus Publishing.