



Graduate attributes: repositioning the Work Integrated learning (WIL) programme at the Durban University of Technology (DUT) in South Africa for enhanced learning and employability

Presentation

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Introduction

- **Purpose:** This is a conceptual paper for a student-centred learning model in WIL using a collaborative constructive pedagogical framework.
- **Approach:** An intrinsic Work Integrated Learning (WIL) programme which addresses graduate preparedness for employability in Library and Information studies
- **Findings:** This paper sets forth a critical discussion of the desired graduate attributes in shaping an innovative approach to re-align the WIL programme with the university's strategic 2015-2019 plan. The graduate attributes advocate for students to be: critical and creative thinkers who work independently and collaboratively; knowledgeable practitioners; effective communicators; culturally, environmentally and socially aware within a local and global context; as well as active and reflective learners.
- **Originality/ Value:** A South African student-centred aligned WIL model is presented for informing futuristic teaching and learning university paradigms that will advance graduate attributes and employability skills.

Context

Mthembu (2012:190-191) add that UoT's are required to:
provide career focused education; be responsive to community and industry needs; provide social and technological innovations; provide more open access; frequently use advisory groups to ensure that curricula align with business/industry demands; and to provide work integrated learning and thereby ensure that students also learn from real-life workplaces.

Graduate Attributes according to the DUT Senate document

(2014:1) are:

1. critical and creative thinkers who work independently and collaboratively;
2. knowledgeable practitioners;
3. effective communicators;
4. culturally, environmentally and socially aware within a local and global context; and
5. active and reflective learners.



Student-centred teaching and learning

Forms of instruction that give students opportunities to be proactive in learning activities and discussions, design their own learning projects, explore topics that interest them, and generally contribute to the design of their own course of study.

Student-centred instruction is often associated with “self-guided” or “self-paced” learning, or with learning experiences that occur outside of traditional classroom settings such as internships, apprenticeships, independent research projects, online classes, travel experiences, community-service projects (Glossary of Education Reform by [Great Schools Partnership](#), 2014).

Constructivist learning Philosophy

A philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in.

Student-centred learning, therefore, is the process of adjusting our mental models to accommodate new learning experiences.

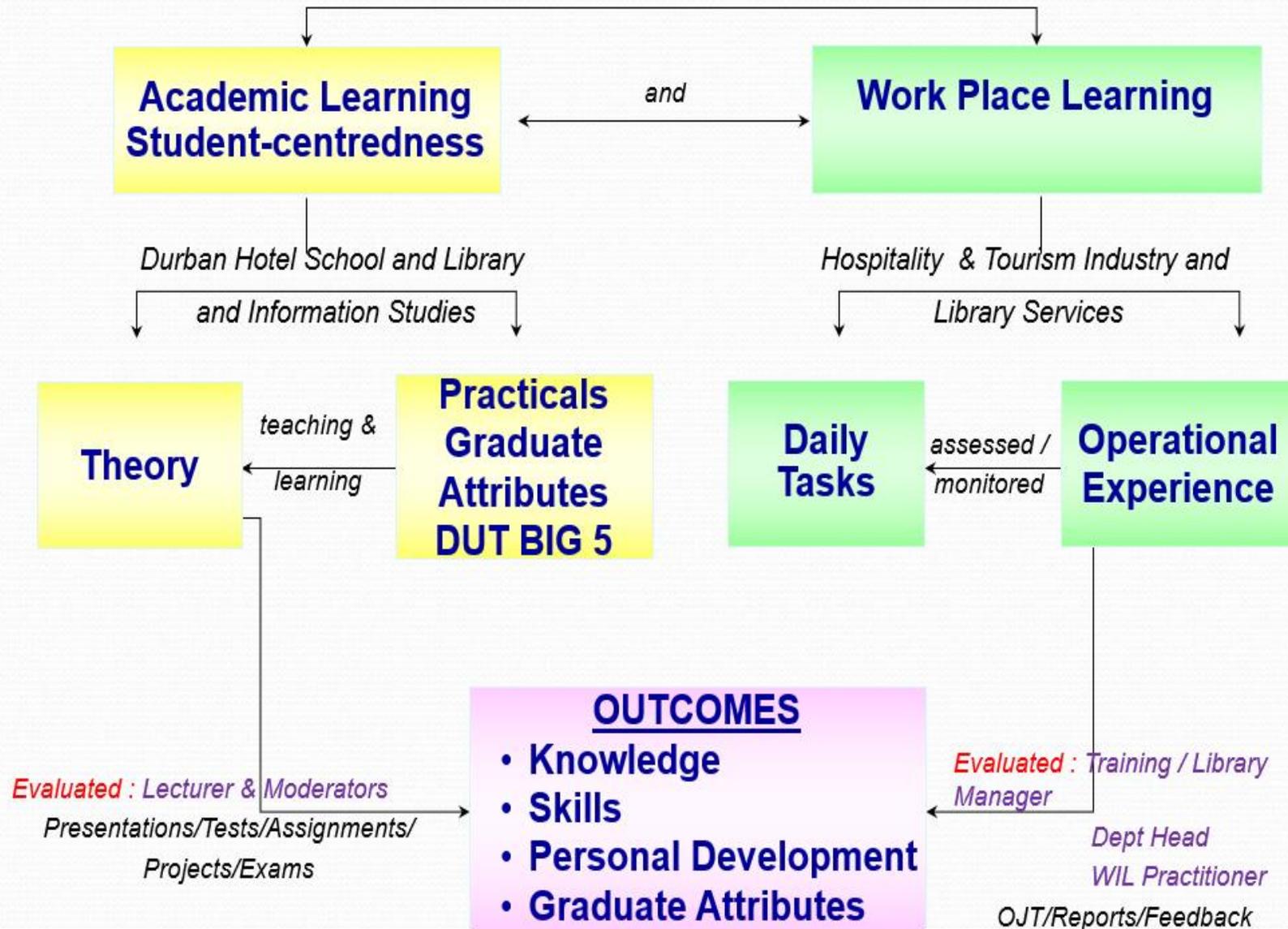
A paradigm shift is required for collaboration and partnerships in WIL instructional design to become reality. This involves collaboration, inquiry or enquiry based learning, and building critical thinking, each of which resonate with the original theory of Vygotsky which suggest student-centred learning pedagogy.

Collaborative instructional design present a team approach to teaching and learning involves an approach to renew the curriculum, foster deeper student learning, and develop partnerships with industry.

Programme instructional design still occurs at the faculty level without involving collaborative pedagogies. Student-centred learning is optimised when students are engaged in problem solving and move from content based to process based learning.

RE-POSITIONING WIL IN DUT

Collaborative Constructivist Pedgogical
framework



DUT Library programme goal is to enable students to combine theoretical knowledge gained through academic life, with practical knowledge-based information attained via engagement in a professional work context.

Student-centric educational focus is specific to work-based competencies

This is achieved through:

- ❖ the configuration of the learning environment in the library; and
- ❖ WIL programme content with formative and normative assessments.

WIL needs to be supervised closely at all stages of implementation to ensure that the set objectives including graduate attributes materialize.



WIL Content Design

Day 2	Activity	Responsible person/s
8:00-9:00	Focus Group Discussion: Who am I and where do you see yourself in the library and Why	David
9:00-9:15	LIASA	Siza
9:15-9:30	Intro to Facebook	Pam
9:30-9:45	Tea	
9:45 – 10:45	CV Writing	Mousin
10:30-4:00	Amazing Race	David / Patrick

Day 3	Activity	Responsible person/s
8:00 – 9:00	Focus Group Discussion: Student's impression of the DUT library	David
9:00-9:30	Library Displays: trip to Umgeni Library	Patrick
9:30 -9:45	Tea	
9:45-10:30	Library Displays: trip to Umgeni Library	
10:45 – 4:00	Circulation	Rakesh / Nomonde

Week 1	Activity	Responsible person/s
Day 1-5	General Orientation Programme	Shirlene & David
Week 2	Activity	Responsible person/s
Day 1-5	Central Services	Trish & Ini
Activities and project outlined in Learning outcomes document		
Week 3	Activity	Responsible person/s
Day 1-5	Central Services	Trish & Ini
Activities and project outlined in Learning outcomes document		
Week 4	Activity	Responsible person/s
Day 1-5	Library IT	Sarah
Group will rotate between the 2 main sites		
Activities and project outlined in Learning outcomes document		
Week 5	Activity	Responsible person/s
Day 1-5	Circulation	Rakesh & Nomonde
Group will rotate between the 2 main sites		
Activities and project outlined in Learning outcomes document		
Week 6	Activity	Responsible person/s
Day 1-5	Information Services Team	Claire & Ntutu
Activities and project outlined in Learning outcomes document		
Week 7	Activity	Responsible person/s
Day 1	Day visit to City Campus & Brickfield Libraries	Nozipho & Patrick
Day 2	Day visit to Indumiso & Riverside Libraries	Karin, Lindiwe & Patrick
Day 3 - 5	TBA	
Activities and project outlined in Learning outcomes document		
Week 8	Activity	Responsible person/s
Day 1-3	Student erect displays at the 2 Main sites and prepare their reports and presentation	Shirlene
Day 4	Students prepare their reports and presentation WIL Team assesses the Displays	Shirlene
Day 5	Presentations to library Management and WIL Team	Shirlene

Learning outcomes

Learning outcomes: At the end of this activity, the student will be able to:

- Understand the role of Subject Librarian duties e.g. research process, marketing and promoting the library, programme reviews etc
- Career opportunities and how to prepare for the interview including the interview process
- Ilink and summon

Assessment method
Practical job interview
Practical exercises

Activity: After hours services
15/07/2013 Afternoon

Learning outcomes: At the end of this activity, the student will be able to:

- Managing the library after-hours
- Training of student library assistants
- Research queries

Assessment method
Practical exercises

Activity: Collection Development
25/07/2013

Learning outcomes: At the end of this activity, the student will be able to:

- Review of Periodicals
- Process of ordering books
- Weeding

Assessment method
Observation
Practical exercise

<p>Learning outcomes: At the end of this activity, the student will be able to:</p> <ul style="list-style-type: none"> • Understand IL overview • ECP • Mainstream • Academic integrations • Assessment methods • Databases, ejournals and ebooks 	<p>Assessment method Practical exercises</p>
<p>Activity: Reference queries 16/07/2013 Morning</p>	
<p>Learning outcomes: At the end of this activity, the student will be able to:</p> <ul style="list-style-type: none"> • Identify and help with user queries • Basic and advanced queries • Academic liaison 	<p>Assessment method Reference interview practical Practical exercises</p>
<p>Activity: Research support 17/07/2013</p>	
<p>Learning outcomes: At the end of this activity, the student will be able to:</p> <ul style="list-style-type: none"> • Review of the WIL research support experience • Managing the research commons • Promoting research support • Planning a learning event 	<p>Assessment method Self assessment and peer review Written checklist Creative visualisation Participation in a meeting Project report back Assessment sheet on the training event Digital Endnote library</p>

Conclusion

The transformative effectiveness and re-positioning of WIL depends on three factors:

1. student readiness to be transformed into productive graduates;
2. the configuration of student-centred learning; and
3. The alignment of the programme design to the DUT strategic plan.

